

**B.Sc.B.Ed. Integrated Teacher Education Programme (ITEP–Science Stream)**

**PROGRAMME OUTCOMES (POS)**

By the end of the four-year ITEP, student-teachers will be able to:

1. PO1: Multidisciplinary Expertise Integrate comprehensive knowledge of Education with disciplinary majors (e.g., Mathematics, Physics, Chemistry, Botany, Zoology), demonstrating coherence across domains.
2. PO2: Scientific Inquiry & Pedagogical Competency Apply principles of scientific reasoning and subject-specific pedagogy to design engaging and age-appropriate learning experiences.
3. PO3: Technology & Innovation in Teaching Leverage ICT tools and emerging educational technologies for effective classroom practices, fostering creativity and problem-solving.
4. PO4: Reflective & Inclusive Practitioner Practice reflective thinking and implement inclusive strategies responsive to learner diversity, including socio-emotional, cognitive, and physical needs.
5. PO5: Research-Informed Practice Conduct school-based research to inform and improve pedagogical methods and learner outcomes.
6. PO6: Citizenship, Ethics & Sustainable Engagement Demonstrate awareness of constitutional values, environmental stewardship, and community service through participatory and action-oriented learning.

**B.A.B.Ed. Integrated Teacher Education Programme (ITEP–Arts Stream)**

**PROGRAMME OUTCOMES (POS)**

1. PO1: Disciplinary Depth & Multidisciplinary Understanding Demonstrate coherent knowledge of Education and selected disciplinary majors (History, Political Science, or Economics), integrating interdisciplinary insights.
2. PO2: Pedagogical Proficiency Design and implement developmentally appropriate and context-sensitive learning experiences for secondary stage learners.
3. PO3: Reflective and Inclusive Practice Exhibit reflective thinking and inclusive practices, supporting learners from diverse socio-cultural and linguistic backgrounds.
4. PO4: Social and Ethical Engagement Engage with communities, demonstrating values of responsible citizenship, empathy, gender sensitivity, and service orientation.
5. PO5: Research and Innovation Orientation Employ research-based strategies, data analysis, and evidence-based interventions in classroom practices.
6. PO6: Leadership and Lifelong Learning Take leadership roles in educational settings and pursue continuous professional growth through critical inquiry and collaboration.

**B.Com.B.Ed. Integrated Teacher Education Programme (ITEP–Commerce Stream)**

**PROGRAMME OUTCOMES (POS)**

Students will be able to:

1. PO1: Multidisciplinary Integration Integrate foundational knowledge in commerce, language, and education to address pedagogical challenges with contextual sensitivity.
2. PO2: Pedagogical Proficiency in Commerce and Language Apply subject-specific pedagogy to design and deliver meaningful instruction in Commerce and one Indian language (English, Urdu, or Hindi) at the secondary stage.
3. PO3: Ethical and Inclusive Practice Demonstrate values of inclusivity, social justice, gender sensitivity, and empathy in educational practice and community engagement.
4. PO4: Research and Reflective Capacity Engage in evidence-informed inquiry, reflective practice, and school-based research to improve teaching-learning.
5. PO5: Technological and Entrepreneurial Literacy Utilize ICT, emerging technologies, and financial tools to foster innovation, digital literacy, and entrepreneurial thinking in learners.
6. PO6: Leadership for Transformative Education Demonstrate educational leadership, professional accountability, and the ability to contribute to education policy and societal development.

# SEMESTER-I

## COURSE OUTCOMES AND LEARNING OUTCOMES BEIT101DSC -EVOLUTION OF INDIAN EDUCATION

CO No.	Course Outcome
CO1	Analyze the evolution of Indian education from Vedic to modern times.
CO2	Examine the philosophical foundations and pedagogical processes in each era.
CO3	Evaluate the role of educational institutions and key thinkers in shaping Indian education.
CO4	Reflect on the interlinkages between education, citizenship, and constitutional values.
CO5	Apply historical insights to contemporary educational planning and practice.

Learning Outcome	
I	Explain the vision, objectives, and pedagogical features of Vedic education and its institutions. Compare Guru-Shishya traditions and educational practices of Ramayana and Mahabharata periods.
II	Discuss the similarities and differences in Buddhist and Jain education systems. Identify the contributions of ancient universities like Nalanda and Taxila to global education.
III	Critically analyze educational developments in the Post-Gupta, medieval, and colonial periods. Describe the influence of Islamic education and women's education in medieval India.
IV	Interpret the significance of educational reforms from pre-independence to post-independence India. Appraise the contributions of Indian thinkers to indigenous and nationalist educational movements. Summarize the evolution of constitutional provisions and policies leading up to NEP 2020.

**SEMESTER-I**  
**COURSE OUTCOMES AND LEARNING OUTCOMES**  
**BEIT101AEC LANGUAGE -I (COMMUNICATIVE URDU)**

**(COs) کورس آؤٹکمز**

نمبر CO	و ک م
CO1	اردو زبان کی فطرت، ساخت، اور ثقافتی و علمی کردار کی تفہیم حاصل کرنا۔
CO2	اردو زبان و قواعد کی مختلف سطحوں کو علمی و تدریسی سیاق میں استعمال کرنا۔
CO3	مواصلاتی مہارتوں میں بہتری لا کر معیاری تدریس کے لیے زبان کا مؤثر استعمال سیکھنا۔
CO4	زبان کے مختلف تناظرات (بول چال، گفتگو، قرأت، تحریر) میں قابلیت حاصل کرنا۔
CO5	تدریسی سرگرمیوں میں اردو زبان اور ادب کی تعلیمی اہمیت کا ادراک اور اطلاق کرنا۔

**(LOs) یونٹ وائز لرننگ آؤٹکمز**


یونٹ نمبر	و ک م
1	اردو زبان کی تعریف، فطرت، اقسام، اور علمی و تہذیبی کردار کو بیان کرنا۔ زبان و معاشرت، زبان و تہذیب، زبان و تعلیم کا تعلق سمجھنا۔ بین العلاقائی اور بین المدرسی زبان کے تنوع کا ادراک حاصل کرنا۔
2	اردو قواعد کے بنیادی عناصر جیسے اسم، فعل، صفت، ضمیر وغیرہ کی پہچان اور درست استعمال سیکھنا۔ الفاظ کے درست تلفظ، صوتیات، املاء اور صرف و نحو سے متعلقہ صلاحیتوں میں مہارت حاصل کرنا۔
3	بین شخصی اور بین اجتماعی مواصلاتی مہارتوں میں بہتری لانا۔ مناسب الفاظ کے انتخاب، رسمی و غیر رسمی انداز گفتگو اور اظہار خیال کی اقسام کو سمجھنا اور استعمال کرنا۔
4	قرأت کے مختلف مقاصد کو سمجھنا اور معلوماتی و تفریحی متون کو مؤثر انداز میں پڑھنا۔ تدریسی اور تخلیقی تحریر جیسے ڈائری، مضمون، خط، کہانی وغیرہ لکھنے میں ساخت و اظہار کی مہارت حاصل کرنا۔

**SEMESTER-I**  
**COURSE OUTCOMES ANDDD LEARNING OUTCOMES**  
**BEIT102AEC ART (PERFORMING AND VISUAL) & CREATIVE**  
**EXPRESSION**

**Course Outcomes (COs)**

<b>CO No.</b>	<b>Course Outcome</b>
CO1	Understand the significance of self-expression through diverse art forms in child development.
CO2	Demonstrate aesthetic sensitivity and foundational skills in at least one art form.
CO3	Apply artistic practices to support cognitive, affective, and psychomotor development in learners.
CO4	Critically engage with debates and theories in art education and their educational implications.
CO5	Integrate aesthetic awareness and creativity into teaching, content creation, and classroom practices.

