

## **CURRICULUM FRAMEWORK FOR K. K. TEACHERS TRAINING COLLEGE, DHANBAD**

The Bachelor of Education (B.Ed.) program aims to develop professional educators with a strong foundation in pedagogy, subject knowledge, and practical teaching skills. Upon successful completion of the program, graduates will be able to demonstrate a deep understanding of teaching-learning theories, educational psychology, and subject-specific pedagogy to facilitate effective learning. Students will be able to design and implement curriculum plans that align with national educational policies, learning objectives, and student needs and apply innovative teaching methodologies, including ICT-based teaching, student-centred learning, and differentiated instruction, to enhance the learning experience. they will exhibit strong communication, collaboration, and leadership skills to work effectively with students, colleagues, parents, and educational stakeholders. The inculcation of values of inclusive education by addressing the needs of students from diverse backgrounds, including those with disabilities, and promoting equity in education.

### **PROGRAMME OUTCOME OF A B.Ed. PROGRAMME**

	<b>Programme outcome</b>	
PO1	Pedagogical knowledge	Demonstrate a deep understanding of teaching-learning theories, educational psychology, and subject-specific pedagogy to facilitate effective learning.
PO2	Curriculum development	Design and implement curriculum plans that align with national educational policies, learning objectives, and student needs.
PO3	Teaching proficiency	Apply innovative teaching methodologies, including ICT-based teaching, student-centered learning, and differentiated instruction, to enhance the learning experience.
PO4	Assessment and Evaluation	Develop and apply appropriate assessment strategies to evaluate student learning outcomes and provide constructive feedback for improvement.
PO5	Classroom management	Implement effective classroom management techniques to create a positive and inclusive learning environment that supports diverse learners.
PO6	Educational technology integration	Utilize digital tools and emerging technologies to enhance teaching and learning experiences in traditional and online classrooms.
PO7	Communication and Leadership Skills	Exhibit strong communication, collaboration, and leadership skills to work effectively with students, colleagues, parents, and educational stakeholders.

PO8	Professional ethics and values	Uphold ethical standards, professional integrity, and a commitment to lifelong learning to ensure continuous growth as an educator.
PO9	Research & innovation in education	Engage in educational research, reflective practices, and innovative teaching strategies to improve instructional quality and student learning outcomes.
PO10	Social responsibility and inclusive education	Foster inclusive education by addressing the needs of students from diverse backgrounds, including those with disabilities, and promoting equity in education.
PO11	Educational policy and administration	Demonstrate awareness of educational policies, legal frameworks, and school administration principles to contribute effectively to the education system.
PO12	Community engagement and lifelong learning	Participate in community outreach programs, engage with social issues, and continue professional development to adapt to the evolving educational landscape.
PO13	Individual and team work	Developing the ability to function on multidisciplinary teams with co-operation and co-ordination
PO14	Environment and sustainability	understand the impact of educational programs to generate solutions in a global, economic, environmental and demonstrate the knowledge need for sustainable development.

## PROGRAMME SPECIFIC OUTCOME

These Program Specific Outcomes (PSOs) ensure that B.Ed. graduates become competent, responsible, and innovative educators who can shape the future of education effectively. The program aims to develop skilled, knowledgeable, and reflective educators who can effectively contribute to the field of teaching and learning.

PSO1	To develop an in-depth understanding of child psychology and learning theories.
PSO2	To apply subject specific pedagogical skills to deliver curriculum effectively in diverse classroom settings
PSO3	To integrate ICT tools and digital learning resources to enhance the teaching learning process.
PSO4	To design and implement inclusive teaching strategies catering to students with diverse learning needs.
PSO5	To engage in action research to analyze and improve teaching methodologies.
PSO6	Foster creativity, curiosity and critical thinking skills in students through innovative teaching approaches.
PSO7	To apply assessment and evaluation techniques to measure student learning outcomes

	effectively.
PSO8	To develop leadership and teamwork skills to collaborate with stakeholders in the education system.
PSO9	To promote environmental awareness and sustainable development principles in the classroom.
PSO10	To understand and implement educational policies and frameworks, including NEP 2020.
PSO11	To cultivate socio emotional skills to manage classroom dynamics and student behavior effectively.
PSO12	To demonstrate professional ethics and commitment to the teaching profession.
PSO13	To engage with the community and encourage experiential learning through field visits and outreach programs.
PSO14	To strengthen research aptitude and use evidence based practices in education.
PSO15	To foster a global perspective in education while preserving cultural heritage and values.

