

**RANIGANJ GIRLS' COLLEGE**  
**BA PROGRAM IN EDUCATION**  
**PROGRAM OUTCOMES**

- Demonstrate core values such as (i) Commitment to the profession or job requirements; values that guide the profession; and seeking out new challenges/assignments that improve student learning; (ii) Honouring diversity and ensuring inclusion by treating all students and colleagues with respect and dignity, showing respect for and sensitivity to gender, cultural and religious difference; and challenging prejudice, biases and intolerance in the workplace etc.; (iii) Ethical integrity which involves maintaining ethical standards; resisting pressure in decision making; displays honest behaviour; and not abusing power/authority.
- Core competencies such as (i) communication skills required to articulate thoughts and ideas clearly/effectively using oral and written communication skills, and to present information and explanations in a well-structures and logical manner; (ii) working effectively with students and their parents which involves interacting with students, parents and community members to know the students, their family and social and cultural contexts; determining learning readiness/prerequisites required by students; and Identifying their learning difficulties; and (iii) drive for achieving improved student learning outcomes.
- Demonstrate professional/technical knowledge (What prospective teachers are expected to know) of the physical, social and intellectual development and characteristics of students and how these may affect learning; undertaking research into how students learn and the implications for teaching; and identifying teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
- Demonstrate knowledge and understanding of: strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities; teaching strategies that support participation and learning of differently-abled students; both school education and teacher education-related subjects, including concepts, substance and structure of the content, and approaches to organising content into an effective learning sequence.
- Demonstrate knowledge required to design learning sequences and lesson plans; implement teaching strategies using ICT to improve teaching-learning process; set explicit, challenging and achievable learning goals for all students; and plan and implement well-structured learning and teaching programmes or lesson sequences that engage students and promote learning.

- Demonstrate professional competencies/practice (What prospective teachers will be able to do) that are required to select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking; select and/or create and use a range of resources, including ICT, to engage students in their learning; use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement; evaluate teaching and learning programmes using evidence, including feedback from students and student assessment data, to inform planning; establish and implement inclusive and positive interactions to engage and support student participation in classroom activities.
- Demonstrate professional competencies/practice that are required to manage classroom activities by establishing and maintaining orderly and workable routines to create an environment where student time is spent on learning tasks; manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully; ensure students' well-being and safety within school by implementing school and/or system, curriculum and legislative requirements; and incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.
- Demonstrate professional competencies/practice that are required to develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning; provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals; participate in assessment moderation activities to support consistent and comparable assessment of student learning; use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice; and report on student achievement, making use of accurate and reliable records.
- Demonstrate competencies and actions required for keeping oneself professionally engaged and participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities; contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice; meet codes of ethics and conduct established by the education systems and schools; establish and maintain respectful collaborative relationships with parents/guardians regarding their children's learning and well-being and anticipate in professional and community networks and forums to broaden knowledge and improve practice.

Source: <https://www.ugc.gov.in/e-book/locf.pdf>