After completing the course, student-teachers will be able to:

- ☐ **LO1:** Explain how self-expression through art contributes to holistic child development.
- ☐ **LO2:** Identify and describe the characteristics, tools, and techniques of a chosen art form.
- ☐ **LO3:** Reflect on personal aesthetic experiences and their impact on perception and emotional growth.
-  **LO4:** Practice and perform selected art-based activities with creativity and confidence.
- **LO5:** Relate aesthetic experiences to curricular themes and create simple art-infused learning materials.
- **LO6:** Analyze key debates and philosophical perspectives on the role of arts in education.
- **LO7:** Demonstrate the ability to use art as a pedagogical tool across subject

**SEMESTER-I**  
**COURSE OUTCOMES ANDDD LEARNING OUTCOMES**

**BEIT101VAC UNDERSTANDING INDIA (INDIAN ETHOS AND KNOWLEDGE SYSTEMS)**

**Course Outcomes (COs)**

<b>CO No.</b>	<b>Course Outcome</b>
CO1	Examine India's intellectual, linguistic, and cultural contributions in shaping global knowledge systems.
CO2	Analyze the intersection of lifestyle, food, clothing, and sports as culturally embedded practices.
CO3	Appreciate the role of Indian traditional knowledge systems in environmental sustainability and health.
CO4	Demonstrate familiarity with indigenous health traditions and their implications for mental and physical well-being.
CO5	

**Unit-Wise Learning Outcomes (LOs)**

<b>Unit</b>	<b>Learning Outcome</b>
I	<p>Describe India's ancient knowledge in science, arithmetic, time-space concepts, and technological ingenuity.</p> <p>Understand the evolution of Indian linguistic traditions and language identity in shaping societies and cultures.</p> <p>Explore the cultural significance of food, clothing, and sports in the Indian context, past and present.</p> <p>Articulate the role of yoga and wellness-oriented lifestyles in achieving holistic and sustainable living.</p>
II	<p>Identify indigenous approaches to environmental equilibrium and resource stewardship.</p> <p>Recognize models of sustainable architecture and community-driven urban planning.</p> <p>Discuss the contributions of India's health traditions such as Ayurveda, Siddha, Unani, and ancient medical treatises.</p> <p>Analyze ancient Indian perspectives on mental health and wellness, including concepts from yoga, Ayurveda, and Atman.</p>

## SEMESTER-II

### COURSE OUTCOMES ANDDD LEARNING OUTCOMES BEIT201DSC PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES OF EDUCATION-I

#### Course Outcomes (COs)

CO No.	Course Outcome
CO1	Understand the concept, scope, and significance of philosophy and education in a broad sense.
CO2	Analyze major schools of Eastern, Western, and Islamic philosophy and their educational implications.
CO3	Examine the educational contributions of Indian and Western philosophical thinkers.
CO4	Explore the philosophical foundations of educational aims and practices.
CO5	Critically engage with the concept of values, constitutional ideals, and the NEP 2020 vision.

#### Unit-Wise Learning Outcomes (LOs)

Unit	Learning Outcome
I	<p>Define philosophy and education and explain their nature, scope, and mutual relevance.</p> <p>Identify and describe key branches of philosophy (epistemology, metaphysics, axiology, logic, ethics, aesthetics).</p> <p>Relate philosophical thought to the formulation of educational aims and practices.</p>
II	<p>Describe the core tenets of Yoga and Nyaya schools and evaluate their pedagogical implications.</p> <p>Analyze Idealism, Naturalism, and Pragmatism in terms of learner-centered and teacher-centered approaches.</p> <p>Explore Islamic educational philosophy and its emphasis on moral, spiritual, and intellectual development.</p>
III	<p>Reflect on the educational philosophies of Tagore and Azad in relation to freedom, integration, and inclusivity.</p> <p>Compare the child-centered philosophies of Rousseau and Dewey and their relevance to modern pedagogy.</p>
IV	<p>Explain the meaning, importance, and types of values in education.</p> <p>Describe approaches to value inculcation and link them to constitutional values and NEP 2020 emphasis on 21st-century needs.</p>



SEMESTER-II  
**COURSE OUTCOMES ANDDD LEARNING OUTCOMES**  
**BEIT201AEC COMMUNICATIVE ENGLISH-I**

**Course Outcomes (COs)**

<b>CO No.</b>	<b>Course Outcome</b>
CO1	Understand the interrelationship between language, communication, and cognition.
CO2	Analyze various forms and functions of verbal and non-verbal communication in multilingual contexts.
CO3	Demonstrate foundational knowledge of English phonetics, grammar, semantics, and pragmatics.
CO4	Apply effective listening and speaking strategies in academic and educational settings.
CO5	Reflect on communicative challenges faced by native/non-native speakers and their pedagogical implications.

**Unit-Wise Learning Outcomes (LOs)**

<b>Unit</b>	<b>Learning Outcome</b>
I	Define and explain key concepts: language, cognition, communication, and their mutual influence on learning. Compare formal/informal, verbal/non-verbal, and face-to-face vs. mediated communication processes. Explore cultural and regional variations in language, multilingualism in India, and language planning/policy concerns. Critically evaluate the global role of English and its challenges for native and non-native speakers, especially teachers.
II	Classify and produce speech sounds using concepts of stress, pitch, tone, and intonation. Identify parts of speech, morphemes, and the processes of word formation. Distinguish between sentence types and analyze basic semantics and pragmatic elements in real-world usage.
III	Differentiate between hearing and listening and describe types of listening (active, empathetic, critical, strategic). Practice listening for detail, inference, sequencing, and evaluation.

<b>Unit</b>	<b>Learning Outcome</b>
	Develop habits of active listening and reflect on common barriers and strategies to overcome them.
IV	Engage in situational speaking through role play, elocution, debates, and storytelling. Analyze the cultural contexts of speech and improve articulation through effective body language and voice modulation. Demonstrate command over speaking conventions, rhythm, intonation, stress, and pronunciation for classroom communication.

**SEMESTER-II**  
**COURSE OUTCOMES ANDDD LEARNING OUTCOMES**  
**BEIT202AEC INFORMATION & COMMUNICATION TECHNOLOGY(ICT) IN**  
**EDUCATION**

**Course Title:** *Information and Communication Technology in Education*

☐ **Course Outcomes (COs)**

<b>CO No.</b>	<b>Course Outcome</b>
CO1	Understand the nature, scope, and significance of ICT, IT, CT, and Instructional Technology in education.
CO2	Explore digital collaboration tools and open resources to enhance learner engagement and autonomy.
CO3	Critically evaluate ethical and safety considerations in digital teaching, learning, and research contexts.
CO4	Analyze and apply emerging technologies like MOOCs, AR/VR, AI, and IoT in educational practice.
CO5	Demonstrate practical proficiency in ICT tools for subject-specific instruction and digital assessment.