## **COURSES OF STUDY**

The B.Ed. program aims to develop competent and reflective educators who can effectively facilitate student learning and growth. Upon successful completion of the course, graduates will have a deep understanding of educational theories, subject-specific pedagogy, and innovative teaching methodologies. They will be able to design and implement effective lesson plans, assess student learning using diverse evaluation techniques, and manage classrooms efficiently. Additionally, they will integrate technology into teaching, promote inclusive and equitable education, and engage in continuous professional development. With strong communication, leadership, and ethical values, B.Ed. graduates will be well-prepared to contribute to the education sector and society as skilled and responsible educators.

Apart from these courses, some course contents have also been recommended to enhance professional competencies of prospective teachers. They have been mentioned here:

### **Engagement with the Field – the Self, the Child, Community and School**

This curricular area would have three components –

- Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus
- School Internship
- Courses on Enhancing Professional Capacities (EPC)

Course            *EPC 1: Reading and Reflecting on Texts Course*  
                       *EPC 2: Drama and Art in Education Course*  
                       *EPC 3: Critical Understanding of ICT, Course*  
                       *EPC 4: Understanding the Self*

Every course leads to some course outcomes. These outcomes are based on Bloom's taxonomy:

## STRUCTURE OF THE TWO YEAR B.Ed. PROGRAMME-SEMESTER WISE DISTRIBUTION OF THE COURSES

### SEMESTER 1

SL. NO.	Courses	Names of the courses	Course code	Instructional hours	Credit hours	Tutorial	Maximum marks		TOTAL
<b>THEORY COURSES</b>							Internal	External Term-End Examination	
1.	1	Childhood and growing up	B.Ed TC-101	06	06	02	20	80	100
2.	2	Contemporary India and Education	B.Ed TC-102	06	06	02	20	80	100
3.	3	Language across the curriculum(1/2)	B.Ed TC-103	03	03	01	10	40	50
4.	4	Understanding Discipline and subjects(1/2)	B.Ed TC-104	03	03	01	10	40	50
<b>PRACTICUM</b>									
5.	EPC 1	EPC 1 Reading and Reflecting on Texts(1/2)	B.Ed P-105	03	03	01	50		50
	<b>TOTAL</b>			<b>21</b>	<b>21</b>	<b>07</b>	<b>110</b>	<b>240</b>	<b>350</b>

Course Learning Outcome:

After completion of the course students will be able to

Subject	code	CLO
Paper 1 – Childhood and Growing up	CO1	To study childhood, child development and adolescence
	CO2	To aware about the stages of development and their characteristics
	CO3	to develop understanding about children of different age groups and interaction from diverse socioeconomic and cultural backgrounds
	CO4	Understanding different socio- political realities construct different childhoods, within children's lived contexts: Family, schools, neighbourhoods and community.
	CO5	Understand the concept of behavioural sciences and theories that helps in the process of development

Contemporary India & education	CO1	Understand the evolution of education system I India
	CO2	Clearly get the idea of ancient education system in India
	CO3	Differentiate the idea of education during ancient , medieval & modern education
	CO4	Develop the idea of world conferences by UN
	CO5	Understand the establishment and concepts of national commissions
Language across the Curriculum	CO1	Define nature and understanding of language learning
	CO2	Get the idea and concept of multilingualism
	CO3	Function of language and how children use them as a tool at different developmental stages
	CO4	Develop all four language learning skill
	CO5	Analyse the structure of language sub skills
Understanding Discipline and School Subject	CO1	Develop the concept of discipline
	CO2	Design and use teaching learning material for enhanced learning
	CO3	Develop reasoning and reflective skill for effective teaching
	CO4	Implement effective strategies for better classroom engagement
	CO5	Understand the significance of studying the lives of modern educational thinkers
EPC 1 – reading & reflecting on Texts	CLO1	Develop an understanding of teacher as a communicator and communication as a factor in the institutional ethos.
	CLO2	Develop language proficiency in oral and written modes: narrating, describing, analysing.
	CLO3	Develop a taste for abilities in reading and making meaning of different kind of texts
	CLO4	Develop Reading for comprehending and visualizing the account
	CLO5	Identify major concepts and ideas involved and making notes on these in some schematic form

