



Republic of the Philippines
BATANGAS STATE UNIVERSITY
ARASOF-Nasugbu
R. Martinez St., Brgy. Bucana, Nasugbu, Batangas
Telephone No.: (043) 416-0349/50



CURRICULUM
BACHELOR OF ELEMENTARY EDUCATION

Academic Year 2018-2019

Reference CMOs: CMO No. 20, s. 2013, CMO No. 74, s. 2017 and CMO No. 4, s. 2018

University Vision

A premier national university that develops leaders in the global knowledge economy

University Mission

A university committed to producing leaders by providing a 21st century learning environment through innovations in education, multidisciplinary research, and community and industry partnerships in order to nurture the spirit of nationhood, propel the national economy, and engage the world for sustainable development

University Core Values

Patriotism. This value extends from promoting love of country to taking pride in being a Filipino. The University advocates a strong sense of commitment to national ideals through its active promotion of the Philippine culture and heritage, as well as concern for the environment and the nation's natural biodiversity, all of which lead to the creation of a pool of professionals who are instrumental for nation building.

Integrity. This pertains to the University's steadfast adherence to morally-sound principles and ideals in the pursuit of institutional goals and objectives. It covers the values of accountability, honesty, righteousness, incorruptibility, and decency in the governance and implementation of academic, administrative, financial policies.

Excellence. This represents the drive of the University to pursue greatness. It includes the cultivation of a culture of excellence in the hearts and minds of the stakeholders, and the continuous improvement in the systems by which the University operates on. This value pushes the institution to go beyond the standard levels of performance, and be in a position of leadership that would inspire the people and other institutions to serve the country in the highest degree.

Service. This refers to the genuine desire of the University to respond to the growing needs of the community. It encompasses the selfless performance of the University's mandates, and its duty to constantly meet the challenges of development in the country in the spirit of uplifting the lives of the Filipino people.

Resilience. This refers to the ability to conquer the different challenges, hardships and tests of time. This value encompasses the commitment of the University to support the government in pursuing sustainable development, and foster disaster risk reduction and management by dedicating its efforts towards strengthening readiness and capacity of the community and its people.

Faith. The University's initiatives and activities are guided by a strong faith in a Supreme Being. These are anchored on high regard and respect for the beliefs and orientation of each member of the academic community for a productive and meaningful co-existence.

Philosophy or Rationale of the Program

The BEEd is an undergraduate teacher education degree program designed to prepare individuals intending to teach in the elementary level. It aims to develop highly motivated and competent teachers specializing in the content and pedagogy for elementary education. After successful completion of all academic requirements of the **degree/program**, graduates of BEEd should be able to practice the teaching profession in the elementary level.

Program Educational Objectives

The BEEd program aims to produce elementary teachers who have the ability to:

PEO1 Specialist. Demonstrate comprehensive and up-to-date knowledge in various learning areas in the elementary education curriculum by engaging in scholarly and research activities and by maximizing opportunities for lifelong learning.

PEO2 Innovator. Provide meaningful learning experiences to elementary students by using emerging educational technologies for quality and effective teaching and by creating an environment that encourages positive social interaction, active engagement and self-motivation.

PEO3 Proficient. Demonstrate competence in teaching and testing through the design, adoption and utilization of teaching methods, instructional materials, and assessment tools that are appropriate to the cognitive, affective and psychomotor development of elementary learners.

PEO4 Professional and Lifelong Learner. Observe the professional code of ethics for teachers and internalize the importance of continuous professional development, as well as the need to work cooperatively and harmoniously with all members of the academic community.

PEO5 Extensionist. Establish sustainable partnerships and linkages with the professional community and provide assistance to the underserved, depressed, illiterate and less skilled members of society through extension activities and community service.

Career Opportunities

After successful completion of all academic requirements of the degree/program, graduates of BEEd should be able to practice teaching profession in the elementary level. He/She can be: a teacher in primary or intermediate levels, general education curriculum specialist, content developer for instructional websites, textbook/workbook author, home-based or center-based tutor/teacher, educational researcher, educational consultant, instructional material developer/designer, school director, module writer, and/or trainer/coach.

Allied Programs

The BEEd degree program draws from various allied disciplines like social sciences, science, math, technology, languages, and humanities to ensure that the graduates have a multi-disciplinary preparation in content and pedagogy.

Graduate Attributes

The IGAs are the qualities, skills and knowledge that the BatStateU community agrees its students should develop during the duration of their studies in Batangas State University. These graduate attributes outline the key competencies that will be developed by students.

IGA1: Knowledge Competence. Demonstrate a mastery of the fundamental knowledge and skills required for functioning effectively as a professional in the discipline, and an ability to integrate and apply them effectively to practice in the workplace.

IGA2: Creativity and Innovation. Experiment with new approaches, challenge existing knowledge boundaries and design novel solutions to solve problems.

IGA3: Critical and Systems Thinking. Identify, define, and deal with complex problems pertinent to the future professional practice or daily life through logical, analytical and critical thinking.

IGA4: Communication. Communicate effectively (both orally and in writing) with a wide range of audiences, across a range of professional and personal contexts, in English and Pilipino.

IGA5: Lifelong Learning. Identify own learning needs for professional or personal development; demonstrate an eagerness to take up opportunities for learning new things as well as the ability to learn effectively on their own.

IGA6: Leadership, Teamwork, and Interpersonal Skills. Function effectively both as a leader and as a member of a team; motivate and lead a team to work towards goal; work collaboratively with other team members; as well as connect and interact socially and effectively with diverse culture.

IGA7: Global Outlook. Demonstrate an awareness and understanding of global issues and willingness to work, interact effectively and show sensitivity to cultural diversity.

IGA8: Social and National Responsibility. Demonstrate an awareness of their social and national responsibility; engage in activities that contribute to the betterment of the society; and behave ethically and responsibly in social, professional and work environments.

Institutional Graduates Attributes are being assessed through the following tools: Major Requirements such as: Midterm Examination, Final Examination, Semestral Project, and Additional Requirements such as Chapter Tests, Assignments, Projects, Reports, Term Papers, Case Studies, Essays, Recitation, Attendance, Quizzes, Seatworks, and other assessment methods applicable to the course.

Sustainable Development Goals (SDGs)

SDG1: Envisioning. Establish a link between long-term goals and immediate actions, and motivate people to take action by harnessing their deep aspirations.

SDG2: Critical Thinking and Reflection. Examine economic, environmental, social and cultural structures in the context of sustainable development, and challenges people to examine and question the underlying assumptions that influence their world views by having them reflect on unsustainable practices.

SDG3: Systemic Thinking. Recognize that the whole is more than the sum of its parts, and it is a better way to understand and manage complex situations.

SDG4: Building Partnerships. Promote dialogue and negotiation, learning to work together, so as to strengthen ownership of and commitment to sustainable action through education and learning.

SDG5: Participation in Decision Making. Empower oneself and others through involvement in joint analysis, planning and control of local decisions.

