

Siliguri B.Ed. College

Programme and Course Outcome

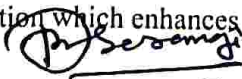
The National Council for Teacher Education has defined teacher education as a programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. It includes effective classroom management skills, preparation and use of instructional materials and communication skills. Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom.

Our institution gives future-teachers the opportunity to hone their knowledge and skill to prepare them for teaching at school level through **B.Ed. course**. In this course, teaching skills are developed by providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It also includes communication skills, counselling skills, interpersonal skills, computer skills, information retrieving and management skills and above all life-long learning skills. An amalgamation of teaching skills, pedagogical theory and professional skills in this course serves to create the right knowledge, attitude and skills in teachers, thus promoting holistic development.

↓ PROGRAMME OUTCOME OF THE B.Ed. COURSE:

On successful completion of the two-year B.Ed. programme in our institution, pupil teachers will be able to develop:

- 1. Teaching competency:** The pupil teachers will be able to 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:** They will be able to apply appropriate teaching skills and deal efficiently with classroom problems.
- 3. Mastery in subject content:** Although trainees in this programme at least have bachelor's degree in their respective subjects, this curricular experience will enable them to master the knowledge base they already possess.
- 4. Teaching through Non-conventional Modes:** They will become potent instruments in evolving a system of education which enhances the potential of every learner to acquire, retain



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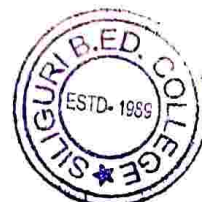


and transform knowledge leading to wisdom society through creative, experiential and joyful modes of learning.

5. **Critical Thinking:** Through logical analysis of curriculum, construction of blueprint, selecting appropriate teaching strategies according to needs of students and conducting action research to solve classroom problems they will be able to prove themselves as teachers with critical thinking power.
6. **Effective Communication:** This programme includes opportunities to present seminars before peer students and teachers and practicing communication skills through various linguistic activities and applying it for better classroom communication.
7. **Sensitivity towards Inclusion:** As the programme gives exposure to knowledge and experience about diverse conditions and needs of school students, the pupil teachers will be able to identify the diversities in real classroom situation and deal with it in an inclusive classroom environment. Also they will become able to conduct guidance and counselling programmes for children with special and diverse personal and educational needs.
8. **Effective Citizen Ethics:** They will understand different values, morality, social service and accept responsibility for the society after going through various curricular and cocurricular activities and experiences of the programme offered.
9. **Self-directed Learning:** Preparing scripts for seminars, lesson plans and online contents in the programme will make them highly efficient self-directed learners for life.
10. **Efficient user of ICT-based resources:** This programme will enable trainee-teachers to integrate and apply ICT in facilitating teaching-learning process and in school management. They will be able to get comfortable and efficient in using ICT-based resources to their fullest potential.
11. **Development of creativity:** This programme gives the trainee teachers an opportunity to develop their creative expressions through curricular activities related to teaching, TLM development as well as cocurricular activities.
12. **Social Resilience:** They will properly understand about social entities and it will enable them to cope up with adverse conditions of life.
13. **Mature approach to gender issues:** This course will provide them clear knowledge of and make them more open-minded towards gender issues in their profession and in society.
14. **Physical Development:** Practice of yoga, physical education and games and sports will contribute to their physical development.
15. **Team Work:** Different cocurricular activities in this programme will enable trainee teachers to work as a member or leader in diverse teams and in multidisciplinary settings by following the principles of collaborative learning, cooperative learning and team teaching.


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↓ COURSE OUTCOME

➤ SEMESTER-I

COURSE CODE AND HALF	COURSE NAME	COURSE OBJECTIVES
Course-I (1.1.1)	Childhood and Growing Up	
1 st Half	Development and its Characteristics	The student teachers will be able to:- <ul style="list-style-type: none"> • Explain the concept of growth and development and stages of development with special reference to the stage of adolescence. • Know about the developmental characteristics • Be aware of influence of heredity, environment including socio cultural factors on developmental process • Develop the skills of applying the principles of development in improving the teaching learning process.
2 nd Half	Aspects of Development	The student teachers will be able to:- <ul style="list-style-type: none"> • Know about various aspects related to development. • Acquainted with theories, types and factors of motivation, attention and interest. Understand the nature of intelligence and know various theories related to it. <ul style="list-style-type: none"> • Develop skills for identifying and nurturing creativity
Course-II (1.1.2)	Education in Post-Independent India	
1 st Half	Education in Post-Independent India	The student teachers will be able to:- <ul style="list-style-type: none"> • Comprehend the various constitutional provisions • Develop the knowledge about the recommendations of various commissions and National Policies of Education. • Examine the problems and solutions of elementary and secondary education and find out probable solution. • Acquire the skill to eradicate inequality, discrimination and marginalization in education. • Develop an idea about National Values.
2 nd Half	Policy Framework for Education in India	The student Teachers will be able to:- <ul style="list-style-type: none"> • Realize the policy framework for Education in India • Know the contemporary issues in education • Develop the knowledge about various policies on education • Examine the role and functions of different monitoring agencies of education • Understand community participation and development in education • Acquire skill to develop educational planning and management.
Course-IV (1.1.4)	Language across the Curriculum	The student teachers will be able to:- <ul style="list-style-type: none"> • Recognize nature, function and role of language across the curriculum