### **SEMESTER 2**

SL. NO.	Courses	Names of the courses	Course code	Instruc tional hours	Credit hours	Tutorial	Maximum marks	TOTAL	
THEORY COURSES			Internal			External Term-End Examination			
6.	5	Learning and Teaching	B.Ed. TC-201	06	06	02	20	80	100
7.	6	Knowledge and Curriculum-part 1(1/2)	B.Ed. TC-202	03	03	01	10	40	50
8.	7	Pedagogy of a school subject-part1(1/2)	B.Ed. TC-203	03	03	01	10	40	50
9.	8	Assessment for Learning	B.Ed. TC-204	06	06	02	20	80	100
PRACTICUM									
10.	EPC 2	Drama and Art in Education(1/2)	B.Ed. P-205	03	03	01	50	50	
TOTAL			21	21	07	110	240	350	

After completion of the course students will be able to

Paper	Code	Course outcome
5 <sup>th</sup> – Learning and Teaching	CO1	reflect on and critique notions of learning and teaching
	CO2	to move beyond them understand theories of learning as conceptualized
	CO3	engage critically with theories that reduce learning to behavioural and testable components
	CO4	investigate the differences and connections between learning in school and learning outside school
	CO5	Understand the concept of teaching accountability and professional competencies
6 <sup>th</sup> Knowledge and Curriculum part 1	CO1	The courses intends to inform student-teachers that how knowledge and curriculum – making plays a critical role in a heterogeneous and plural society like India.
	CO2	the courses aims at enthusing student-teachers to infuse dynamism in selection of knowledge, symbols and values and child-friendly in pedagogy
	CO3	role of school organization and culture, as well as of the teacher, in operationalizing and developing a contextually responsive ‘curriculum’ and ‘critical pedagogy’
	CO4	the courses aims at enthusing student-teachers to

		infuse dynamism in selection of knowledge, symbols and values and child-friendly in pedagogy
	CO5	To impart knowledge about the broad determinants of curriculum making
Paper 7 <sup>th</sup> Pedagogy of school subject	CO1	Develop an understanding of the pedagogic challenges posed by the subject comprising of a broad disciplinary stream.
	CO2	Describe the pedagogic needs of a subject within the stream chosen under Pedagogy I, at all stages of secondary education.
	CO3	Re-engage with the nuances of the discipline and its prevalent conceptualisations and practices.
	CO4	Discussing critical issues like environment concerns, gender differences etc., socio-cultural
	CO5	Epistemological analysis of educational thinkers
Paper 8 <sup>th</sup> Assessment for learning	CO1	Develop an understanding of education as an agenda for the nation state and its policy visions
	CO2	Critically examine key universal constructs in developmental psychology and educational psychology.
	CO3	Build knowledge understanding and sensitivity of different perspectives in the area of education of children with disabilities.
	CO4	evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view
	CO5	become cognisant of key concepts, such as formative and summative assessment and evaluation
EPC 2—Drama and art in education	CLO1	Develop an understanding of the nature and evolution of the disciplines / areas in the context of education.
	CLO2	Develop sensitivity towards the specific needs / problems / challenges in the area.
	CLO3	Become aware of the fundamentals of Computers and Web Technologies in Educational Context.
	CLO4	Reflect upon the application of Educational Technology in the field of education.
	CLO5	Develop an understanding of concepts in aesthetics and their application in different domains of art, such as visual art, theatre, and in the sphere of India's heritage crafts.

### **SEMESTER 3**

SL. NO.	Courses	Names of the courses	Course code	Instructional hours	Credit hours	Tutorial	Maximum marks		TOTAL
THEORY COURSES							Internal	External Term-End Examination	
11.	9	Pedagogy of School subjects- part II(1/2)	B.Ed. TC 301	03	03	01	10	40	50
<b>PRACTICUM</b>									
		School Internship Report	B.Ed. P 302	18	18	10	150		150
		Assessment of Practice Teaching in selected subject	B.Ed. P 303					100	100
	<b>TOTAL</b>			<b>21</b>	<b>21</b>	<b>11</b>	<b>160</b>	<b>140</b>	<b>300</b>