☐ **Unit-Wise Learning Outcomes (LOs)**

<b>Unit</b>	<b>Learning Outcome</b>
I	Define ICT and its subtypes (IT, CT, Instructional Tech), and explain its relevance and challenges in education. Demonstrate understanding of digital engagement tools like discussion forums, peer review, and online collaboration. Identify and use Open Educational Resources (OERs) with proper licensing (e.g., Creative Commons). Reflect on ethical issues in ICT usage: cybersecurity, online privacy, cyberbullying, and digital safety protocols.
II	Describe and differentiate among e-learning modalities, MOOCs (cMOOCs, xMOOCs,

<b>Unit</b>	<b>Learning Outcome</b>
	LMOOCs), and virtual campuses.
	Understand the role and application of cutting-edge technologies: AR/VR, AI, Mixed Reality, Cloud Computing, IoT.
	Use discipline-specific tools like GeoGebra, PhET, Stellarium, and mind mapping apps to create learning materials.
	Employ digital tools for assessment such as rubrics, e-portfolios, test generators, and reflective journals.

## SEMESTER-II

### COURSE OUTCOMES ANDDD LEARNING OUTCOMES

#### BEIT201VAC TEACHER AND SOCIETY

#### Course Outcomes (COs)

<b>CO No.</b>	<b>Course Outcome</b>
CO1	Explore the personal, social, and professional contexts that shape a teacher's identity and philosophy.
CO2	Examine the characteristics and roles of reflective, ethical, and holistic teaching professionals.
CO3	Analyze the concept of teacher agency and its potential to reform education and shape social change.
CO4	Engage in critical discourse on systemic, socio-political, and cultural issues in education.
CO5	Reflect on the teacher's role in upholding democratic values and contributing to national development.

#### □ Unit-Wise Learning Outcomes (LOs)

<b>Unit</b>	<b>Learning Outcomes</b>
Unit I	<ul style="list-style-type: none"> <li>- Describe the life context, ethical foundation, values, and aspirations of teachers as individuals and professionals.</li> <li>- Identify different teacher personas (reflective teacher, missionary teacher, communicator, etc.) and their educational impact.</li> <li>- Analyze factors influencing teacher development and suggest strategies for nurturing teacher well-being and care-based pedagogy.</li> </ul>
Unit II	<ul style="list-style-type: none"> <li>- Explain the concept of teacher agency and examine challenges in its enactment within educational institutions.</li> <li>- Discuss the teacher's role in curriculum development and educational policymaking.</li> <li>- Facilitate dialogues on equity, inclusion, and social justice in education across varied</li> </ul>

**Unit****Learning Outcomes**

socio-cultural identities.

- Critically evaluate contemporary issues such as globalization, marketization of education, and the socio-emotional toll of modernity.

**SEMESTER-III****COURSE OUTCOMES ANDDD LEARNING OUTCOMES****BEIT301DSC-Child Development and Educational Psychology****Course Outcome Statement**

- CO1 Explain foundational concepts and principles of child growth and development across developmental domains.
- CO2 Analyze major developmental and personality theories and apply them to understand learner behavior.
- CO3 Examine learning theories and styles to develop suitable instructional strategies for diverse learners.
- CO4 Design classroom environments and motivational strategies that enhance student engagement and inclusion.
- CO5 Apply observation, assessment tools, and psychological approaches to identify and support individual learning needs.

**□ Unit-wise Learning Outcomes (LOs)*****Unit 1: Perspectives in Development***

Upon successful completion of this unit, student teachers will be able to:

- LO1.1: Differentiate between the concepts of growth, development, and maturity.
- LO1.2: Classify developmental characteristics across physical, cognitive, language, socio-emotional, aesthetic, and moral domains.
- LO1.3: Summarize key theoretical perspectives of development (Piaget, Bronfenbrenner, Erikson, Freud, Kohlberg, Chomsky).
- LO1.4: Identify individual differences among learners and recommend strategies for inclusive instruction.
- LO1.5: Use tools and techniques to observe and assess developmental diversity in classrooms.

## *Unit 2: Development of Personality*

After completing this unit, learners will be able to:

- LO2.1: Describe various personality theories and distinguish between type and trait approaches.
- LO2.2: Analyze factors influencing adolescent personality development including gender, discipline, and social behavior.
- LO2.3: Interpret the Panchakosha theory of personality in the Indian context.
- LO2.4: Apply projective and non-projective techniques to assess learner personality in classroom settings.

## *Unit 3: Perspectives of Learning*

Upon completion, student teachers will be able to:

- LO3.1: Compare and contrast behaviorist, cognitivist, constructivist, and other learning approaches.
- LO3.2: Explain and critique major learning theories and their classroom implications (Thorndike, Pavlov, Skinner, Gestalt, Bandura, Vygotsky).
- LO3.3: Evaluate learning style models (VAK, Kolb's) and adapt teaching strategies to address varied learner preferences.
- LO3.4: Design learning experiences using inquiry and collaborative learning approaches.

## *Unit 4: Motivation and Classroom Management*

After engaging with this unit, student teachers will be able to:

- LO4.1: Distinguish between intrinsic and extrinsic motivation with reference to Maslow's hierarchy.
- LO4.2: Plan and implement effective classroom management techniques.
- LO4.3: Facilitate group dynamics using sociometric strategies for inclusive learning.
- LO4.4: Outline the role of guidance and counselling in student well-being and academic success.

## **□ Practicum-Linked Learning Outcomes**

Student teachers will be able to:

- LO5.1: Observe and report developmental behaviors across social and economic contexts.
- LO5.2: Conduct case studies on children with learning difficulties and develop tailored intervention plans.
- LO5.3: Administer and interpret basic psychological tests aligned with developmental goals.
- LO5.4: Analyze the influence of media, parenting styles, and environment on child development.
- LO5.5: Engage in child-centered interviews to explore aspirations, values, and media literacy.

