

PROGRAMME OUTCOMES FOR B.ED. (2-YEARS)

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

1. Teaching competency: 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: Applying teaching skills and dealing with classroom problems.

3. Teaching Through Nonconventional Modes: Evolving a system of education which enhances the potential of every learners to acquire, retain and transform knowledge leading to wisdom society through creative, experiential and joyful modes of learning.

4. Critical Thinking: Analysis of Curriculum, construction of blue print, selecting appropriate teaching strategies according to needs of students and conducting action research to solve classroom problems.

5. Effective Communication: Presenting seminar before peer students and teachers and practicing communication skills through various linguistic activities and applying it for better classroom communication.

6. Sensitivity Towards Inclusion: Identifying the diversities and dealing it in inclusive classrooms environment, guidance and counseling programmes for disabled students.

7. Content Analysis: Analyse the text-books and syllabus.

8. Effective Citizen Ethics: Understand different values, morality, social service and accept responsibility for the society.

9. Self-directed Learning: Preparing scripts for seminars, lesson plans and online content.

10. Social Resilience: Understand about social entities and enable to cope up with adverse conditions of life.

11. Physical Development: Practice yoga and physical education games.

12. Team Work: Enable to work as a member or leader in diverse teams and in multi-disciplinary settings by following the principles of collaborative learning, cooperative learning and team teaching.

PROGRAMME SPECIFIC OUTCOMES FOR B.ED. (2-YEARS)

1. Enable to understand learner and his learning environment, contemporary India and education, school management, gender, school and society.
2. Enable to comprehend Language across the curriculum, Reading and reflecting on Texts, Drama and Art in Education, developing Communication Skills and observation of school activities by school internship.
3. Understand the individual differences among students, measuring the attainment, evaluating progress, and assessing learning abilities, guidance and counseling programmes, educational technology, ICT and lesson planning.
4. Practice teaching in Schools, inculcate the real experiences of classroom teaching and online teaching by using ICT and its different tools and software.
5. Understand the classroom diversities and enable them to deal with diverse learners in inclusive classroom setup, environmental education, Field Engagements with community and CP(NSS, Community Services etc.) and developing online content.

COURSE OUTCOMES FOR B.ED. (2-YEARS)

SEMESTER-I

After the completion of the course students will be able to:

(P-I)

UNDERSTANDING THE LEARNER AND LEARNING ENVIRONMENT

- ◆ Describe the stages of growth and development
- ◆ Understand characteristics of adolescents with reference to socio-cultural factors
- ◆ Analyse the concept of inequality, marginalization and multi-culturalism and their effect on learning
- ◆ Analyse the different learning approaches and their educational implications
- ◆ Understand the role of teacher in holistic perspective of learner and learning
- ◆ Understand the importance of individual differences in normal classroom

(P-II)

CONTEMPORARY INDIA AND EDUCATION

- ◆ Differentiate among Diversity, Inequality and Marginalization.
- ◆ Understand LPG (Liberalization, Privatization and Globalization) and its Impact on Society.

- ◆ Know historical background of Secondary Education
- ◆ Understand the constitutional obligations in relation to education.
- ◆ Understand the dynamism in concepts of education in relation to changing socio, political and economic conditions in India.
- ◆ Familiarize with the present educational problems of Secondary Education.
- ◆ Critically appraise various aspects of Secondary Education.

(P-III)

EDUCATION AND DEVELOPMENT

- ◆ Analyse the social, cultural and political context of education.
- ◆ Examine the changing emphasis on education in the context of globalization and internationalization.
- ◆ Understand the relevance of education in relation to social, political, economic and cultural context.
- ◆ Make the students understand how education helps in economic and national development.

