

Maulana Mazharul Haque Teachers' Training College



Mathurapur, Samastipur

Recognized by ERC, NCTE Bhubaneswar

Affiliated to L.N. Mithila University, Darbhanga & Bihar School Examination Board, Patna

**PROGRAM LEARNING OUTCOMES AND
COURSE LEARNING OUTCOMES**



Maulana Mazharul Haque Teachers' Training College

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Recognised by ERC, NCTE, Bhubaneswar, Affiliated to L.N. Mithila University, Darbhanga

Affiliated to Bihar School Examination Board, Patna



Ref. No.

Date

ATTAINMENT OF PROGRAMME LEARNING OUTCOMES AND COURSE

LEARNING OUTCOMES

Every year since 2020 IQAC plans and prepares Academic Calendar of the institution keeping in mind the calendar of the university. Prior to that the college management committee prepare the academic calendar for new session keeping in mind the academic calendar of the university. The curriculum is reviewed with the aim of holistic development of students, enhanced employability and increased placement.

The college is affiliated to Lalit Narayan Mithila University, Darbhanga. The curriculum for the affiliated colleges of Education is prescribed by the University. Therefore, the college being a part of the above said university strictly follows the curriculum prescribed by the University. Although, the college do not have autonomy in setting up the curriculum but the institution has college Curriculum Development Cell (CDC) which send the rectification (if any) to the university. The principal is in regular communication with the university in the academic matters and participate various meetings organized by LNMU, Darbhanga.

Owing to constraints of being affiliated to LNMU, complete autonomy in the curriculum is not possible. But the curriculum being taught is constantly under surveillance as suggestions and comments are invited every year. Before the commencement of the new academic session, planning to review the curriculum is done with the help of Curriculum Development Cell (CDC) and the committee. The principal of the institution and Members of the cell further form the committees for different classes for reviewing the curriculum.

Besides reviewing the curriculum prescribed by LNMU, Curriculum Development Cell reviews already existing add-on courses and also plans for addition of new add-on and value-oriented courses as per the needs of the society. Periodic meetings are also held for referral books and various study material (e-content) available for students in the library as per the revised syllabus.

Organization of workshops, seminars and conferences by the college is also the part of planning and/or reviewing, revising curriculum. For this, experts in the field of Education are invited from different areas of the country. Presentation of papers and participation in seminars, conferences and workshops by the faculty is a regular practice of the college.

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B.ED. (2-YEARS PROGRAM)

PROGRAMME LEARNING OUTCOMES

On successful completion of the two-year B.Ed. programme, students will be able to develop-

- 1. Teaching competency:** Know, select and use of learner-centred teaching methods, understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum, necessary competencies for organizing learning experiences, select and use of appropriate assessment strategies for facilitating learning.
- 2. Pedagogical skills:** Applying teaching skills and dealing with classroom problems.
- 3. Teaching Through Non-conventional Modes:** Evolving a system of education which enhances the potential of every learner to acquire, retain and transform knowledge leading to wisdom society through creative, experiential and joyful modes of learning.
- 4. Critical Thinking:** Analysis of Curriculum, construction of blue print, selecting appropriate teaching strategies according to needs of students and conducting action research to solve classroom problems.
- 5. Effective Communication:** Presenting seminar before peer students and teachers and practicing communication skills through various linguistic activities and applying it for better classroom communication.
- 6. Sensitivity Towards Inclusion:** Identifying the diversities and dealing it in inclusive classrooms environment, guidance and counselling programmes for disabled students.
- 7. Content Analysis:** Analyse the text-books and syllabus.
- 8. Effective Citizen Ethics:** Understand different values, morality, social service and accept responsibility for the society.
- 9. Social Resilience:** Understand about social entities and enable to cope up with adverse conditions of life.
- 10. Physical Development:** Practice yoga and physical education games.
- 11. Team Work:** Locate as a member or leader in diverse teams and in multi-disciplinary settings by following the principles of collaborative learning, cooperative learning and team teaching.

PROGRAMME SPECIFIC OUTCOMES

- 1.** To understand learner and his learning environment, contemporary India and education, school management, gender, school and society.