**SEMESTER-III**  
**COURSE OUTCOMES AND LEARNING OUTCOMES**  
**BEIT301DSE-GENERAL PSYCHOLOGY**

- CO1 Articulate the core concepts and principles of pedagogy, with emphasis on knowledge construction
- CO2 Analyze pedagogical approaches and apply them across diverse teaching-learning contexts
- CO3 Design teaching strategies integrating real-life, inquiry-based, and multidisciplinary approaches
- CO4 Engage in reflective practice and critically examine teacher roles through observation and analysis
- CO5 Demonstrate professional growth by aligning with NPST/NMM standards and adopting inclusive practices
- CO6 Effectively integrate digital platforms (e.g., DIKSHA/NISHTHA) in lesson planning and professional learning
- Analyze qualities of an Innovative Teacher • Explore DIKSHA/NISHTHA and report findings • Workshop participation and reflective report • Develop inclusive teaching strategy presentation

**Learning Outcomes (LOs)**

Mapped to each unit and practicum component:

***Unit 1: Pedagogical Framework***

- Explain the concept and underlying principles of pedagogy
- Illustrate knowledge construction through cognitive and constructivist lenses
- Conduct a pedagogical analysis across various teaching phases

***Unit 2: Pedagogical Approaches***

- Differentiate between Constructivist, Reflective, Collaborative, and Integrative methods
- Apply socially responsive and critical pedagogical types in diverse learning situations
- Evaluate the coherence among curriculum, pedagogy, and educational values

***Unit 3: Teaching & Learning Strategies***

- Develop lesson strategies involving real-life and multidisciplinary applications
- Design learning activities using inquiry, problem-solving, and cooperative learning
- Demonstrate engagement techniques such as observation, analysis, and reflection

#### ***Unit 4: Professional Development***

- Interpret NPST and NMM standards for continuous teacher professional development
- Design a personalized plan for ongoing learning via workshops and digital platforms
- Address challenges related to inclusion, ethics, equity, and environment in professional practices

#### ***▣ Practicum-Based Outcomes***

- Construct a phase-wise pedagogical lesson plan
- Reflect on and present the traits of an innovative educator
- Evaluate and report the offerings of DIKSHA/NISHTHA platforms
- Demonstrate reflective practices through workshop participation
- Create an inclusive teaching strategy integrating ethical and environmental sensitivity

## **Programme Outcomes – ITEP Semester IV**

**Upon successful completion of Semester IV, student-teachers will be able to:**

### **PO1 – Understanding School Structure and Functioning**

Gain first-hand experience of school systems through structured observation, enabling a deeper understanding of classroom dynamics, school management, and teacher roles.

### **PO2 – Integration of Educational Theory and Practice**

Apply philosophical, psychological, and sociological concepts to interpret and reflect on real school practices and educational policies.

### **PO3 – Development of Critical and Reflective Thinking**

Engage in reflective writing and analysis of school observations, linking practical experiences with theoretical frameworks.

### **PO4 – Communication and Documentation Skills**

Enhance skills in professional communication, observation, note-taking, report writing, and maintaining field diaries relevant to school-based learning.

### **PO5 – Ethical and Inclusive Education Practices**

Recognize and evaluate the ethical responsibilities of educators, including issues related to inclusion, equity, diversity, and social justice in educational settings.

### **PO6 – Preparation for Teaching Internship**

Build foundational insights and skills that prepare student-teachers for active teaching in subsequent semesters, particularly during Internship I and II.

## **Generic Learning Outcomes (LOs) – Semester IV**

At the end of Semester IV, student teachers will be able to:

- Understand sociological and philosophical foundations of education and their relevance in Indian and global contexts.
- Apply content knowledge and pedagogical strategies to teach core school subjects (Math, Science, Social Science, Languages, Commerce).
- Integrate values, critical thinking, and interdisciplinary approaches into classroom practices.
- Design and execute subject-specific lesson plans using constructivist and learner-centric methods.
- Conduct observations in real school settings to evaluate infrastructure, teaching practices, and inclusive education systems.
- Demonstrate competence in planning assessments and resource development aligned with NEP 2020 and NCF 2023.



## ***Philosophical and Sociological Perspectives of Education-II (BEIT401DSC)***

### **Course Outcomes (COs):**

After successful completion of this course, student teachers will be able to:

CO1: Explain the concept and characteristics of society and distinguish between society and community.

CO2: Analyse the role of education in socialisation and societal transformation.

CO3: Evaluate the functions of culture in education and its influence on values and identity formation.

CO4: Interpret the relationship between education and human values, and devise strategies to inculcate values in students.

CO5: Describe the relevance of human rights in the context of education and apply integrated approaches for value-based education.

### **Learning Outcomes (LOs):**

By the end of this course, student-teachers will be able to:

1. **LO1:** Explain key philosophical and sociological concepts relevant to education, such as democracy, equity, justice, and equality.
2. **LO2:** Analyse the contributions of Indian and Western philosophers (e.g., Gandhi, Tagore, Dewey) to educational thought and practice.
3. **LO3:** Critically examine contemporary educational issues from philosophical and sociological perspectives.
4. **LO4:** Reflect on the role of education in promoting social transformation, national integration, and global peace.
5. **LO5:** Evaluate the impact of socio-cultural contexts—such as caste, gender, class, and religion—on educational access and equity.

## **Course: Pedagogy of Mathematics-I (BEIT401DSE)**

### **Course Outcomes (COs):**

CO1: Recognize the nature, scope, and historical development of mathematics, including contributions of Indian mathematicians.

CO2: Interpret the recommendations of educational policies and frameworks relevant to mathematics teaching.

CO3: Formulate learning objectives and competencies aligned with the secondary mathematics curriculum.

CO4: Select and apply appropriate methods (e.g., problem-solving, project-based) and strategies (e.g., inductive-deductive, blended) in teaching mathematics.

CO5: Integrate values and interdisciplinary linkages while planning math lessons.

### **Learning Outcomes (LOs):**

1. **LO1:** Develop mathematical thinking using inductive and deductive reasoning.
2. **LO2:** Demonstrate the ability to plan mathematics lessons aligned with NEP 2020 and NCF.
3. **LO3:** Apply learner-centred and participatory techniques effectively in teaching mathematics.
4. **LO4:** Construct tools to integrate cultural and ethical values through math education.

**Course: Pedagogy of Physical Science-I (BEIT402DSE)**

**Course Outcomes (COs):**

CO1: Describe the nature, significance, and historical development of physical sciences.

CO2: Identify pedagogical approaches to foster a scientific attitude and higher-order thinking.

CO3: Apply learner-centric methods like experimentation, inquiry-based, and STEM-integrated strategies.

CO4: Analyse curriculum and policy recommendations to develop contextual physical science instruction.

CO5: Demonstrate competency in linking physical sciences with real-world applications and values.

**Learning Outcomes (LOs):**

LO1: Engage in teaching physical science concepts through hands-on and activity-based methods.

LO2: Promote scientific temper, environmental sustainability, and ethical reasoning.

LO3: Create teaching-learning materials and lesson plans using interdisciplinary frameworks.

LO4: Reflect critically on historical and contemporary contributions in the field.

**Course: Pedagogy of Biological Science-I (BEIT403DSE)**

**Course Outcomes (COs):**

CO1: Explain the scope and significance of biological sciences and their relevance in sustainable development.

CO2: Analyse contributions of ancient and modern Indian biologists and their pedagogical implications.

CO3: Employ diverse strategies, such as inquiry-based, experiential, and constructivist approaches, in teaching biology.

CO4: Develop learning outcomes and competencies for secondary-level biology instruction.

CO5: Promote ethical, aesthetic, and environmental values through biology education.