(PAPER: IV and V)

Pedagogy of a School Subject – I (PS-I) and Pedagogy of a School Subject – II (PS-II)

- ◆ Develop understanding of the significance of that particular pedagogy subject in the present context.
- ◆ Correlate particular pedagogy subject with other school subjects.
- ◆ Develop an understanding of aims and objectives of teaching of school subject.
- ◆ Provide knowledge of different methods of teaching school subjects to student teachers.
- ◆ Acquaint student teachers with different techniques of evaluation.
- ◆ Prepare and use different teaching aids.

(PAPER: VI)

LANGUAGE ACROSS THE CURRICULAM (CP-III)

- ◆ Understand the concept of classroom transaction
- ◆ Understand schema theories
- ◆ Explain the nature and types of questioning
- ◆ Explain the Concept of Listening, Speaking, Reading and Writing and its significance

(PAPER: VII)

READING AND REFLECTING ON TEXTS (EPC-I)

- ◆ Able to explain different types of Text
- ◆ Reflect upon different types of policy document

- ◆ Discuss narrative text, autobiographical text and ethnographical text.

(PAPER: VIII)

Field Engagement with School (FE-I)

- ◆ Develop an awareness and sensitivity.
- ◆ Develop the capacity to facilitate personal growth and social skills in their own students.
- ◆ Identifying the diversities and dealing it in inclusive classroom environment for disabled students

SEMESTER-II

After the completion of the course students will be able to:

(PAPER: I)

UNDERSTANDING THE LEARNING PROCESS

- ◆ Understand the various theories of learning
- ◆ Understand the concept of motivation and understand the role of teacher in motivating, strengthening and sustaining learning styles.
- ◆ Explain the nature and characteristics of teaching
- ◆ Describe the principles and maxims of teaching
- ◆ Discuss anatomy of teaching
- ◆ Differentiate between teaching and learning

(PAPER: II)

ASSESSMENT FOR LEARNING

- ◆ Gain a critical understanding of issues in assessment and evaluation.
- ◆ Become cognizant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination
- ◆ Be exposed to different kinds and forms of assessment that aid student learning
- ◆ Become the use of a wide range of assessment tools, and learn to select and construct these appropriately
- ◆ Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view

(PAPER: III)

Educational Technology and ICT

- ◆ Understand the nature and scope of educational technology and also about the various forms of technology

- ◆ Know the systems approach to Education and communication theories and modes of communication
- ◆ Familiar with the instructional design and modes of development of self learning material
- ◆ Describe the concept of ICT in education and appreciate the scope of ICT for improving the personal productivity and professional competencies

(PAPER: IV and V)

Pedagogy of a School Subject – I (PS-I) and Pedagogy of a School Subject – II (PS-II)

- ◆ To introduce student teachers to some important methodologies & techniques of teaching subject.
- ◆ To enable student teachers to prepare and use appropriate audio- visual teaching aids for effective teaching of school subject.
- ◆ Differentiate different types of approaches of pedagogy of a school subject.
- ◆ Understand the concept of evaluation.
- ◆ Understand different types of test.
- ◆ Know how to prepare macro lesson plan.
- ◆ Understand different types of micro teaching skills.

(PAPER: VI)

DRAMA AND ART IN EDUCATION (EPC-II)

- ◆ Develop imagination and sense of appreciation of art and interest in art.
- ◆ Develop aesthetic sense.
- ◆ Prepare effective teaching aids.
- ◆ Have basic knowledge about colour scheme.
- ◆ To use drama processes to examine their present and to generate new knowledge, understanding and perceptions of the world and themselves in it.
- ◆ Train, enhance some theatre skills that will later help them be creative and enlightened teachers.

(PAPER: VII)

COMMUNICATION SKILLS

- ◆ Know how to establish a classroom climate that fosters learning, equity, and excellence and will use this knowledge to create a physical and emotional environment that is safe and productive.
- ◆ Understand and apply principles and strategies for communicating effectively in varied teaching and learning contexts.
- ◆ Provide appropriate instruction that actively engages students in the learning process.
- ◆ Incorporate the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

- ♦ Monitor student performance and achievement; provide students with timely, high-quality feedback; and respond flexibly to promote learning for all students.