Student Outcomes

The graduates of the program have the ability to:

SO1 Discipline Knowledge. Demonstrate comprehensive and up-to-date knowledge in various learning areas in the elementary education curriculum by engaging in scholarly and research activities and by maximizing opportunities for lifelong learning.

SO2 Pedagogical Content Knowledge. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas.

SO3 Assessment Competence. Utilize appropriate assessment and evaluation tools to measure learning outcomes.

SO4 Communication and Technology Competence. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching.

SO5 Personal and Professional Skills and Attributes. Demonstrate positive attributes of a model teacher, both as an individual and as a professional.

SO6 Personal and Professional Development. Manifest a desire to continuously pursue personal and professional development.

Teaching, Learning, and Assessment Strategies

The BEEd program will use the combination of alternative/flexible mode of learning and the face to face learning modality as teaching and learning strategies.

To facilitate the alternative/flexible mode of learning, Google Meet, and/or phone calls will be considered for synchronous discussion of the lessons while Google Classroom, Messenger, and/or text messaging will be used for asynchronous learning. Using multiple type of instructional materials (online materials by providing the students the links, online discussion groups, home-grown teaching resources and test prep materials via google classroom, google meet, and or phone calls) will be considered as well in this time of pandemic. The following are the means of curriculum delivery: lecture, discussion, exercises/demonstrations, interactive learning, collaborative learning, reporting, multimedia presentation, reading and writing, assignment, virtual emmersion/internship, virtual interview, etc.

In the case of face-to-face learning modality, differentiated instruction, and mix up group work styles, lecture, lecture-discussion, interactive learning, think-pair-share, collaborative approach, panel discussion, technology strategy, exercises/demonstrations, interactive learning, collaborative learning, reporting, multimedia presentation, reading and writing, assignment, library work, field work, interview, tc. will also be utilized to achieve the learning outcomes.

To assess students' learning and development, the following assessment strategies will be employed: Major Requirements such as Midterm Examination, Final Examination, and Semester Project; and Additional Requirements such as End-of-Topic/Chapter Tests, Quizzes, Group Activities, Assignments, Projects, Term Papers, Action Research, Demonstration Teaching, Learning Plan Preparation, Oral and Written Reports, Case Studies, Essays, Recitation/Class Participation, Seat works, e-Portfolio, Accomplished Observation Guide, Reflective Journals, KWL chart, Oral Examination, Self or Peer Evaluation, Research Output, Rubrics, Checklist, Rating Scale, practical test and other assessment methods applicable to the course.

Curriculum Structure

BACHELOR OF ELEMENTARY EDUCATION

FIRST YEAR							
FIRST SEMESTER							
Code	Course Title	Units	Lec	Lab	Pre-requisite	Co-requisite	Category
NSTP 111	National Service Training Program 1	3	3	-	-	-	Mandated Course
PE 101	Physical Fitness, Gymnastics and Aerobics	2	2	-	-	-	Mandated Course
GEd 104	The Contemporary World	3	3	-	-	-	General Education Course
GEd 105	Readings in the Philippine History	3	3	-	-	-	General Education Course
GEd 106	Purposive Communication	3	3	-	-	-	General Education Course
Ed 102	The Teaching Profession	3	3	-	-	-	Professional Education Course
BEEd 111	Good Manners and Rights Conduct	3	3	-	-	-	Professional Education Course
BEEd 112	Pagtuturo ng Filipino sa Elementarya I - Estructura at Gamit ng Wikang	3	3	-	-	-	Major Course

	Filipino						
BEEd 113	Teaching Music in the Elementary Grades	3	3	-	-	-	Major Course
Litr 101	Sosyedad at Literatura/Panitikang Panlipunan	3	3	-	-	-	General Education Course
TOTAL		29	29	-	-	-	-

FIRST YEAR							
SECOND SEMESTER							
Code	Course Title	Units	Lec	Lab	Pre-requisite	Co-requisite	Category
NSTP 121	National Service Training Program 2	3	3	-	NSTP 111	-	Mandated Course
PE 102	Rhythmic Activities	2	2	-	PE 101	-	Mandated Course
GEd 101	Understanding the Self	3	3	-	-	-	General Education Course
GEd 102	Mathematics in the Modern World	3	3	-	-	-	General Education Course
GEd 103	Life and Works of Rizal	3	3	-	-	-	General Education Course
Ed 101	The Child and Adolescent Learners and Learning Principles	3	3	-	-	-	Professional Education Course
BEEd 121	Pagtuturo ng Filipino sa Elementarya II - Panitikan ng Pilipinas	3	3	-	BEEd 112	-	Major Course
BEEd 122	Teaching Arts in the Elementary Grades	3	3	-	-	-	Major Course
BEEd 122	Teaching PE and Health in the Elementary Grades	3	3	-	-	-	Major Course
Fili 101	Kontekstwalisadong Komunikasyon sa Filipino	3	3	-	-	-	General Education Course
TOTAL		29	29	-	-	-	

SECOND YEAR							
FIRST SEMESTER							
Code	Course Title	Units	Lec	Lab	Pre-requisite	Co-requisite	Category
PE 103	Individual and Dual Sports	2	2	-	PE 101	-	Mandated Course
GEd 109	Science, Technology and the Society	3	3	-	-	-	General Education Course
Fili 102	Filipino sa Iba't Ibang Disiplina	3	3	-	-	-	General Education Course
Ed 106	Foundation of Special and Inclusive Education	3	3	-	-	-	Professional Education Course
Ed 107	Technology for Teaching and Learning 1	3	3	-	-	-	Professional Education Course

Ed 108	The Teacher and the School Curriculum	3	3	-	-	-	Professional Education Course
BEEd 211	Teaching Math in the Primary Grades	3	3	-	-	-	Major Course
BEEd 212	Edukasyon Pantahanan at Pangkabuhayan	3	3	-	-	-	Major Course
BEEd 213	Campus Journalism	3	3	-	-	-	Institutional Prerogative
	TOTAL	26	26	-	-	-	

SECOND YEAR							
SECOND SEMESTER							
Code	Course Title	Units	Lec	Lab	Pre-requisite	Co-requisite	Category
PE 104	Team Sports	2	2	-	PE 101	-	Mandated Course
GEd 107	Ethics	3	3	-	-	-	General Education Course
GEd 108	Art Appreciation	3	3	-	-	-	General Education Course
Ed 103	The Teacher and the Community, School Culture and Organizational Leadership	3	3	-	Ed 102	-	Professional Education Course
Ed 104	Assessment in Learning 1	3	3	-	-	-	Professional Education Course
Ed 105	Facilitating Learner-Centered Teaching	3	3	-	Ed 101	-	Professional Education Course
BEEd 221	Teaching Math in the Intermediate Grades	3	3	-	BEEd 211	-	Major Course
BEEd 222	Edukasyong Pantahanan at Pangkabuhayan with Entrepreneurship	3	3	-	BEEd 212	-	Major Course
	TOTAL	23	23	-	-	-	