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		<ul style="list-style-type: none"> • Acquaint with obstacles in language usage while using the language and ways to overcome them. • Understand importance and use of first and second language, multilingualism and impact of culture. • Acquire knowledge about the communication process and verbal and nonverbal communication skills. • Familiarize the students with of barriers to (Listening, Speaking, Reading, Writing) LSRW skills and activities for developing these skills
Course-V (1.1.5)	Understanding Discipline and Subjects	<p>The student teachers will be able to:-</p> <ul style="list-style-type: none"> • Know the basis of knowledge and branches of emerging knowledge. • Be aware of the emergence of various disciplines. • Develop among the teacher trainees an understanding of science as a discipline. • Understand nature of Mathematics as a discipline. • Develop among the teacher trainees an understanding of language as a discipline. • Develop among the teacher trainees an understanding of social science as a discipline.
Course EPC –1 (1.1EPC1)	Reading and Reflecting on Texts	<p>The student teachers will be able to:-</p> <ul style="list-style-type: none"> ➤ Know the meaning, process, importance and characteristics of reading. ➤ Appreciate and apply different levels, types, techniques and methods of reading. ➤ Acquaint with the skills of reading different types of texts. ➤ Develop different types of reading skills through various activities and met cognition ➤ Learn the skills of reading comprehension and to enhance vocabulary. ➤ Acquaint with the problems of reading across curriculum.

➤ **SEMESTER-II**

COURSE CODE AND HALF	COURSE NAME	COURSE OBJECTIVES
Course-III (1.2.3)	Learning and Teaching	
1st Half	Learning	<p>The student teachers will be able to:-</p> <ul style="list-style-type: none"> • Comprehend the range of cognitive capacities among learners. • Reflect on their own implicit understanding of the nature and kinds of learning. • Gain an understanding of different theoretical perspectives on learning • Demonstrate his/her understanding of different skills at different phases of instruction
2nd Half	Teaching	<p>The student teachers will be able to:-</p> <ul style="list-style-type: none"> • Understand the process of teaching

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		<ul style="list-style-type: none"> Understand and efficiently used different models of teaching. Engage in teaching with proper approach. Develop skills required for teaching
Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	
Pedagogy of Language Teaching	Bengali, English, Sanskrit, Hindi, Urdu & Arabic	<p>The student teachers will be able to:-</p> <ul style="list-style-type: none"> Merit effective and constructive acquaintance with the basic foundations of Language teaching in India and West Bengal Acquire practical expertise in pedagogical analysis and develop behavioural competencies in teaching skills Apply principles abstracted from the study of various methods and approaches as regards purpose and procedure of planning lesson Work out and practice strategies for teaching language skills and communication skills Credit working acquaintance with concepts of language learning assessment Turn in to resourceful user of different kinds of Language Test Become efficient in construction of Test and Test Items Explore and experience various resources for target language learning Try out various means of organizing various resources for target Language Learning.
Pedagogy of Social Science Teaching	History, Geography, Political Science, Economics, Education, Commerce, Sociology, Philosophy, Music, Fine Arts, Psychology	<p>The student teachers will be able to:-</p> <ul style="list-style-type: none"> Appreciate the significance of teaching Social Science. Be acquainted with the approaches & Methods of Teaching Social Science. Be used to the application of knowledge and skills in Social Science. Be acquainted with various practical aspects of Social Science.
Pedagogy of Science	Physical Science, Life Science, Computer Science & Application	<p>The student teachers will be able to:-</p> <ul style="list-style-type: none"> Appreciate the significance of teaching Science. Be acquainted with the Approaches & Methods of Teaching Science. Be used to the application of scientific knowledge and skills. Be acquainted with various practical aspects of science.
Pedagogy of Mathematics Teaching	Mathematics	<p>The student teachers will be able to:-</p> <ul style="list-style-type: none"> Understand the nature of mathematics and mathematics education Know the Objectives of teaching mathematics and the principles of the preparation of relevant curriculum and text books.