After completing the classes of Paper 9<sup>th</sup> Pedagogy of school subject students will be able to

Language – Hindi/ Sanskrit/ Urdu/ Bangla/ English	CO1	Analyze the different roles of language and its connection with literature.
	CO2	Apply creative strategies and multilingual approaches in language teaching.
	CO3	Assess language skills effectively and understand the role of translation in learning.
	CO4	Foster appreciation for poetry, prose and drama while promoting sensitivity to social and cultural contexts.
	CO5	Develop teaching –learning materials, including ICT-based and audiovisual aids.
History	CO1	Understand the nature of history as a discipline and the objectives of teaching it effectively.
	CO2	Apply diverse approaches, methods and media to enhance history teaching and learning.
	CO3	Organize and utilize co-curricular activities to enrich history education
	CO4	Critically analyze history curricula and textbooks to identify areas for improvement.
	CO5	Develop teaching –learning materials, including ICT-based and audiovisual aids
	CO1	To understand the nature and scope of social sciences as



Social Science / civics		both individual disciplines and an interdisciplinary.
	CO2	Develop a conceptual of effective teaching and learning processes in social sciences.
	CO3	Apply diverse teaching strategies to make social science engaging and relevant to real life.
	CO4	Analyze and effectively transact the Social sciences curriculum to enhance student understanding.
	CO5	Encourage active citizenship and ethical responsibility in addressing social and ecological challenges.
Geography	CO1	Understand the nature of Geography as a discipline and its teaching objectives.
	CO2	Develop teaching approaches, methods and media to enhance civics education.
	CO3	Use and maintain various audio-visual teaching aids and assessment tools for effective learning and evaluation.
	CO4	Organize and utilize co-curricular activities to promote civic awareness and engagement.
	CO5	Analyze Geography curricula and textbooks to improve instructional effectiveness.
Economics	CO1	Explain the nature of Economics as a discipline and articulate the objectives of teaching economics in schools.
	CO2	Develop teaching –learning materials, including ICT-based and audiovisual aids.
	CO3	Apply various approaches, methods and media effectively in economics instruction.
	CO4	Design effective evaluation strategies using appropriate tools and techniques in Economics.
	CO5	Organize and utilize co-curricular activities to enhance the teaching and learning of economics.
Commerce	CO1	Understand the fundamental concepts of Commerce and their broad applicability.
	CO2	Analyze the importance, scope, and interdisciplinary connections of Commerce with other school subjects.
	CO3	Identify and implement effective teaching methods, audio-visual aids, and techniques for Commerce education at the higher secondary level.
	CO4	Develop skills in curriculum analysis, evaluation

		processes, and blueprint-based question paper design for Commerce.
	CO5	Utilize commercial activities and community resources to enhance Commerce teaching and engage students effectively
Mathematics	CO1	Develop a deep understanding of the meaning, nature, scope, and objectives of mathematics education.
	CO2	Appreciate mathematics as a tool for critical thinking, problem-solving, and everyday applications.
	CO3	Engage students meaningfully by using mathematics beyond formulas and mechanical procedures.
	CO4	Design effective assessment tools and teaching strategies, including the use of mathematics laboratories.
	CO5	Analyze children's mathematical thinking through direct observation and apply insights to enhance learning experiences.
Physical Science	CO1	Develop an understanding of the meaning, nature, and dynamic nature of physical science for effective teaching.
	CO2	Recognize and relate students' natural curiosity to physical science concepts through real-life experiences.
	CO3	Explore and implement various teaching approaches, including demonstrations, laboratory experiences, and inquiry-based learning.
	CO4	Integrate physical science knowledge with other subjects and analyze its structure, process skills, and critical issues.
	CO5	Design effective assessment tools, problem-solving activities, and investigatory projects to foster scientific attitudes and deeper learning
Biological Science	CO1	Understand the meaning, nature, and evolving nature of biological science for effective teaching and learning.
	CO2	Recognize students' natural curiosity and connect everyday experiences to biological science education.
	CO3	Explore diverse teaching approaches, laboratory activities, and inquiry-based learning methods.
	CO4	Integrate biological science with other subjects and analyze its content, process skills, and conceptual

		structure.
	CO5	Develop assessment tools, problem-solving activities, and investigatory projects to nurture scientific attitudes, creativity, and life skills.
EPC 3 – Critical understanding of ICT	CLO1	Develop an understanding of the nature and evolution of the disciplines / areas in the context of education.
	CLO2	Develop sensitivity towards the specific needs / problems / challenges in the area.
	CLO3	Become aware of the fundamentals of Computers and Web Technologies in Educational Context.
	CLO4	Reflect upon the application of Educational Technology in the field of education.
	CLO5	Develop an understanding of teacher as a communicator and communication as a factor in the institutional ethos.