THIRD YEAR							
FIRST SEMESTER							
Code	Course Title	Units	Lec	Lab	Pre-requisite	Co-requisite	Category
Litr 102	ASEAN Literature	3	3	-	-	-	General Education Course
BEEd 311	Technology Application in Teaching Elementary Education	3	3	-	Ed 107	-	Major Course
BEEd 312	Teaching Science in the Elementary Grades (Biology and Chemistry)	3	3	-	-	-	Major Course
BEEd 313	Teaching Social Studies in the Elementary Grades (Philippine History and Government)	3	3	-	-	-	Major Course
BEEd 314	Content and Pedagogy for	3	3	-	-	-	Major Course

	the Mother-Tongue						
BEEd 315	Research in Elementary Education 1	3	3	-	-	-	Major Course
BEEd 316	Teaching English in the Elementary Grades (Language Arts)	3	3	-	-	-	Major/ Specialization Course
BEEd 317	Teaching Multi-grade Classes	3	3	-	-	-	Elective
TOTAL		24	24	-	-	-	-

THIRD YEAR							
SECOND SEMESTER							
Code	Course Title	Units	Lec	Lab	Pre-requisite	Co-requisite	Category
Fili 103	Retorika – Masining na Pagpapahayag	3	3	-	Fili 101, Fili 102	-	General Education Course
Ed 109	Assessment in Learning 2	3	3	-	Ed 104	-	Professional Education Course
Ed 110	Building and Enhancing New Literacies Across the Curriculum	3	3	-	-	-	Professional Education Course
BEEd 321	Teaching Science in the Elementary Grades (Physics, Earth and Space Science)	3	3	-	-	-	Major Course
BEEd 322	Teaching Social Studies in the Elementary Grades (Culture and Geography)	3	3	-	-	-	Major Course
BEEd 323	Teaching English in the Elementary Grades Through Literature	3	3	-	-	-	Major Course
BEEd 324	Research in the Elementary Education 2	1	1	-	BEEd 315	-	Institutional Prerogative
TOTAL		19	19	-	-	-	

FOURTH YEAR							
FIRST SEMESTER							
Code	Course Title	Units	Lec	Lab	Pre-requisite	Co-requisite	Category
Ed 111	Field Study 1	3	3	-	Ed 101 to Ed 110 All BEEd Courses	-	Professional Education Course
Ed 112	Field Study 2	3	3	-	Ed 101 to Ed 110 All BEEd Courses	-	Professional Education Course
Ed 113	Management of Students' Behaviour and Wellness	3	3	-	-	-	Institutional Prerogative
Ed 114	Special Topics in Education	3	3	-	-	-	Institutional Prerogative
TOTAL		12	12	-	-	-	

FOURTH YEAR							
SECOND SEMESTER							

Code	Course Title	Units	Lec	Lab	Pre-requisite	Co-requisite	Category
Ed 115	Teaching Internship	6	6	-	Ed 111, Ed 112	-	Professional Education Course
Ed 116	Comprehensive Examination	3	3	-	All Academic Courses	-	Institutional Prerogative
	TOTAL	9	9	-	-	-	

Curriculum Mapping

Course Code	Course Title	Credit Units	SO1	SO2	SO3	SO4	SO5	SO6
A. General Education Courses								
Fili 101	Kontekstwalisadong Komunikasyon sa Filipino	3	I			I/R	I/R	I
Fili 102	Filipino sa Iba't ibang Disiplina	3	I			R	R	I
Fili 103	Retorika-Masining na Pagpapahayag	3	I			R	R	I
GEd 101	Understanding the Self	3	I			I/R	I/R	I
GEd 102	Mathematics in the Modern World	3	I			I/R	I/R	I
GEd 103	Life and Works of Rizal	3	R			I/R	I/R	R
GEd 104	The Contemporary World	3	R			I/R	I/R	R
GEd 105	Readings in the Philippine History	3	R			I/R	I/R	R
GEd 106	Purposive Communication	3	R			I/R	I/R	R
GEd 107	Ethics	3	R			R	R	R
GEd 108	Art Appreciation	3	R			R	R	R
GEd 109	Science, Technology and Society	3	R			R	R	R
Litr 101	Sosyedad at Literatura/Panitikang Panlipunan	3	R			I/R	I/R	R
Litr 102	ASEAN Literature	3	R			R	R	R
B. Professional Education Courses								
Foundation/Theories and Concepts								
Ed 101	The Child and Adolescent Learners and Learning Principles	3	I	I	I	I	I	I
Ed 102	The Teaching Profession	3	I	I	I	I	I	I
Ed 103	The Teacher and the Community, School Culture and Organizational Leadership	3	I	I	I	I	I	I
Ed 106	Foundation of Special and Inclusive Education	3	I	I	I	I	I	I
Pedagogical Content Knowledge								

Ed 104	Assessment in Learning 1	3	R	R	R	R	R	I
Ed 105	Facilitating Learner-Centered Teaching	3	R	R	R	R	R	R
Ed 107	Technology for Teaching and Learning 1	3	R	R	R	R	R	R
Ed 108	The Teacher and the School Curriculum	3	I	I	I	I	I	I
Ed 109	Assessment in Learning 2	3	R	R	R	R	R	I
Ed 110	Building and Enhancing New Literacies Across the Curriculum	3	I	I	I	I	I	I
<i>Experiential Learning</i>								
Ed 111	Field Study 1 '	3	D	D	D	D	R	R
Ed 112	Field Study 2	3	D	D	D	D	R	R
Ed 115	Teaching Internship	6	D	D	D	D	R	R
C. Major Courses								
BEEEd 111	Good Manners and Right Conduct	3	R	D	R	R	R	R
BEEEd 112	Pagtuturo ng Filipino sa Elementarya I - Estructura at Gamit ng Wikang Filipino	3	I	D	D	R	I	I
BEEEd 113	Teaching Music in the Elementary Grades	3	D	D	D	R	I	I
BEEEd 121	Pagtuturo ng Filipino sa Elementarya II - Panitikan ng Pilipinas	3	I	D	D	R	I	I
BEEEd 122	Teaching Arts in the Elementary Grades	3	D	D	D	R	I	I
BEEEd 123	Teaching PE and Health in the Elementary Grades	3	D	D	D	R	I	I
BEEEd 211	Teaching Math in the Primary Grades	3	D	D	D	R	I	I
BEEEd 212	Edukasyong Pantahanan at Pangkabuhayan	3	D	D	D	R	I	I
BEEEd 221	Teaching Math in the Intermediate Grades	3	D	D	D	R	I	I
BEEEd 222	Edukasyong Pantahanan at Pangkabuhayan with Entrepreneurship	3	D	D	D	R	I	I
BEEEd 311	Technology Application in Teaching Elementary Education	3	R	R	R	R	I	I
BEEEd 312	Teaching Science in the Elementary Grades (Biology and Chemistry)	3	D	D	D	R	R	I
BEEEd 313	Teaching Social Studies in the	3	D	D	D	R	R	I