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		<ul style="list-style-type: none"> • Understand Teaching methodologies in mathematics education. • Apply Mathematics education in cross-cultural perspectives. • Understand the Assessment and evaluation in the teaching learning of mathematics.
Course-VIII-(A) (1.2.8A)	Knowledge and Curriculum-Part-I	<p>The student teachers will be able to:-</p> <ul style="list-style-type: none"> • Introduce themselves to perspectives in education focusing on epistemological, philosophical and sociological bases of education. • Distinguish between knowledge and skill, teaching and training, knowledge and information and reason and belief. • Understand education in relation to constitutional goal, social issues and modern values. • Understand the concept, scope and objectives of education. • Realize the concepts of curriculum and syllabi. • Design curriculum in the context school experiences, evaluation, power, ideology, process and practice & its transactional modes.
Course-IX (1.2.9)	Assessment for Learning	
1st Half	Assessment of the Learning Process	<p>The student teachers will be able to:-</p> <ul style="list-style-type: none"> • Get basic knowledge of assessment for learning • Know the process of evaluation and it uses. • Write educational objectives • Know different techniques of evaluation, tools of evaluation and their uses. • Know different characteristics of instruments of evaluation. • Know different types of teacher made tests and will construct them. • Compute simple statistics to assess the learning.
2nd Half	Assessment of the Learning System	<p>The student teachers will be able to:-</p> <ul style="list-style-type: none"> • Understand different aspects of the complexities of the learning system. • Know various school records designed for specific purposes. • Understand the relationship between school and the community. • Acquire knowledge about physical, infrastructural and human resources available in the schools. • Understand the curricular process in the school. • Evaluate the school effectiveness and other functional aspects of the schools. • Explore the students support services available and achievements of the schools.
CourseEPC-2 (1.2EPC2)	Drama and Arts in Education	<p>The student teachers will be able to:-</p> <ul style="list-style-type: none"> • Understand the use of 'Drama' as Pedagogy. • Use 'Role play' technique in the teaching learning process.

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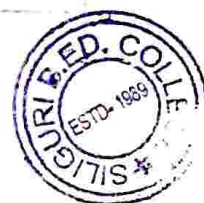


		<ul style="list-style-type: none"> • Understand the importance of dramatic way of presentation. • Integrate singing method in teaching learning process. • Understand various 'Dance forms' and their integration in educational practices. • Use art of drawing and painting in teaching learning process. • Develop creativity through different creative art forms • Understand the efficacy of different art forms in education.
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➤ **SEMESTER-III**

COURSE CODE AND HALF	COURSE NAME	COURSE OBJECTIVES
Course-VII-(B) (1.2.7B)	Pedagogy of a School Subject Part-II	
Pedagogy of Language Teaching	Bengali, English, Sanskrit, Hindi, Urdu & Arabic	<p>The student teachers will be able to:-</p> <ul style="list-style-type: none"> • Design appropriate teaching – learning strategy/approach suited to particular content. • Be at home with the principles of constructing content analysis of school curriculum. • Use ICT and various teaching aids in teaching of Languages. • Understand the historical development of Language Teaching. • Develop various skills related to language learning. • Prepare a blueprint before entering into a class.
Pedagogy of Social Science Teaching	History, Geography, Political Science, Economics, Education, Commerce, Sociology, Philosophy, Music, Fine Arts, Psychology	<p>The student teachers will be able to:-</p> <ul style="list-style-type: none"> • Be aware of teaching & learning of the subject concern. • Examine critically the major concept, ideas, principles & values relating the subject concern. • Engage the students into the methods of Teaching & learning the subject. • 4. Provide the students authentic historical knowledge with the proposed content & make them to be component to do pedagogical analysis of the subject.
Pedagogy of Science	Physical Science, Life Science, Computer Science & Application	<p>The student teachers will be able to:-</p> <ul style="list-style-type: none"> • Be aware of teaching & learning of the subject concerned. • Examine critically the major concept, ideas, principles & values relating to the subject concerned. • Engage the students into the methods of Teaching & learning the subject.

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		<ul style="list-style-type: none"> • Make them competent to do the pedagogical analysis of the subject concerned .
Pedagogy of Mathematics Teaching	Mathematics	<p>The student teachers will be able to :-</p> <ul style="list-style-type: none"> • Know about Mathematics curriculum and text-book preparation • Know how does Practical activities associated with mathematical concepts • Understand about assessment and evaluation related to mathematics teaching-learning. • Apply the Concept of Pedagogical analysis of mathematics content of school level mathematics curriculum and learning designing • Understand about Simulated and integrated lesson