**Learning Outcomes (LOs):**

**LO1:** Use project-based and field-oriented pedagogy to teach biological concepts.

**LO2:** Develop lesson plans that incorporate ancient wisdom and contemporary science.

**LO3:** Apply art-integrated and multidisciplinary methods for holistic biology education.

**LO4:** Critically evaluate teaching practices in light of NEP 2020.

**Course: Pedagogy of Social Science-I (BEIT404DSE)**

**Course Outcomes (COs):**

CO1: Define the nature, scope, and interdisciplinary essence of social sciences.

CO2: Differentiate between social science and social studies with historical understanding.

CO3: Employ constructivist, experiential, and inquiry-based approaches in social science classrooms.

CO4: Develop curriculum-aligned learning objectives and assessment tools.

CO5: Integrate themes like human rights, gender, culture, and sustainability into social science teaching.

**Learning Outcomes (LOs):**

LO1: Design contextually relevant social science lessons.

LO2: Incorporate diversity and inclusion in classroom activities.

LO3: Plan learning experiences aligned with constitutional values and civic responsibilities.

LO4: Evaluate policy-based changes in the curriculum.

**Course: Content-cum-Pedagogy of Language 1/Language 2 (English) (BEIT405DSE)**

**Course Outcomes (COs):**

CO1: Explain the aims, functions, and sociolinguistic aspects of English language teaching.

CO2: Use suitable approaches (e.g., communicative, structural, TPR) for different language components.

CO3: Select appropriate methods for grammar, reading, writing, and oral expression.

CO4: Identify and address challenges of English language learning in a multilingual, multicultural context.

**Learning Outcomes (LOs):**

LO1: Plan and implement creative strategies to teach English skills.

LO2: Integrate NEP 2020 recommendations into English pedagogy.

LO3: Utilize collaborative, role-play, and ICT tools to foster language proficiency.

LO4: Reflect on contextual language acquisition challenges.

**Course: Pedagogy of Urdu-I (BEIT406DSE)**

**Course Outcomes (COs):**

CO1: Identify the cultural, historical, and linguistic significance of Urdu.

CO2: Explain strategies for developing listening, speaking, reading, and writing skills in Urdu.

CO3: Use learner-friendly techniques and methods suited to local language acquisition needs.

CO4: Evaluate educational policy directions regarding Urdu language teaching.

**Learning Outcomes (LOs):**

**LO1:** Design classroom tasks to enhance Urdu language fluency.

**LO2:** Develop teaching aids and content aligned with Urdu's social values.

**LO3:** Utilize storytelling, dramatization, and discourse methods to facilitate active learning.

**LO4:** Reflect on bilingual and multilingual teaching practices.

**Course: Pedagogy of Hindi-I (BEIT407DSE)**

**Course Outcomes (COs):**

CO1: Understand the pedagogical value and structure of Hindi as a school subject.

CO2: Identify effective methods and approaches for teaching Hindi language skills.

CO3: Analyse the role of Hindi in a multilingual nation and its linkage with national identity.

CO4: Apply curriculum and NEP guidelines to design language learning materials and tasks.

**Learning Outcomes (LOs):**

**LO1:** Apply constructivist and experiential techniques to teach Hindi.

**LO2:** Create concept maps and lesson plans for prose, poetry, and grammar.

**LO3:** Incorporate culture, aesthetics, and social values in Hindi instruction.

**LO4:** Use ICT, art, and roleplay for enriched language experiences.



**Course: Pedagogy of Commerce-I (BEIT408DSE)**

**Course Outcomes (COs):**

CO1: Describe the nature and interdisciplinary scope of Commerce as a subject.

CO2: Discuss contributions of Indian and international thinkers to the field.

CO3: Design pedagogical plans using case studies, field visits, and simulations.

CO4: Develop concept maps and learning outcomes aligned with the Commerce curriculum.

CO5: Promote value-based commerce education addressing social and economic ethics.

**Learning Outcomes (LOs):**

**LO1:** Apply project-based and experiential methods to teach commerce.

**LO2:** Align teaching with recommendations from NEP and NCF.

**LO3:** Use ICT, real-world data, and business simulations for effective instruction.

**LO4:** Incorporate financial literacy and ethical dimensions into lessons.

**Course Code: BIT401SAP – School Observation**

**Course Outcomes (COs):**

Upon successful completion of this course, the student-teacher will be able to:

CO1: Understand the structure, functioning, and culture of school environments.

CO2: Observe and document various classroom practices, including teaching methods, classroom management, and student behaviour.

CO3: Identify the roles and responsibilities of teachers, administrators, and support staff in school settings.

CO4: Reflect critically on school experiences and relate them to theoretical knowledge gained in coursework.

CO5: Engage with students and school staff to develop professional communication and ethical conduct.

**Learning Outcomes (LOs):**

By the end of this course, the student-teacher will be able to:

LO1: Record structured observations on classroom interactions, teacher practices, and student engagement.

LO2: Analyse the daily routines and administrative functioning of schools.

LO3: Reflect on inclusive practices and infrastructure related to learner diversity.

LO4: Exhibit professional behaviour and maintain observation records and field diaries.

LO5: Synthesize observations with educational theories to enhance pedagogical understanding.

## **SEMESTER-V ITEP SECONDARY COURSE**

### **Programme Outcomes (POs)**

Upon completion of the programme, student-teachers will be able to:

PO1 – Disciplinary Competence: Demonstrate mastery over subject knowledge and its pedagogical applications.

PO2 – Curriculum and Pedagogy Proficiency: Design and implement contextually relevant curricula using contemporary instructional strategies.

PO3 – Reflective and Research-based Teaching: Engage in continuous reflection, inquiry, and action research to improve practice.

PO4 – Inclusive and Value-Based Education: Promote equity, inclusivity, and values in education through socially responsive pedagogies.

PO5 – ICT and Digital Fluency: Integrate ICT tools to enhance teaching-learning effectiveness and innovation.

PO6 – Assessment Literacy: Apply formative and summative assessment tools appropriately to evaluate learner development.

PO7 – Leadership and Professional Ethics: Demonstrate leadership, collaboration, and ethical practices in school and community.

PO8 – Sustainable and Global Citizenship: Advocate for sustainability, peace, and global understanding through education.

### **Generic Learning Outcomes (LOs) – Semester V**

At the end of Semester V, student-teachers will be able to:

- Critically evaluate and design curriculum and assessments aligned with NEP 2020.
- Develop proficiency in teaching their chosen disciplines using advanced pedagogical strategies.
- Plan and execute internship-based field teaching with real classroom responsibilities.
- Integrate ICT tools and inclusive strategies to meet the diverse needs of learners.
- Reflect on classroom experiences to enhance instructional methods and improve student engagement.
- Document and present case studies and lesson observations with professional rigor.

**Course Code: BEIT501DSC   Course Title: Assessment and Evaluation**

**Course Outcomes (COs):**

By the end of this course, the student-teacher will be able to:

CO1: Differentiate between key concepts such as assessment, evaluation, measurement, and testing in educational contexts.

CO2: Examine various types of assessments (formative, summative, diagnostic, norm-referenced, and criterion-referenced) and their purposes.

CO3: Design practical assessment tools, including rubrics, portfolios, checklists, and achievement tests.