	Elementary Grades (Philippine History and Government)							
BEEd 314	Content and Pedagogy for the Mother-Tongue	3	D	D	D	R	I	I
BEEd 315	Research in Elementary Education 1	3	I	R	R	R	I	I
BEEd 316	Teaching English in the Elementary Grades (Language Arts)	3	D	D	D	R	I	I
BEEd 321	Teaching Science in the Elementary Grades (Physics, Earth and Space Science)	3	D	D	D	R	R	I
BEEd 322	Teaching Social Studies in the Elementary Grades (Culture and Geography)	3	I	D	D	R	R	I
BEEd 323	Teaching English in the Elementary Grades Through Literature	3	D	D	D	R	I	I
D. Elective								
BEEd 317	Teaching Multi-grade Classes	3	D	D	D	R	I	I
E. Mandated Courses								
NSTP 111	National Service Training Program 1	3	I			I/R	I/R	I
NSTP 121	National Service Training Program 2	3	R			R	R	I
PE 101	Physical Fitness, Gymnastics and Aerobics	2	I			I/R	I/R	I
PE 102	Rhythmic Activities	2	R			R	R	I
PE 103	Individual and Dual Sports	2	R			R	R	I
PE 104	Team Sports	2	R			R	R	I
F. Institutional Prerogative								
BEEd 213	Campus Journalism	3	D	D	D	R	I	I
BEEd 324	Research in Elementary Education 2	1	D	D	D	R	R	R
Ed 113	Management of Students' Behaviour and Wellness	3	D	D	D	R	R	R
Ed 114	Special Topics in Education	3	R	R	R	R	R	R
Ed 116	Comprehensive Examination	3	D	D	D	D	D	D

Course Description

Course Code	Course Title	Credit Units	Description
A. General Education Courses			
Fili 101	Kontekstwalisadong Komunikasyon sa Filipino	3	Ang Fili 101 ay isang praktikal na kursong nagpapalawak at nagpapalalim sa kontekstwalisadong komunikasyon sa wikang Filipino ng mga mamamayang Pilipino sa kani-kanilang mga komunidad sa partikular, at sa buong lipunang Pilipino sa pangkalahatan. Nakatuon ang kursong ito sa makro kasanayang pakikinig at pagsasalita, gayundin sa kasanayan sa paggamit ng iba'tibang tradisyonal at modernong midya na makabuluhan sa kontekstong Pilipino sa iba'tibang antas at larangan ng buhay.
Fili 102	Filipino sa Iba't ibang Disiplina	3	Ang FILDIS ay isang praktikal na kursong nagpapalawak at nagpapalalim sa kasanayan sa malalim at mapanuring pagbasa, pagsulat, at pananaliksik sa wikang Filipino sa iba't ibang larangan, sa konteksto ng kontemporaryong sitwasyon at mga pangangailangan ng bansa at ng mga mamamayang Pilipino. Nakatuon ang kursong ito sa makrong kasanayang pagbasa at pagsulat, gamit ang mga makabuluhang pananaliksik sa wikang Filipino, bilang lunsaran ng pagsasagawa ng pananaliksik (mula sa pangangalap ng datos at pagsulat ng borador ng pananaliksik hanggang sa publikasyon at/o presentasyon nito) na nakaugat sa mga suliranin at realidad ng mga komunidad ng mga mamamayan sa bansa at maging sa komunidad ng mga Pilipino sa iba pang bansa. Saklaw rin ng kursong ito ang paglinang sa kasanayang pagsasalita, partikular sa presentasyon ng pananaliksik sa iba't ibang porma at venue.
Fili 103	Retorika-Masining na Pagpapahayag	3	Ang Filipino 103 ay pag-aaral ng mga prinsipyo at proseso ng masining na pagpapahayag sa Filipino. Ang asignaturang ito ay nakatuon sa malayang pagtuklas at pagpapakita ng sariling kakayahan at talino sa pasalita at pasulat na pagpapahayag at pagbabahagi ng mga ito sa komunidad, bansa at daigdig.
GEd 101	Understanding the Self	3	This course identifies the nature of identity including the factors and forces that affects the development and maintenance of personal identity. This is intended to facilitate the exploration of the issues and concerns regarding self and identity to arrive at a better understanding of one's self. It strives to meet this goal by stressing the integration of the personal with academic contextualizing matters discussed

			in the classroom and in the everyday experiences of the students-making for better learning, generating a new application for the learning process, and developing a more critical and reflective attitude while enabling them to manage and improve their selves to attain a better quality of life.
GEEd 102	Mathematics in the Modern World	3	This course deals with the nature of mathematics, appreciation of its practical, intellectual, and aesthetic dimensions, and application of mathematical tools in daily life. This course begins with an introduction to the nature of mathematics as an exploration of patterns (in nature and environment) and as an application of inductive and deductive reasoning. By exploring these topics, students are encouraged to go beyond the typical understanding of mathematics as merely a set of formulas but as a source of aesthetics in patterns of nature and a rich language in itself (and of science) governed by logic and reasoning.
GEEd 103	Life and Works of Rizal	3	This course covers the life and works of the country's national hero, Jose Rizal. Among the topics covered are Rizal's biography and his writings, particularly the novels <i>Noli Me Tangere</i> and <i>El Filibusterismo</i> , some of his essays, and various correspondences.
GEEd 104	The Contemporary World	3	This course introduces the students to the contemporary world by examining the multifaceted phenomenon of globalization. Using various disciplines of the social sciences, it examines the economic, social, political, technological and other transformations that have created an increasing awareness of the interconnectedness of peoples and places around the globe. To this end, the course provides an overview of the various debates in the global governance, development and sustainability. Beyond exposing the student to the world outside the Philippines, it seeks to inculcate a sense of global ethical responsibility.
GEEd 105	Readings in the Philippine History	3	This course analyzes Philippine history from multiple perspectives through the lens of selected primary sources. Students are expected to do content and context analysis such as author's background and main arguments, compare different point of view, identify biases and examine the evidences presented in the document. The discussion will tackle additional topics in history and other interdisciplinary themes that will deepen and broaden the students

			understanding of Philippine political, economic, cultural, social, scientific and religious history. The end goal is to develop the historical and critical consciousness of the students so that they will become versatile, articulate, broadminded, morally upright and responsible citizens.
GEEd 106	Purposive Communication	3	This course develops the students' communicative competence and enhances their cultural and intercultural awareness through multi modal tasks that provide them opportunities for communicating effectively and appropriately to a multicultural audience in a local or global context. It equips students with tools for critical evaluation of a variety of texts and focuses on the power of language and the impact of images to emphasize the importance of conveying messages responsibly.
GEEd 107	Ethics	3	This course deals with principles of ethical behavior in modern society at the level of the person, society, and in interaction with the environment and other shared resources. It also discusses the context and principles of ethical behavior in modern society at the level of individual, society, and in interaction with the environment and other shared resources.
GED 108	Art Appreciation	3	This course develops student's ability to appreciate, analyze, and critique works of art through interdisciplinary and multimodal approaches. This course equips student with a broad knowledge of the practical, historical, philosophical, and social relevance of the arts in order to hone student's ability to articulate their understanding of the arts.
GEEd 109	Science, Technology and Society	3	This course is designed to appreciate in broad terms the social impact of developments in science and technology at the global and national level. This includes a review of the history of science and technology globally from the pre-historic era all the way to today's advances in science and technology and similarly in the Philippines, including science policy.
Litr 101	Sosyedad at Literatura/ Panitikang Panlipunan	3	Ang kursong ito ay gagamit ng pagtatasang pamamaraan tulad ng pagsusuri sa mga akda gamit ang iba't ibang pagdulog, pagsulat ng reaksyong papel, pagtatalakayan o pagbibigay ng opinyon at saloobin sa mga napapanahong isyung panlipunan, borador ng planong akademikong papel, patalatang buod ng mga pangyayari at/o mahahalagang kaisipan mula sa akdang binasa, at pagsulat