#### **SEMESTER 4**

SL. NO.	Courses	Names of the courses	Course code	Instructional hours	Credit hours	Tutorial	Maximum marks		TOTAL
THEORY COURSES							Internal	External Term-End Examination	
12.	10	Gender, School and Society(1/2)	B.Ed. TC-401	03	03	01	10	40	50
	11	Knowledge and curriculum part II (1/2)	B.Ed. TC-402	03	03	01	10	40	50
	12	Creating and Inclusive School (1/2)	B.Ed. TC-403	03	03	01	10	40	50
	13 Optional courses	a) vocational / work education b) Health & physical education c) Education for peace d) Guidance and counselling e) Issue of conservation of environmental regeneration f) Yoga education g) Value education & human rights	B.Ed. TC-404a B.Ed. TC-404b B.Ed. TC-404c B.Ed. TC-404d B.Ed. TC-404e B.Ed. TC-404f B.Ed. TC-404g	03	03	01	10	40	50
PRACTICUM									
	EPC3	Critical understanding of ICT	B.Ed. P-405	03	03	01	50		50
	EPC4	Understanding the self	B.Ed. P- 406	03	03	01	50		50
	<b>TOTAL</b>			<b>18</b>	<b>18</b>	<b>06</b>	<b>140</b>	<b>160</b>	<b>300</b>

After completion of the course student will be able to:

10 <sup>th</sup> Gender School and Society	CO1	Develop an understanding of education as an agenda for the nation state and its policy visions and efforts in evolving a national system of education.
	CO2	Acquire conceptual tools of critical analysis and the experience of engaging with diverse communities.
	CO3	Develop the potential for perspective building located in the Indian socio-cultural context.
	CO4	Build knowledge understanding and sensitivity of different perspectives in the area of education of children with disabilities.
	CO5	Critically examine key universal constructs in developmental psychology and educational psychology.
11 <sup>th</sup> Knowledge and Curriculum part-2	CO1	To enable students to evolve their knowledge as resources and use available infrastructure as site of curriculum engagement
	CO2	to inform students about curriculum – making and it's critical role in a heterogeneous and plural society like Indian
	CO3	enthusing student – teachers to infuse dynamism in interpreting and transacting curriculum in the school
	CO4	conceptual linkages (and distinctions) between educational aims, curriculum framework, curriculum development, syllabus, teaching – learning materials, pedagogy as well as evaluation processes
	CO5	to make curricular decisions, based on field realists
12 <sup>th</sup> Creating an Inclusive School	CO1	Demonstrate knowledge of different perspectives in the area of education of children with disabilities;
	CO2	reformulate attitudes towards children with special needs;
	CO3	Identify needs of children with diversities plan need-based programmes for all children with varied abilities in the classroom;
	CO4	Use human and material resources in the classroom;
	CO5	Use specific strategies involving skills in teaching special needs children in inclusive classrooms
13 <sup>th</sup> optional paper – a) vocational / work education	CO1	Analyse critically the approaches of pedagogical skills
	CO2	Get more information about physical health and hygiene
	CO3	Understand the role of social conditions and processes that

b) Health & physical education c) Education for peace d) Guidance and counselling e) Issue of conservation of environmental regeneration f) Yoga education g) Value education & human rights		sustain conflict and developing capabilities for mediation and conflict transformation
	CO4	Challenging traditional models of learning and converting it into constructivist approach
	CO5	Nurturing capabilities for critical self-reflection: transcending past negative experiences ,and developing skills of communication
EPC 4 understanding the self	CLO1	Enable students to visualise a life for themselves
	CLO2	Define one's own values and traditions towards society develop empathetic listening and communication skills
	CLO3	Understanding one's own childhood and adult-child gaps in society
	CLO4	Critically examine the prejudices in the society
	CLO5	Widening the realm of consciousness and own philosophical viewpoint to see the world