CO4: Interpret student performance using qualitative and quantitative techniques, including statistical analysis and feedback mechanisms.

CO5: Apply inclusive and constructive assessment practices to support diverse learner needs and holistic development.

**Learning Outcomes (LOs):**

After successful completion of this course, the student-teacher will be able to:

LO1: Define and explain foundational concepts of assessment and evaluation in the teaching-learning process.

LO2: Select appropriate assessment methods aligned with instructional goals and learning outcomes.

LO3: Develop and administer subject-specific tests and diagnostic tools.

LO4: Analyse student learning data and provide formative feedback for academic improvement.

LO5: Reflect on ethical and inclusive practices in student assessment, considering issues like bias, fairness, and transparency.

## **Course Code: BEIT501DSE Course Title: Pedagogy of Mathematics– II**

### **Course Outcomes (COs)**

By the end of this course, the student-teacher will be able to:

CO1: Understand the structure, objectives, and content progression of the secondary-level mathematics curriculum.

CO2: Apply advanced pedagogical approaches, such as constructivism, activity-based learning, and inquiry-based learning, in mathematics teaching.

CO3: Design lesson plans using appropriate teaching-learning materials (TLMs), models, and ICT tools.

CO4: Develop strategies for addressing learning difficulties and misconceptions in mathematics.

CO5: Evaluate student understanding using subject-specific assessment tools, rubrics, and performance tasks.

### **Learning Outcomes (LOs)**

After successful completion of this course, the student-teacher will be able to:

LO1: Demonstrate the ability to teach key mathematical concepts like algebra, geometry, and data handling using learner-friendly methods.

LO2: Integrate real-life contexts and interdisciplinary approaches in planning math lessons.

LO3: Use math-specific teaching aids, manipulatives, and technology to support student understanding.

LO4: Identify and address individual learning needs in diverse classroom settings.

LO5: Reflect on the effectiveness of instructional strategies and assessment practices to improve teaching continuously.

**Course Code: BEIT502DSE Course Title: Pedagogy of Physical Science II**

**Course Outcomes (COs)**

By the end of this course, the student-teacher will be able to:

CO1: Understand the aims, objectives, and structure of the upper primary and secondary-level Physical Science curriculum.

CO2: Apply inquiry-based, constructivist, and experiential learning strategies for teaching topics in physics and chemistry.

CO3: Design effective lesson plans and unit plans incorporating experiments, demonstrations, and simulations.

CO4: Integrate appropriate Teaching Learning Materials (TLMs), digital tools, and laboratory activities to explain scientific phenomena.

CO5: Assess student understanding through concept mapping, project-based assessments, and science-specific rubrics.

**Learning Outcomes (LOs)**

After successful completion of this course, the student-teacher will be able to:

LO1: Demonstrate the ability to teach topics such as motion, force, energy, atoms, and chemical reactions using hands-on activities and ICT tools.

LO2: Conduct low-cost, safe science experiments aligned with textbook content and learning outcomes.

LO3: Plan and manage science classroom and lab activities effectively for diverse learners.

LO4: Address common misconceptions in science through conceptual clarification and guided discovery.

LO5: Reflect on the pedagogical implications of scientific knowledge and its relevance to everyday life.

**Course Code: BEIT503DSE Course Title: Pedagogy of Biological Science II**

**Course Outcomes (COs)**

By the end of this course, the student-teacher will be able to:

CO1: Understand the structure and thematic progression of the secondary-level biology curriculum.

CO2: Apply constructivist, inquiry-based, and experiential pedagogies to teach key biological concepts.

CO3: Design lesson plans and unit plans that incorporate observation, experimentation, and nature-based activities.

CO4: Use models, visual aids, and ICT tools to explain biological processes and systems effectively.

CO5: Develop and apply diverse assessment strategies tailored to biological science learning.

**Learning Outcomes (LOs)**

After successful completion of this course, the student-teacher will be able to:

LO1: Teach biological topics such as cell structure, ecosystems, reproduction, and human physiology using learner-centred strategies.

LO2: Integrate outdoor learning, laboratory work, and project-based learning in biology instruction.

LO3: Promote environmental awareness and scientific temper through biological science content.

LO4: Adapt teaching strategies to accommodate diverse learners, including those with special needs.

LO5: Evaluate and reflect on teaching practices using feedback and learner performance data.

## **Course Code: BEIT503DSE Course Title: Pedagogy of Social Science – II**

### **Course Outcomes (COs)**

By the end of this course, the student-teacher will be able to:

CO1: Analyze the structure and content of the Social Science curriculum at the secondary level.

CO2: Utilize pedagogical approaches such as project-based learning, role-playing, simulations, and inquiry-based learning to teach social science topics.

CO3: Develop unit and lesson plans integrating history, geography, civics, and economics meaningfully.

CO4: Integrate maps, timelines, case studies, documentaries, and ICT tools to enhance learner engagement.

CO5: Use formative and summative assessment strategies to evaluate student understanding in social science.

### **Learning Outcomes (LOs)**

After completing this course, the student-teacher will be able to:

LO1: Teach complex social science concepts by connecting them to students' lives and current events.

LO2: Design interactive classroom experiences that promote critical thinking and democratic values.

LO3: Integrate interdisciplinary themes such as gender, environment, and sustainable development into teaching.

LO4: Create engaging activities using primary and secondary sources (e.g., news articles, census data, oral histories).

LO5: Reflect on pedagogical decisions and improve instructional practices based on student feedback and learning outcomes.



**Course Code: BEIT504DSE, Course Title: Pedagogy of Language English II**

### **Course Outcomes (COs)**

By the end of this course, the student-teacher will be able to:

CO1: Understand the components of English language teaching at the secondary level—listening, speaking, reading, and writing.

CO2: Utilize innovative methods, including communicative language teaching, task-based learning, and literature-based instruction.

CO3: Design effective lesson plans incorporating language games, role plays, poetry, drama, and ICT tools.

CO4: Develop strategies to support second language learners, including differentiated and remedial instruction.

CO5: Construct and use assessment tools like rubrics, language portfolios, and oral assessments for language skills.

### **Learning Outcomes (LOs)**

After completing this course, the student-teacher will be able to:

LO1: Demonstrate the ability to teach grammar, vocabulary, comprehension, and creative writing effectively.

LO2: Promote fluency, pronunciation, and confidence through structured language interaction activities.

LO3: Use texts (stories, poems, essays) to build linguistic and cultural awareness.

LO4: Address the challenges of multilingual classrooms with inclusive, learner-friendly approaches.

LO5: Evaluate language learning using formative and summative tools tailored to individual progress.

**Course Code: BEIT504DSE Course Title: Pedagogy of Language Hindi II**

**Course Outcomes (COs)**

By the end of this course, the student-teacher will be able to:

CO1: Understand the nature, objectives, and content of the secondary-level Hindi language curriculum.

CO2: Apply effective strategies for teaching listening, speaking, reading, and writing skills in Hindi.

CO3: Develop lesson plans using literary texts (prose, poetry, drama) and learner-centered language activities.

CO4: Utilize innovative methods, such as group discussions, dramatization, and storytelling, to enhance language proficiency.