			ng maikling sanaysay hinggil sa mga binasang akda.
Litr 102	ASEAN Literature	3	This course introduces students to fundamental prose and poetry from across Asia. These literary works shape awareness and viewpoints among people in ASEAN. It orients the learners on the diverse culture the member states have which nurture and build their identities as states and identity as a region as the learners find commonality in the diversity. More so, this course opens awareness of being part of a region to embrace the ASEAN identity through literature.
B. Professional Education Courses			
<i>Foundation/Theories and Concepts</i>			
Ed 101	The Child and Adolescent Learners and Learning Principles	3	This course focuses on child and adolescent development with emphasis on current research and theory on biological, linguistic, cognitive, social and emotional dimensions of development. Further, this includes factors that affect the progress of development of the learners and shall include appropriate pedagogical principles applicable for each developmental level.
Ed 102	The Teaching Profession	3	This course deals with the teacher as a person and as a professional within the context of national and global teachers' standards and educational philosophies. It will include professional ethics, core values, awareness of professional rights, privileges and responsibilities as well as the teachers' role in the society as transformative agent of change.
Ed 103	The Teacher and the Community, School Culture and Organizational Leadership	3	This course focuses on society as a context upon which the schools have been established. Educational philosophies that are related to the society as a foundation of schools and schooling shall be emphasized. Further principles and theories on school culture, and organizational leadership shall be included to prepare prospective teachers to become school leaders and managers.
Ed 106	Foundation of Special and Inclusive Education	3	This course shall deal with philosophies, theories and legal bases of special needs and inclusive education, typical and atypical development of children, learning characteristics of students with special educational needs (gifted and talented, learners with difficulty seeing, learners with difficulty hearing, learners with difficulty communicating, learners with difficulty walking/ moving, learners with difficulty remembering and focusing learners, learners with difficulty with self-care) and strategies in teaching and managing these learners in the regular class.

<i>Pedagogical Content Knowledge</i>			
Ed 105	Facilitating Learner-Centered Teaching	3	This course explores the fundamental principles, processes and practices anchored on learner –centeredness and other educational psychologies as these apply to facilitate various teaching-learning delivery modes to enhance learning.
Ed 104	Assessment in Learning 1	3	This is a course that focuses on the principles, development and utilization of conventional assessment tools to improve the teaching-learning process. It emphasizes in the use of assessment of, as, and for, in measuring knowledge, comprehension and other thinking skills in the cognitive, psychomotor or affective domains. It allows students to go through the standard steps in test construction and development and the application in grading systems.
Ed 109	Assessment in Learning 2	3	This is a course that focuses on the principles, development and utilization of alternative forms of assessment in measuring authentic learning. It emphasizes on how to assess process and product oriented learning outcomes as well as affective learning. Students will experience how to develop rubrics and other assessment tools for performance-based and product-based assessment.
Ed 107	Technology for Teaching and Learning 1	3	This is an introductory course that explores basic knowledge, skills and values in the use of technology for teaching and learning. It includes ICT policies and safety issues, media and technology in various content areas, learning theories, and policies in the use and design of learning lesson, teaching learning experiences and assessment task that utilize appropriate traditional and innovative technologies with social, ethical and legal responsibility in the use of technology tools and resources.
Ed 108	The Teacher and the School Curriculum	3	This course includes the fundamental concepts and principles in curriculum and curriculum development as a foundation to engage prospective teachers as curricularists. The more active role of the teacher in planning, implementing and evaluating school-curriculum as well as in managing school curriculum change vis-a-vis various context of teaching learning and curricular reforms shall be given emphasis.
Ed 110	Building and Enhancing New Literacies Across the Curriculum	3	This course introduces the concepts of new literacies in the 21st century as an evolving social phenomena and shared cultural practices across learning areas. The 21st century literacies shall include (a)

			globalization and multi-cultural literacy, (b) social literacy, (c) media literacy, (d) financial literacy, (e) cyber literacy/digital literacy, (f) eco-literacy, and (g) arts and creativity literacy. Field based-interdisciplinary explorations and other teaching strategies shall be used in this course.
Experiential Learning			
Ed 111	Field Study 1	3	This is the first experiential course which will immerse a future teacher to actual classroom situation and learning environment where direct observation of teaching learning episodes that focuses on application of educational theories learned in content and pedagogy courses will be made. Observations on learners' behavior, motivation, teacher's strategies of teaching, classroom management, assessment in learning among others shall be given emphasis. A portfolio shall be required in the course.
Ed 112	Field Study 2	3	This course is a continuation of Field Study 1. It is school based and allows a pre-service student to participate and assist in a limited actual teaching-learning activities that relate to assessment of learning, preparation of instructional materials, preparation of the bulletin boards, and other routines in the classroom. A portfolio which will contain sample lesson plans and demonstration teaching of at least one subject content area will be required. An action research shall be encouraged to start in this course and conclude during the internship.
Ed 115	Teaching Internship	6	This course is a one semester full time teaching internship in basic education schools using a clinical approach under the mentorship of cooperating teacher. Teaching internship shall be done both in the in-campus or off-campus if possible. No academic courses shall be taken together with Teaching Internship. A teaching portfolio shall be required and the completion of the Action Research.
C. Major Courses			
BEEEd 111	Good Manners and Right Conduct	3	Anchored on the essential component of personhood that deals with intra/interpersonal relationships which allow harmony with oneself, with others and the environment, this course will highlight the fundamental rules of good manners and appropriate conduct or behaviour of each learner which are necessary of the formation of character that embraces the core values of Maka-Diyos, Maka-Tao, Maka-Bansa at Maka-