SEMESTER–III

After the completion of the course students will be able to:

(PAPER–I)

School Internship CPI(SI)&CPII(SI)

- ♦ Be exposed to the real experiences of classroom teaching.
- ♦ Enable them to deal with diverse learners in inclusive classroom setup.
- ♦ Apply teaching skills and dealing with classroom problems.

(PAPER–II)

FILED ENGAGEMENT WITH COMMUNITY and CP FE-III

- ♦ Develop an awareness and sensitivity.
- ♦ Develop the capacity to facilitate personal growth and social skills in their own students.
- ♦ Identifying the diversities and dealing it in inclusive classroom environment for disabled students.

SEMESTER–IV

After the completion of the course students will be able to:

(PAPER–I)

GENDER, SCHOOL and SOCIETY

- ♦ Understand the basic terms, concepts used in gender studies.
- ♦ Understand the gender discrimination in construction and dissemination of knowledge.
- ♦ Develop an awareness and sensitivity.

(PAPER–II)

FOUNDATIONS OF CURRICULAM DEVELOPMENT

- ♦ Understand the concept of curriculum
- ♦ Differentiating curriculum and syllabus
- ♦ Discuss various Facets of curriculum
- ♦ Discuss theories and types of curriculum
- ♦ Explain the process of curriculum development

- ◆ Discuss the role of school philosophy in developing curriculum
- ◆ Differentiate between centralized and de-centralized curriculum
- ◆ Discuss the problem of curriculum load

(PAPER–III)

INCLUSIVE EDUCATION

- ◆ Explain the concept of Disability.
- ◆ Describe the concept of Inclusion and its historical perspective.
- ◆ Differentiate various types of Inclusion.
- ◆ Explain various constraints in setting Inclusive Schools.

(PAPER–IV)

SCHOOL MANAGEMENT

- ◆ School as a conducive learning environment.
- ◆ The role of teacher and the principal in ensuring a vibrant school climate.
- ◆ The concept of Quality Enhancement and Management in school.

(PAPER–V)

VOCATIONAL AND WORK EDUCATION CP -V (Option: i)

- ◆ Meet education demands of the population, support professional, career development.
- ◆ Feed economy with qualified staff competitive both on local and international labour market.
- ◆ Support student mobility.
- ◆ Ensure professional development of minority groups and create employment opportunities for them.
- ◆ Maintain competitiveness of employed be re-training and professional development

HEALTH AND PHYSICAL EDUCATION CP- V (Option: ii)

- ◆ Aware about the concept of health education.
- ◆ Know the importance of balanced diet.
- ◆ Promote an understanding of personal hygiene.
- ◆ Understand the techniques used to diagnose health.

PEACE AND VALUE EDUCATIONCP- V (Option: iii)

- ◆ To understand the concept of peace education.
- ◆ To understand the dynamics of transformation of violence into peace.
- ◆ To realize the significance of peace in Self-development.
- ◆ To familiarize the nature of conflicts and their resolutions.

- ◆ To imbibe the knowledge, attitudes and skills needed to achieve and sustain a Global culture of peace.
- ◆ To adopt peace education in the curriculum.

GUIDANCE AND COUNSELLING CP- V (Option: iv)

- ◆ Understand the meaning, nature and scope of guidance.
- ◆ Recognize the role of guidance and counselling.
- ◆ Appreciate the need of guidance.
- ◆ Understand the meaning, nature and scope of counselling.
- ◆ Analyze the relationship between guidance and counselling

(PAPER–VI)

Enriching Learning through ICT (EPC–III)

- ◆ To enable the student teachers to know about computer and its components.
- ◆ To enable the student teachers to make slide presentation.

(PAPER–VII)

UNDERSTANDING THE SELF (EPC–IV)

- ◆ To help student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- ◆ To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- ◆ To develop the capacity to facilitate personal growth and social skills in their own students