CO5: Construct tools for assessing language skills through both traditional and alternative modes (e.g., rubrics, self-assessment).

**Learning Outcomes (LOs)**

After successful completion of this course, the student-teacher will be able to:

LO1: Teach Hindi grammar and composition in ways that are engaging and meaningful to learners.

LO2: Integrate audio-visual materials and ICT tools into the teaching of Hindi language and literature.

LO3: Foster appreciation of the Hindi language and culture through exposure to rich literary texts.

LO4: Address language learning barriers in multilingual classrooms using inclusive strategies.

LO5: Evaluate student progress in Hindi language development using formative assessments and reflective techniques.

**Course Code: BEIT504DSE, Course Title: Pedagogy of Language – Urdu II**

**Course Outcomes (COs)**

By the end of this course, the student-teacher will be able to:

CO1: Understand the aims, objectives, and structure of the Urdu language curriculum at the secondary school level.

CO2: Apply effective methods to teach listening, speaking, reading, and writing skills in Urdu.

CO3: Prepare lesson plans using Urdu prose, poetry, drama, and grammar with a focus on learner engagement.

CO4: Integrate traditional and modern pedagogical tools, including ICT, storytelling, and dramatization, to teach Urdu.

CO5: Develop and apply assessment strategies such as oral tests, creative writing evaluations, and comprehension tasks.

**Learning Outcomes (LOs)**

After completing this course, the student-teacher will be able to:

LO1: Demonstrate the ability to teach Urdu grammar, vocabulary, literature, and composition effectively.

LO2: Use Urdu texts and literary resources to enhance cultural awareness and linguistic proficiency.

LO3: Engage students in meaningful language learning through discussions, presentations, and literary activities.

LO4: Address challenges in multilingual classrooms and support diverse language learners with differentiated instruction.

LO5: Evaluate student learning using both qualitative and quantitative tools, ensuring language growth and self-expression.

## **Course Code: BEIT504DSE, Course Title: Pedagogy of Commerce – II**

### **Course Outcomes (COs)**

By the end of this course, the student-teacher will be able to:

CO1: Understand the objectives, scope, and nature of commerce education at the secondary and senior secondary levels.

CO2: Apply appropriate pedagogical strategies, such as project work, case studies, simulations, and ICT tools, to teach commerce topics.

CO3: Design lesson and unit plans covering topics such as business studies, accountancy, economics, and entrepreneurship.

CO4: Promote the development of analytical thinking, decision-making, and financial literacy among students.

CO5: Construct and implement commerce-specific assessment tools such as business report reviews, presentations, and concept mapping.

### **Learning Outcomes (LOs)**

After completing this course, the student-teacher will be able to:

LO1: Demonstrate the ability to teach commerce concepts using real-world business examples and student-centred strategies.

LO2: Integrate current economic and financial news into classroom discussions to build relevance and critical thinking.

LO3: Prepare students for practical applications of commerce, including budgeting, business planning, and market research.

LO4: Use digital tools and commerce-based software for effective teaching and learning.

LO5: Evaluate student understanding of commerce concepts through alternative assessments and reflective activities.

**Course Code: BEIT501SEP Course Title: Creating Teaching Learning Material / Work Experience**

**Course Outcomes (COs)**

By the end of this course, the student-teacher will be able to:

CO1: Understand the pedagogical significance of Teaching Learning Materials (TLMs) in enhancing student engagement and comprehension.

CO2: Develop age-appropriate, subject-specific, and inclusive TLMs using locally available and low-cost materials.

CO3: Integrate digital tools and multimedia elements into TLMs to support interactive and multimodal learning.

CO4: Demonstrate creativity and innovation in designing TLMs across curricular areas and learning levels.

CO5: Evaluate the effectiveness and usability of TLMs through peer review and classroom-based application.

**Learning Outcomes (LOs)**

After successful completion of this course, the student-teacher will be able to:

LO1: Design and prepare visual, auditory, and tactile TLMs catering to different learning styles and student needs.

LO2: Apply principles of instructional design and child development in the creation of learning aids.

LO3: Use recyclable and sustainable materials creatively in TLM development.

LO4: Reflect on the pedagogical impact of TLMs through field-based or simulated teaching experiences.

LO5: Document and present developed TLMs effectively, justifying their relevance to content and learning outcomes.

## **BEIT502INTE – Internship-I (Teaching Practice)**

### **Course Outcomes (COs):**

- CO1: Plan and deliver subject-specific lessons in actual classroom settings under mentorship.
- CO2: Utilize ICT and TLMs to engage students effectively.
- CO3: Demonstrate classroom management, inclusivity, and ethical conduct.
- CO4: Observe and document classroom dynamics using structured tools.
- CO5: Reflect on one's teaching and receive feedback for professional growth.

### **Learning Outcomes (LOs):**

- LO1: Independently handle teaching responsibilities.
- LO2: Maintain lesson diaries and peer observation reports.
- LO3: Create inclusive and engaging learning environments.
- LO4: Develop reflective teaching portfolios.

## **Semester VI Integrated Teacher Education Programme (ITEP)**

### **Programme Outcomes (POs) –**

After successful completion of Semester VI, student teachers will be able to:

#### **PO1: Mastery of Assessment and Evaluation Practices**

Demonstrate a comprehensive understanding of formative, summative, diagnostic, and 360-degree assessments across pedagogy subjects, and apply them effectively to monitor student progress and improve learning outcomes.

#### **PO2: Integration of 21st Century Skills in Pedagogy**

Apply critical thinking, creativity, collaboration, communication, and digital literacy in planning and executing subject-specific lessons that cater to diverse classroom contexts.

#### **PO3: Application of Research and Reflective Practices**

Design and conduct action research projects that address classroom teaching and learning challenges, and engage in reflective teaching to enhance professional competencies and instructional effectiveness.

#### **PO4: Subject-Specific Pedagogical Expertise**

Demonstrate advanced pedagogical knowledge and content integration in subjects such as Mathematics, Biological Science, Social Science, Language (English, Hindi, Urdu), and Commerce, with the ability to use contextually relevant strategies and methods.

#### **PO5: Use of Innovative and ICT-Integrated Approaches**

Employ technology-based tools, AI-based assessments, and blended learning models to create dynamic and interactive classroom environments that enhance student engagement and learning.

#### **PO6: Professional Teaching Skills through Pre-Internship Practice**

Develop practical teaching competencies through micro-teaching, peer teaching, reflective sessions, and model preparation, preparing student teachers for effective classroom management and curriculum implementation.

#### **PO7: Commitment to Inclusive and Holistic Education**

Promote inclusive education practices by recognizing and addressing the diverse needs of learners across socio-economic, cultural, and linguistic backgrounds, aligning with the goals of NEP 2020.

## **BEIT601DSE – Pedagogy of Mathematics–III**

### **Course Outcomes (COs):**

CO1: Understand and analyse the development of 21st-century skills through mathematics education.

CO2: Demonstrate the ability to create dynamic and inclusive math classrooms.

CO3: Apply varied assessment techniques in mathematics teaching.