			Kalikasan.
BEEd 112	Pagtuturo ng Filipino sa Elementarya I - Estrukturang at Gamit ng Wikang Filipino	3	Ito ay tumutukoy sa pagsasanay ng paggamit ng estruktura at gamit ng Wikang Filipino sa pagtuturo sa elementarya. Sumasaklaw sa dekrriptibong pag-aaral ng wikang Filipino sa lebel ng ponolohiya, morpolohiya, semantika at sintaks.
BEEd 113	Teaching Music in the Elementary Grades	3	This course deals with the educational foundations of Music as it applies to teaching and learning in the elementary grades. Various teaching strategies and assessment appropriate for each area shall be given emphasis in the course.
BEEd 121	Pagtuturo ng Filipino sa Elementarya II - Panitikan ng Pilipinas	3	Paggamit ng iba't-ibang anyo ng literature ng Pilipinas galling sa sarili at sa iba't-ibang rehiyon sa pagtuturo, produksyon at (assessment) na angkop sa elementarya.
BEEd 122	Teaching Arts in the Elementary Grades	3	This course deals with the educational foundations of Arts as these apply to teaching and learning in the elementary grades. Various teaching strategies and assessment appropriate for each area shall be given emphasis in the course.
BEEd 123	Teaching PE and Health in the Elementary Grades	3	This course deals with the educational foundations of Physical Education and Health as these apply to teaching and learning in the elementary grades. Various teaching strategies and assessment appropriate for each area shall be given emphasis in the course.
BEEd 211	Teaching Math in the Primary Grades	3	This course equips prospective teachers with pedagogical content knowledge for the teaching of basic contents in mathematics in the primary level. Understanding of key concepts and skills of whole numbers up to 10,000, fractions, measurement, simple geometric figures, pre-algebra concepts and data representation and analysis are applied using appropriate technology. Teaching strategies include problem solving, critical thinking, differentiated instruction, inquiry-based learning with the use of manipulatives based on cultural context will be emphasized.
BEEd 212	Edukasyong Pantahanan at Pangkabuhayan	3	This course shall include pedagogical content, knowledge and skills in technology and livelihood education necessary in teaching and learning in the elementary level. Selected topics in home economics, industrial arts, technology and livelihood education shall form a major part of the course. Experiential learning approach shall be the focus of this course.
BEEd 221	Teaching Math in the Intermediate Grades	3	As preparation for teaching in the intermediate grades, this course emphasizes the integration of technological pedagogical content knowledge that

			includes topics on rational numbers, measurement, geometric figures, pre-algebra concepts, application of simple probability and data analysis. This course is capped with microteaching that utilizes appropriate teaching strategies for the development of critical and problem solving, reasoning, communicating, making corrections, representations and decisions in real life situations.
BEEd 222	Edukasyong Pantahanan at Pangkabuhayan with Entrepreneurship	3	This course shall include pedagogical content, knowledge and skills in technology and livelihood education necessary in teaching and learning in the elementary level. Selected topics in agriculture arts, fisheries arts and livelihood education and entrepreneurship shall form a major part of the course. Experiential learning approach shall be the focus of this course.
BEEd 311	Technology Application in Teaching Elementary Education	3	This course is designed for prospective teachers to develop and use digital and non-digital teaching-learning resources using technology tools appropriate in various subject areas in the elementary level. Further, this course will provide opportunities for students to use technology tools to develop project-based collaborative activities and share resources among communities of practice.
BEEd 312	Teaching Science in the Elementary Grades (Biology and Chemistry)	3	The course includes understanding of spiraling basic science concepts and application of science inquiry in Chemistry and Biology and the use of teaching strategies in elementary science, development of instructional materials and assessment. Content topics in Chemistry include Properties and Structure of Matter and Changes that Matter Undergo. In Biology content topics include Parts and Functions of Animals and Plants, Heredity: Inheritance and Variation, Biodiversity and Evolution and Ecosystems.
BEEd 313	Teaching Social Studies in the Elementary Grades (Philippine History and Government)	3	This course emphasizes the contents of Philippine History and Government that are necessary in teaching at the elementary level. Further, appropriate teaching strategies and assessment methods shall be included to prepare students to become elementary grades teachers.
BEEd 314	Content and Pedagogy for the Mother-Tongue	3	This course includes both the content and the pedagogy of the mother tongue. The subject matter content includes the structure of the mother tongue, methods and techniques of teaching the language, development of instructional materials and assessment.

BEEd 315	Research in Elementary Education 1	3	This is a practicum research course that will provide prospective elementary teachers an avenue to conduct applied or action research that will provide empirical bases to improve teaching and learning.
BEEd 316	Teaching English in the Elementary Grades (Language Arts)	3	This course will emphasize English as a second language with main focus on language teaching methodologies to improve knowledge on the structure and fluency in the English language through listening, reading, writing, speaking, and viewing.
BEEd 321	Teaching Science in the Elementary Grades (Physics, Earth and Space Science)	3	This course includes understanding of spiraling basic science concepts and application of science inquiry in Physics, Earth and Space Science, strategies in teaching elementary science, development of instructional materials and assessment. Content topics in Physics include Force and Motion, and Energy while Earth and Space Science include Geology, Meteorology, and Astronomy.
BEEd 322	Teaching Social Studies in the Elementary Grades (Culture and Geography)	3	The course aims to equip the students in the BEED program a strong background in geography and culture. This background serves as an avenue for further inquiry of the available resources in the community for the localization and contextualization of teaching of elementary subjects. Areas to be studied include natural heritage of the locality, tangible and intangible culture that are of significance to the socio-economic and political activities of the people in the place. In the end, they are expected to come up with the profiling of available cultural resources in the community.
BEEd 323	Teaching English in the Elementary Grades Through Literature		This course will focus on Children's Literature in English to include riddles, poetry, stories, drama and other written works as an avenue to teach English language. Teaching methodologies in the use of literature shall be emphasized.
D. Elective			
BEEd 317	Teaching Multi-grade Classes	3	This is a course of implementation of multi-grade course that deals with the theories, principles and concepts of multi-grade learners and classes. It includes pedagogical approaches and contextualized learning environments for the different grades and age levels are grouped for instructions in different school situations.
E. Mandated Courses			
NSTP 111	National Service Training Program 1	3	The course mandated by Republic Act No. 9163, otherwise known as the National Service Training Act of 2001, aims to enhance the civic consciousness of the students "by developing the ethics of service and patriotism" while undergoing

			<p>Reserved Officers Training Corps (ROTC) or Literacy Training Service (LTS).</p> <p>ROTC 1. This is an NSTP program component designed to provide military training to college level students to motivate, train, organize and mobilize them for national defense preparedness. It intends to prepare and equip the students with knowledge, skills, and attitude in carrying out national service in the event of national emergencies and to assist the socio-economic development of the country.</p> <p>LTS 1. The LTS is another program component designed to train students to become teachers of literacy and numeracy skills to school children, out of school youth, and other segments of society. LTS 1 introduces students to the vision, mission, and core values of the university and the NSTP department in molding students to be first class citizens of their respective community and country. It orients students about: Legal Bases of NSTP, Philippines Constitution, Flag Heraldic Code of the Philippines, Values, Volunteer Act of 2007, Drug Education, Disaster Risk Reduction and Management, Environmental Protection, and National Security Concerns. It prepares the mind of the student for community service.</p>
NSTP 121	National Service Training Program 2	3	<p>The National Service Training Program 2 (NSTP 102), complements knowledge learned from NSTP 101.</p> <p>This is the continuation of the ROTC 1 program, designed for thorough application of the theories and principles learned both in field and classroom discussions in the rudiments of the military service intended to produce capable armed forces of the Philippines reservist by developing the value of patriotism, leadership, discipline, camaraderie, obedience, and teamwork.</p> <p>This is the continuation of LTS 1 where students conduct tutorials on either numeracy or reading; assist in construction of visual aids/instructional aids; setting of reading room and other related activities.</p>
PE 101	Physical Fitness, Gymnastics and Aerobics	2	<p>This builds upon the understanding of the meaning, components, benefits and scientific bases of physical fitness, as well as the administration of physical fitness tests. It also includes locomotors, non-locomotors, gymnastics, and aerobic</p>