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2. To comprehend Language across the curriculum, Reading and reflecting on Texts, Drama and Art in Education, developing Communication Skills and observation of school activities by school internship.
3. To understand the individual differences among students, measuring the attainment, evaluating progress, and assessing learning abilities, guidance and counselling programmes, educational technology, ICT and lesson planning.
4. To provide real experiences of classroom teaching and online teaching by using ICT and its different tools and software.
5. To understand the classroom diversities and enable them to deal with diverse learners in inclusive classroom setup, environmental education, Field Engagements with community and CP (NSS, Community Services etc.).

COURSE LEARNING OUTCOMES FOR B.ED. (2-YEARS)

FIRST YEAR

Course 1: Childhood and Growing Up

Course Objectives:

After the completion of the course the student-teachers will be able to:

- Develop an understanding of the notions of childhood and adolescence;
- Develop an understanding about the impact/influence of socio-cultural context in shaping human development, especially with respect to the Indian context;
- Develop an understanding of dimensions and stages of human development and developmental tasks;
- Understand the range of cognitive capacities among learners;
- Appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers;
- Understand socialization and its role in identity formation of a child;
- Understand identity formation and its determinants;

Course 2: Contemporary India and Education

Course Objectives:

After the completion of the course the student-teachers will be able to:

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- Understand the constitutional provisions for education and realizing it;
- Examine the issues and concerns related to universalisation of secondary education;
- Analyse the strategies used for realization UEE and the outcomes of their implementation;
- Realize the need and importance of equity and equality in education and the constitutional provisions for it;
- Identify the various causes for inequality in schooling;
- Realize the importance of Right to Education and the provisions made for realizing it;
- Understand the importance of indicators, standards and strategies for enhancement of quality in secondary schools;
- Understand the need and importance of education for peace and the national and international efforts towards it.

Course 3: Learning and Teaching

Course Objectives:

After the completion of the course the student-teachers will be able to:

- Reflect on their own implicit understanding of the nature and kinds of learning;
- Gain an understanding of different theoretical perspectives on learning;
- Demonstrate understanding of the role of a teacher at different phases of instruction
Write instructional objectives teaching of a topic;
- Demonstrate understanding of different skills and their role in effective teaching;
- Use instructional skills effectively

Course 4: Language across the Curriculum

Course Objectives:

After the completion of the course the student-teachers will be able to:

- Have a conceptual understanding of language;
- Understand the language background of students as first or second language users of the language used in teaching the subject;
- Understand multilingualism in the classroom, school language and home language;
- Develop sensitivity with respect to language diversity that exists in the classroom;
- Understand the nature of classroom discourse

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Course 5: Understanding Disciplines and Subjects

Course Objectives:

After the completion of the course the student-teachers will be able to:

- Understand the basic premises of subject/discipline;
- Understand the need for classification of human knowledge;
- Know required basic competencies for effective transaction of knowledge;
- Know how to enhance knowledge of the discipline;
- Importance of research for advancement of subject/discipline

Course 6: Gender, School and Society

Course Objectives:

After the completion of the course the student-teachers will be able to:

- Develop basic understanding and familiarity with key concepts- gender, gender bias, gender stereotype, empowerment, gender parity, equity, and equality, patriarchy and feminism;
- Understand the gradual paradigm shift from women' studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period;
- Learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and
- Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

Course EPC 1: Reading and Reflecting on Texts

Course Objectives:

After the completion of the course the student-teachers will be able to:

- To engage with reading interactively-individually and in small groups;
- Reading a variety of text and reflexively placing what one has read;
- Develop strategies for different types of reading skills;
- Writing with a sense of purpose;
- Responding to a text with one's own opinion or writing.