CO4: Design innovative teaching strategies for math education.

CO5: Conduct school-based and action research in mathematics learning.

### **Learning Outcomes (LOs):**

LO1: Analyse 21st-century skills in math education.

LO2: Explain the teacher's role in creating a dynamic learning environment.

LO3: Construct and evaluate assessment tools for mathematics.

LO4: Design strategies to teach complex topics using innovative practices.

LO5: Apply research methods to solve teaching-learning challenges.



## **Course Code: BEIT602DSE Pedagogy of Physical Sciences III**

### **Course Outcomes (COs)**

After completing this course, student teachers will be able to:

**CO1:** Explain the importance of 21st-century skills in the teaching and learning of Physical Science.

**CO2:** Apply psychological, sociological, and philosophical perspectives to develop effective science teaching strategies.

**CO3:** Utilize appropriate assessment techniques to evaluate student learning in Physical Science.

**CO4:** Design unit tests and develop question papers using Blueprints/Table of Specifications.

**CO5:** Plan and conduct school-based action research in Physical Science teaching.

**CO6:** Integrate technology and innovative pedagogical practices to create dynamic science learning environments.

### **Learning Outcomes (LOs)**

On successful completion of the course, student teachers will be able to:

**LO1:** Identify and incorporate relevant 21st-century skills such as problem-solving, reasoning, and scientific inquiry in Physical Science classrooms.

**LO2:** Develop and apply assessment tools such as unit tests, lab skill checklists, and project evaluations for Physical Science topics.

**LO3:** Analyse and reflect upon classroom challenges through action research and suggest evidence-based interventions.

**LO4:** Demonstrate professional competencies in planning and delivering engaging Physical Science lessons using ICT and blended learning approaches.

**LO5:** Evaluate students' understanding of Physical Science using formative, summative, and 360-degree assessments.

**LO6:** Foster critical and reflective thinking among learners by employing inquiry-based and experiential learning strategies.

### **BEIT603DSE – Pedagogy of Biological Sciences–III**

#### **Course Outcomes (COs):**

CO1: Understand the need for various assessments and differentiate among them.

CO2: Develop and implement practical assessment tools for biology.

CO3: Integrate ICT and higher-order thinking strategies in classrooms.

CO4: Analyse classroom challenges and propose evidence-based solutions.

CO5: Conduct action research for professional development.

#### **Learning Outcomes (LOs):**

LO1: Differentiate assessment types and tools in biological sciences.

LO2: Design TOS-based unit tests and achievement assessments.

LO3: Utilize ICT tools and online strategies for active learning.

LO4: Identify challenges in modern classrooms and propose solutions.

LO5: Conduct action research in classroom settings.

## **BEIT604DSE – Pedagogy of Social Sciences–III**

### **Course Outcomes (COs):**

- CO1: Develop 21st-century skills for effective teaching of social sciences.
- CO2: Integrate multiple perspectives in teaching and assessment.
- CO3: Apply diverse tools and modes of assessment in social science.
- CO4: Design action research projects for improved classroom practices.
- CO5: Reflect critically on social constructs through classroom engagement.

### **Learning Outcomes (LOs):**

- LO1: Apply 21st-century skills in designing social science lessons.
- LO2: Use innovative practices and reflect on their outcomes.
- LO3: Construct and analyze achievement tests with feedback mechanisms.
- LO4: Perform research addressing classroom diversity and inclusion.
- LO5: Evaluate learning outcomes using modern assessment tools.

**Course Code: BEIT605DSE Course: Pedagogy of English – III Semester: VI**  
**Course Outcomes (COs)**

After completing this course, student teachers will be able to:

CO1: Explain the concepts, types, and tools of language assessment and evaluation.

CO2: Design and implement 360-degree assessment strategies including formative, summative, and performance-based evaluation.

CO3: Integrate 21st-century skills (communication, collaboration, critical thinking, creativity) into English language pedagogy.

CO4: Conduct action research in language learning and apply recent innovations in English language teaching.

CO5: Reflect critically on language use through comparative and multilingual perspectives.

**Learning Outcomes (LOs)**

On successful completion, student teachers will be able to:

LO1: Identify suitable strategies for assessing listening, speaking, reading, and writing skills in English.

LO2: Develop tools like unit tests, answer keys, and analytical feedback reports for English assessment.

LO3: Apply online learning resources (e.g., SWAYAM) and digital media for English teaching.

LO4: Reflect on editorial writing to understand language bias and multilingualism.

LO5: Demonstrate effective classroom practices aligned with NEP 2020 and language proficiency goals.

**Course Code: BEIT605DSE Course: Pedagogy of Hindi – III Semester: VI**

**Course Outcomes (COs)**

After completing this course, student teachers will be able to:

CO1: Understand fundamental concepts of assessment and evaluation in Hindi language teaching.

CO2: Apply diverse tools like continuous assessment, performance-based tasks, and formative evaluations in the classroom.

CO3: Utilize innovative and research-based practices to enhance Hindi language acquisition.

CO4: Promote 21st-century language learning skills, including expression, critical inquiry, and creativity in Hindi.

CO5: Conduct classroom-based action research for improvement in Hindi pedagogy.

**Learning Outcomes (LOs)**

On successful completion, student teachers will be able to:

LO1: Plan, prepare, and administer assessment tools for evaluating Hindi language skills.

LO2: Analyse the effectiveness of teaching-learning materials and generate constructive feedback.

LO3: Reflect on language practices through classroom observations and peer assessments.

LO4: Use digital and offline resources for teaching Hindi in blended learning environments.

LO5: Execute action research projects based on classroom experiences in Hindi pedagogy.

## **BEIT606DSE – Pedagogy of Urdu–III**

### **Course Outcomes (COs):**

CO1: Understand fundamental concepts of assessment and evaluation in Urdu.

CO2: Apply a comprehensive and performance-based assessment in language classrooms.

CO3: Analyse challenges in Urdu language classrooms and apply innovative practices.

CO4: Conduct reflective and action research in Urdu pedagogy.

CO5: Promote 21st-century skills through Urdu teaching.

### **Learning Outcomes (LOs):**

LO1: Demonstrate knowledge of assessment methods relevant to Urdu language skills.

LO2: Utilize tools such as unit tests and performance assessments effectively.

LO3: Reflect on multilingual editorial content critically.

LO4: Apply classroom research findings to improve Urdu teaching practices.

## **BEIT608DSE – Pedagogy of Commerce–III**

### **Course Outcomes (COs):**

CO1: Appraise assessment types and develop test items using TOS in commerce.

CO2: Construct and administer both diagnostic and achievement tests.

CO3: Integrate ICT tools and online techniques for commerce education.

CO4: Conduct action research to promote professional development.

CO5: Relate NEP 2020 objectives with activity-based teaching.

### **Learning Outcomes (LOs):**

LO1: Design and administer assessments using modern evaluation strategies.

LO2: Plan innovative activities to assess higher-order skills in commerce.

LO3: Analyse policy documents and incorporate best practices in the classroom.

LO4: Apply psychological, sociological, and philosophical perspectives to commerce teaching.