			activities intended to develop the fitness of the students. It is believed that this subject will help the students adopt positive attitudes towards lifetime participation in physical activities and improvement of one's health.
PE 102	Rhythmic Activities	2	This course is designed to develop students' rhythmic skills which includes responding and moving the body in time with the beat, tempo, or pitch of music. Dancing and gymnastics require high levels of rhythmic competency. As with all physical skills, development of rhythmic skills is a sequential process.
PE 103	Individual and Dual Sports	2	The purpose of this course is to provide learning experiences that will lead to the development of basic skills in individual and dual sports. In addition to skill acquisition, the course will focus on how to plan and implement the four stages of skill development in games through the use of extending, refining, and application tasks. An emphasis will be placed on the use of the game stages and movement framework as a guide for designing a variety of sport game experiences for students.
PE 104	Team Sports	2	This course introduces the art of team sports which are practiced between opposing teams, where the players generally interact directly and simultaneously between them to achieve an objective. The objective often involves team mates facilitating the movement of a ball or similar object in accordance with a set of rules, in order to score points. Students will improve and demonstrate their cardiovascular, flexibility and strength fitness levels by participating in the class activities. They will develop new insights and understanding about the physical body and the importance of fitness in their daily activities. They will also demonstrate knowledge of rules and officiating the various activities.
F. Institutional Prerogative			
BEEd 213	Campus Journalism	3	This is a 3-unit course that focuses the ability and practice to write journalistic writings, know the procedures on how to edit and proofread these materials, be aware of the different positions and responsibilities of the editorial staff and the school publication advisers and finally create their own school publication. This subject will show the process that will lead to an output: the campus paper using MS Publisher. The course finds application in everyday life in giving news to the public.
BEEd 324	Research in Elementary	1	Effective and committed classroom

	Education 2		teachers take into consideration the outcomes of their teaching efforts and conduct research to find solution in the teaching and learning process. Through this course, Research in Elementary Education 2, pre-service elementary school teachers have a venue for completing their undergraduate thesis. Students concentrate on collecting data, finishing their thesis write-up, orally presenting a defensible result of their research work, and submitting a final copy of their thesis. Furthermore, the course will provide the opportunity to conduct research that address problems, issues and concerns regarding elementary education teaching and learning. It also showcases their research skills and writing skills through the application of the elementary education pedagogical content and processes they have learned previously.
Ed 113	Management of Students' Behaviour and Wellness	3	This course is designed to provide pre-service elementary teachers with the opportunity to acquire advanced skills for effective planning, implementing, and evaluating instruction. This will also focus on strategies available for management, communication, and discipline at the introductory level. Furthermore, this emphasizes knowledge of wellness necessary to develop healthy lifestyle.
Ed 114	Special Topics in Education	3	This course will enable students to examine current issues affecting the local, national, and global educational system and their implications in providing quality and accessible education and in preparing prospective innovative, effective and efficient teachers. Specifically, students will gain knowledge, concepts, and promotes holistic learning environment and ascertain that every student's learning needs remain the central focus of instruction. This course in special topics in education likewise expands the horizon of teacher education students and broadens their view on teaching as a profession.
Ed 116	Comprehensive Examination	3	This course attempts to engage the students in a review that is focused on the board licensure examination. This assists the students in honing their comprehension, analytical and critical thinking skills deemed necessary for coping with the demands of various content areas.

Teacher Education Advisory Council (TEAC)

A Teacher Education Advisory Council for all Teacher Education programs is a team of external stakeholders for teacher education program. It consists of alumni, employers and representatives from an Accredited Professional Organization (APO). Alumni members are graduates

of the program with at least supervisory position at the time of Council assignment while employers are school principals where a number of program alumni are employed. The Council shall also include two internal stakeholders from the program – one (1) faculty member and one (1) student.

Program Administration

Dean/Department Head. The Dean/Department Head offering the degree shall be employed fulltime and must possess the following qualifications:

1. Filipino citizen;
2. Holder of Doctorate degree in Education or related field;
3. Holder of valid certificate of registration and Board Licensure Examination for Professional Teachers (BLEPT);
4. With a total of at least three (3) years of a very satisfactory teaching experiences in basic education and/or tertiary level; and
5. Preferably with at least two (2) years of managerial/administrative experience.