➤ SEMESTER-IV


COURSE CODE AND HALF	COURSE NAME	COURSE OBJECTIVES
Course-VI (1.4.6)	Gender, School and Society	<p>The student teachers will be able to:-</p> <ul style="list-style-type: none"> • Develop gender sensitivity among the student teachers. • Understand the gender issues faced by the schools. • Understand the paradigm shift with reference to gender studies. • Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).
Course-VIII(B) (1.4.7B)	Knowledge and Curriculum-Part-II	<p>The student teachers will be able to:-</p> <ul style="list-style-type: none"> • Realize the concepts of curriculum and syllabi. • Discover the relationship between power, ideology and curriculum. • Design curriculum in the context of school experiences, evaluation, power, ideology, process and practice & its transactional modes.
Course-X (1.4.10)	Creating an Inclusive School	<p>The student teachers will be able to:-</p> <ul style="list-style-type: none"> • Sensitise to the concept of inclusive education and social inclusion • Familiarize with the legal and policy perspectives behind inclusion in education • Understand the types, probable causes, preventive measures and characteristics of different types of disability. • Understand street children, platform children, and orphans, children born and brought up in correctional homes, child labour and other socioeconomically backward children. • Know how inclusion can be practiced in mainstream class.
Course-XI (1.4.11) Optional	Guidance and Counselling	<p>The student teachers will be able to:-</p> <ul style="list-style-type: none"> • Understand guidance and counselling in details

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		<ul style="list-style-type: none"> • Understand the mental health • Develop the knowledge about adjustment and maladjustment. • Acquire skill to develop tools and techniques. • Understand the idea about Abnormal Behaviour and Mental illness.
Course-XI (1.4.11) Optional	Work & Vocational Education	<p>The student teachers will be able to:-</p> <ul style="list-style-type: none"> • Make a teacher-trainee aware of the modern approaches to teaching of Work Education in the perspectives of its development from traditional approaches. • Make the teacher-trainee acquainted with the basic skills required for the inculcation of the modern approaches to teaching of Work Education. • Make the teacher trainees aware of different methods of teaching suitable to different topics of Work Education. • Make the teacher trainees acquainted with the ways and means for managing class-room from the stand point of inclusive education.
Course-XI (1.4.11) Optional	Environmental & Population Education	<p>The student teachers will be able to:-</p> <ul style="list-style-type: none"> • Understand the concept of population and environmental education • Know the objectives and methods of teaching environmental and population • Be aware of population and environmental education policies • Help teachers students analyse the various issues related to population and environmental education.
CourseEPC- 3 (1.4EPC3)	Critical Understanding of ICT	<p>The student teachers will be able to:-</p> <ul style="list-style-type: none"> • Understand the social, economic, security and ethical issues associated with the use of ICT • Identify the policy concerns for ICT • Describe a computer system; • Operate the Windows and/or Linux operating systems; • Use Word processing, Spread sheets and Presentation software; • Acquire the skill of maintaining the computer system and the skill of trouble shooting with the help of Anti-Virus and Other tools. • Operate on Internet with safety • Elucidate the application of ICT for Teaching Learning • Develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups
CourseEPC- 4 (1.4EPC4)	Yoga Education: Self Understanding and Development	<p>The student teachers will be able to:-</p> <ul style="list-style-type: none"> • Understand the meaning and importance of self-concept and self- esteem. • Be aware of different factors related to self-concepts and self-esteem. • Understand the concept and importance of yoga and well-being. • Be sensitized about the interrelationships of yoga and well-being.


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		<ul style="list-style-type: none">• Record a brief history of the history of development of yoga through the ages.• Discuss how yoga and yoga practices are important for healthy living.• Explain some important principles of yoga.• Know and develop their personality through various practices.
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Integration of Teaching-learning Process with the Stated PLOs and CLOs (B.Ed. Programme) as per WBUTTEPA

Siliguri B.Ed. College tries its best to fulfil all the objectives of Program Learning Outcome and Course Learning Outcome as assigned by the affiliating university, WBUTTEPA effectively as follows:

- The institution gives emphasis on the main domains of learning. The teachers equip the trainees following problem solving learning and acquaint them in real life situations through learning by doing.
- The trainees become able to learn preparation of time tables, achievement tests, preparation of learning design etc. which will help them face their future life as a teacher.
- In support of the course based learning system, our teachers also help them in making reports of all activities, presentation of power point, computer graphical representation etc.
- During the school internship trainees are acquainted with various teaching skills including micro teaching skills, simulated teaching etc. and other school based activities.
- Beside this the institution used to arrange webinar/ seminars based on the emerging needs of the society e.g. "Paradigm shift in Education", Symposium on "Future Classroom and Learning Management System", webinar on pre pandemic and post Pandemic situations etc.
- Regarding outreach programs, several awareness programs such as Literacy drive, gender sensitization programmes, Blood donation camp, maintenance of the green campus etc. are organized.
- Assessment and evaluation pattern follow the university guidelines. Teacher made Internal Assignments and External assignments are conducted. The institution lays adequate emphasis on practicum.
- In support of need based learning, our college arrange remedial teaching, tutorial classes and make assessments based on that.



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