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Course EPC 2: Drama and Art in Education

Course Objectives:

After the completion of the course the student-teachers will be able to:

- Extend their awareness through multiple perspectives, to look at reality through fantasy;
- Live or relive moments and evoke or even recreate situations;
- Understand the medium, in order to transpose learners into different time and space, to shape their consciousness through introspection and collective experiences;
- Understanding the self and as a form of self-expression for enhancing creativity

Course EPC 3: Critical Understanding ICT

Course Objectives:

After the completion of the course the student-teachers will be able to:

- Appreciate the concept of integration of Information and Communication Technology with Education;
- Assure a positive role in Technology Medicated Communication in the classroom;
- Benefit from the computers and internet for educational research and interaction;
- Employ various technological equipment/amenities and the application software in, skilfully and intelligently producing, structured Educational Courseware for use in methodologies (teaching subjects);
- Evaluate Educational Software and Computer Based Educational Courseware.

SECOND YEAR

Course 8: Knowledge and Curriculum

Course Objectives:

After the completion of the course the student-teachers will be able to:

- Understand the concept of knowledge according to various school of thought;
- Understand meaning, nature and purpose of education;
- Understand Vision of education according to National Curriculum Framework and State Curriculum Framework in the context of Indian Constitution;

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- Interrelation among knowledge, curriculum and aims of Education and role of Teacher as a critical pedagogue;
- Trace the educational ideas of contemporary thinkers and outline their relevance in present context;
- Understanding the meaning and nature of Curriculum and Need for Curriculum in Schools;
- Curriculum visualised at different levels: National-level, state-level, school-level; class- level and related issues;
- Understand the broad determinants of curriculum making (at the national or state –wide level);
- Understanding different approaches to curriculum development.

Course 9: Assessment for Learning

Course Objectives:

After the completion of the course the student-teachers will be able to:

- Understand the nature of assessment and evaluation and their role in teaching-learning process;
- Understand the perspectives of different schools of learning-on-learning assessment;
- Realise the need for school based and authentic assessment;
- Examine the contextual roles of different forms of assessment in schools;
- Understand the different dimensions of learning and the related assessment procedures, tools and techniques;
- Develop assessment tasks and tools to assess learners' performance;
- Analyse, manage, and interpret assessment data;
- Analyse the reporting procedures of learner's performance in schools;
- Develop indicators to assess learners' performance on different types of tasks;
- Examine the issues and concerns of assessment and evaluation practices in schools;
- Understand the policy perspectives on examinations and evaluation and their implementation practices;
- Traces the technology bases assessment practices and other trends at the international level.

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Course 10: Creating an Inclusive School

Course Objectives:

After the completion of the course the student-teachers will be able to:

- Demonstrate knowledge of different perspectives in the area of education of children with disabilities;
- Reformulate attitudes towards children with special needs 3. Identify needs of children with diversities;
- Plan need-based programmes for all children with varied abilities in the classroom;
- Use human and material resources in the classroom;
- Use specific strategies involving skills in teaching special needs children in inclusive classrooms;
- Modify appropriate learner-friendly evaluation procedures;
- Incorporate innovative practices to respond to education of children with special needs.

Course 11: OPTIONAL COURSE

Course 11 (d): Guidance and Counselling

Course Objectives:

After the completion of the course the student-teachers will be able to:

- Understand the nature, purpose and need for guidance and counselling;
- Understand the responsibilities and moral obligation of a counsellor;
- Understand the techniques and procedures of guidance;
- Know about the sources of occupational information, their types and modes of dissemination;
- Understand the concept, importance and theories of career development;
- Know career pattern, career maturity, vocational career;
- Understand and Guide students with special needs.

Course 7a and 7b: PEDAGOGY OF SCHOOL SUBJECT-Part-I & Part-II

Course Objectives:

After the completion of the course the student-teachers will be able to:

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- Classify different methods of teaching school subjects to student teachers;
- Develop understanding of the significance of that particular pedagogy subject in the present context;
- Correlate particular pedagogy subject with other school subjects;
- Outline aims and objectives of teaching of school subject;
- Acquaint student teachers with different techniques of evaluation;
- Prepare and use different teaching aids.

Course EPC 4: Understanding the Self

Course Objectives:

After the completion of the course the student-teachers will be able to:

- Understand the development of self as a person and as teacher;
- Develop sensibilities, dispositions and skills;
- Develop social relational sensitivity and effective communication skills;
- Develop integrated understanding of human self and personality to deal with conflicts at different levels;
- Understand the philosophy of Yoga and its role in well-being.

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