Outcomes Mapping

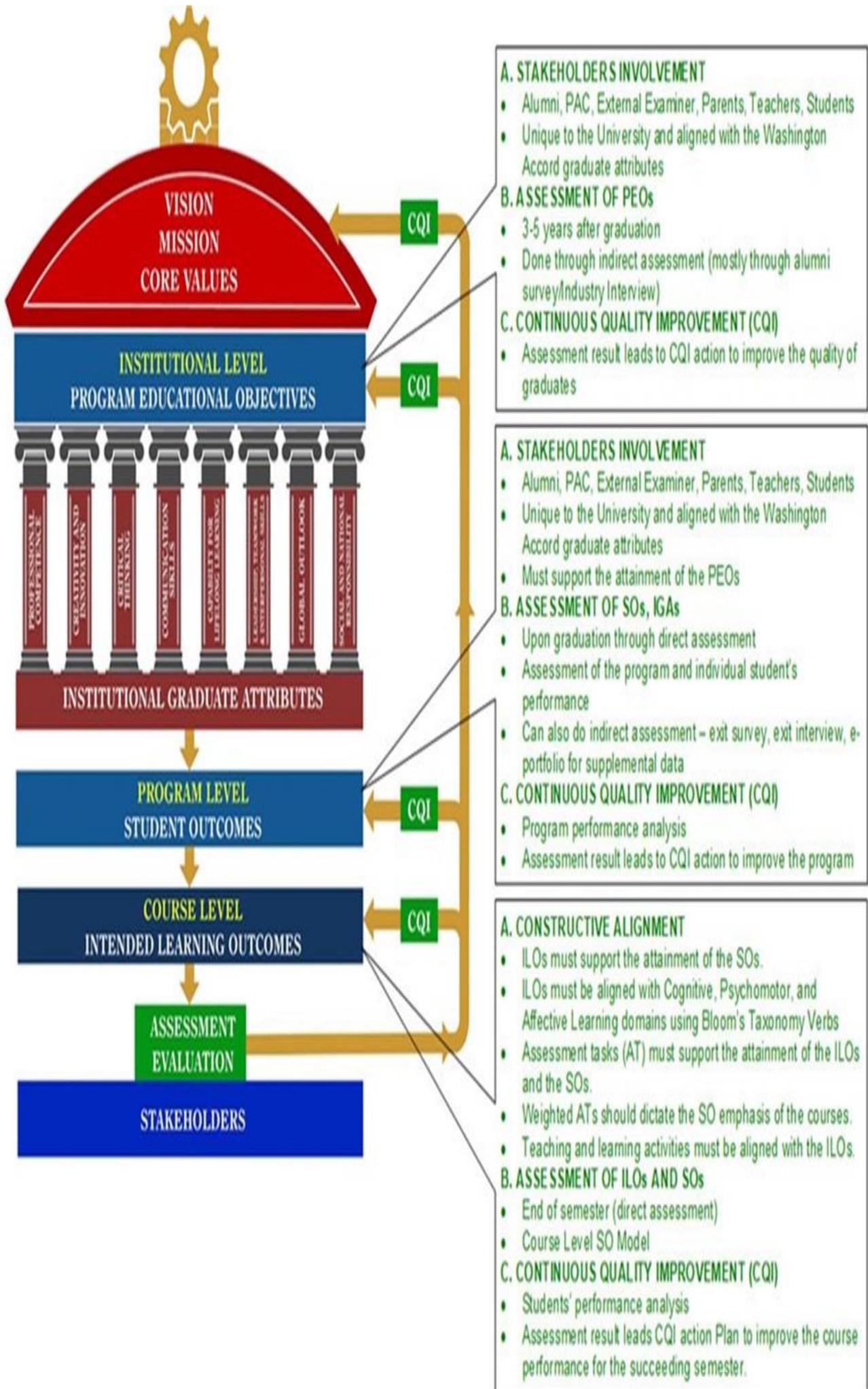
Rationale

The PEOs support the attainment of the university mission. Since the mission statement highlights four (4) focused areas for sustainable development, the alumni are expected to achieve all of the PEOs based on defined performance indicator (PI). The indicated mapping of the mission to PEOs will be used as basis for assessment of the PEOs, 1 year after graduation. The PEO assessment will be conducted through alumni and employers survey or interview to determine whether the graduates’ cohort achieved the PI for each PEO. Each PEO has at least 3 PIs where an alumnus is expected to achieve at least 1 PI for each PEO. The PEOs are considered achieved if at least 95% of the graduates’ cohort achieved all PEOs. Should the result be significantly lower than the benchmarked PI for a number of cohorts, a continues quality improvement (CQI) action has to be conducted at the program level.

PEO-MISSION STATEMENT, PEO-IGA, AND PEO-SDG MAPPING																		
PEO	Innovation	Multidisciplinary Research	Community & Industry Partnerships	Sustainable Development	Sustainable Development	IGA 1	IGA 2	IGA 3	IGA 4	IGA 5	IGA 6	IGA 7	IGA 8	SDG 1	SDG 2	SDG 3	SDG 4	SDG 5
PEO1	x	x				x	x	x	x	x				x	x	x	x	x
PEO2	x	x					x	x	x		x	x	x	x	x	x	x	x
PEO3	x	x				x	x	x	x					x	x	x	x	x
PEO4				x	x					x	x	x	x	x	x	x	x	x
PEO5			X	x	x					x	x	x	x				x	x

STUDENT OUTCOMES-PROGRAM EDUCATIONAL OBJECTIVES MAPPING					
SO	PEO1	PEO2	PEO3	PEO4	PEO5
SO1	x	x	x	x	
SO2	x	x	x		
SO3		x	x	x	
SO4		x			x
SO5				x	x
SO6				x	x

Batangas State University OBE Framework



Performance Indicators (PI) for PEOs and SOs

Program Educational Objectives (PEOs)

PI: Program PEO is considered attained if at least 95% of graduates achieved at least one (1) PI for each PEO.

PEO1: Specialist

PII: Manifest advanced information on the prevailing trends in a field

PI2: Show readiness to validate and clarify information from facts and data sources

PI3: Uphold relevant information to sustain the program's goals and objectives

PEO2: Innovator

PI1: Provide timely and relevant teaching pedagogies

PI2: Ensure equal treatment and opportunity for students' learning and development

PI3: Devise meaningful learning experiences for students

PEO3: Proficient

PI1: Ensure appropriate teaching lessons and assessment tools for students

PI2: Design teaching and learning strategies and assessment considering the students' level of intelligence and understanding

PI3: Show creativity and resourcefulness in the lesson presentation

PEO4: Professional and Lifelong Learner

PI1: Sustain and uphold excellence in the teaching profession

PI2: Recognize the need to increase competence and qualification through pursuance of post graduate degrees, attendance to trainings and seminars and research involvement

PI3: Establish open relationship between and among stakeholders to ensure collegial support and undertakings

PEO5: Extensionist

PI1: Establish linkages and membership to relevant professional organization

PI2: Extend support to the needy individuals and reflect humanitarian consideration at all times

PI3: Share technical and manpower expertise to support the community

STUDENT OUTCOMES (SOs)

PI: An SO is considered attained if at least 60% of the students achieved at least 75% in the assessment of the particular SO.

SO1: Discipline Knowledge

PI1: Identify various types of learners and provide them with appropriate, culturally-relevant learning activities and experiences.

PI2: Develop and utilize relevant materials that match the learners' learning styles, goals and culture.

PI3: Select instructional strategies for the development of learners' 'critical and creative thinking skills.

PI4: Utilize developmentally appropriate activities in teaching the different learning areas.

PI5: Utilize appropriate technologies to achieve the learning outcomes.

PI6: Apply theories of learning in designing learning-teaching experiences.

SO2: Pedagogical Content Knowledge

PI1: Explain subject matter content clearly, accurately and comprehensively.

PI2: Relate current content with past and future lessons.

PI3: Integrate recent developments in education and in the specific field to enrich learning.

PI4: Provide examples from real life to make learning meaningful.

PI5: Utilize appropriate teaching-learning methods and technology for specific subject matter content.

PI6: Keep abreast with educational issues, trends and practices vis-à-vis local and global context to provide relevant learning experiences.

SO3: Assessment Competence

PI1: Design authentic assessment, evaluation instruments and alternative assessment tools.

PI2: Interpret assessment results and use these to improve learning and teaching.

PI3: Keep accurate and updated records of the learners' performance using technology tools where feasible and appropriate.

PI4: Provide timely feedback of assessment results to parents and other stakeholders.

SO4: Communication and Technology Competence

PI1: Demonstrate skills in creative and critical thinking, logical reasoning, problem solving, and decision making in various classroom situations.

PI2: Create learning experience experiences that develop the learners' higher order thinking skills.

PI3: Provide opportunities that develop the learners' communication skills.

PI4: Use tools and technology to enhance learning and teaching.

SO5: Personal and Professional Skills and Attributes

PI1: Act according to the norms of the teaching profession in dealing with students, parents, colleagues and other stakeholders.

PI2: Manifest positive personal and professional qualities of a teacher.

PI3: Observe integrity and professionalism in handling issues, conflicts, and controversies related to student welfare as well as parents and community concerns.

SO6: Personal and Professional Development

PI1: Pursue personal growth and professional development through attendance in seminar-workshops, participation in demo-tests, conducting action research and other education-related activities.

PI2: Participate actively in the school's community outreach activities.