

2018-2019

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

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

- 1. Research skills:** Understand different research methods, Equipping students with relevant tools and techniques, Data collection and analysis by using statistical measures, use of conceptual understanding in practical research work and writing a research report.
- 2. Self-study:** Self-study component helps in self-directed learning as it gives opportunity to student to study in depth about a particular issue and gain knowledge.
- 3. Analytical and interpretative skills:** Enhance the analytical and interpretation skills of data. Students are well trained in using statistical measures, software's like: SPSS, MS EXCELEtc.
- 4. Leadership and management skills:** The course focuses on formulating and implementing leadership and management skills. The course will provide the students with a systematic framework for understanding the school management and its different strategies.
- 5. Entrepreneurial skills:** Understand the concept of entrepreneurship and skill sets of an entrepreneur and develop skills for a business, exploration of different challenges of real life situation.
- 6. Decision making skills:** Enable them to solve various problems of school management and classroom management.
- 7. Use of technology:** Understand the innovative technology and tools of ICT and their use in teaching learning environment. Use of ICT in research perspective, design and develop ICT integrated learning resources, analysis and interpretation of the research data with the help of ICT.
- 8. Relationship between school and society:** Understand the social norms and educate the students accordingly and expected change in society through education and values.
- 9. Social resilience:** Understand about social entities and enable to cope up with adverse conditions of life.
- 10. Effective citizen ethics:** Understand different values, morality, social service and accept responsibility for the society.

11. Assessment skills: Identify areas of primary and secondary education assessment, construction of tools, assess syllabi and text book of primary and secondary education.

12. Structuring the curricula: Understand the basis, principles and process of curriculum development at primary and secondary level.

PROGRAMME SPECIFIC OUTCOMES FOR M.ED.

(2-YEARS)

- Understand the social structure, multiculturalism, socialization and social and education equity. Reform and revamp of teacher education in India. Get involved with the various activities and system of teacher education.
- Understand the historical political and economy aspect of education, learn to apply various research methods and academic writing for educational research. ICT for research and innovative teaching methods.
- Understand about various philosophies and their role in education. Expose the aims, learning strategies, discipline and experiences of education. Inculcate the entrepreneurship skills and self-development.

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

SEMESTER-I

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

(PAPER-I)

PHILOSOPHY OF EDUCATION

- ◆ Develop an appreciation for the role of philosophy in guiding the teaching learning process of education.
- ◆ Understand the relationship between Philosophy and Education.
- ◆ Explain the modern concept of philosophy.
- ◆ Gain insight of the basic Indian and Western concepts of education.
- ◆ Develop a critical understanding of major modern educational philosophies.
- ◆ Compare between different philosophies and their educational implications.

(PAPER-II)

PSYCHOLOGY OF LEARNING AND DEVELOPMENT

- ◆ Understand the dynamics of individual development.
- ◆ Explain the different approaches concerning the process of learning and knowledge construction.

- ◆ Describe the group dynamics and social behaviour.
- ◆ Familiarize themselves with socio-emotional climate in the classroom.

(PAPER–III)

INTRODUCTION TO EDUCATIONAL RESEARCH METHODOLOGY

- ◆ Identify a research problem.
- ◆ Formulate research questions.
- ◆ Review the literature for research purpose.
- ◆ Represent data graphically.
- ◆ Compute descriptive statistics.

(PAPER–IV A (E))

a) INSTITUTIONS, SYSTEMS AND STRUCTURES AT ELEMENTARY SCHOOL STAGE

- ◆ Understand the various institutions of education
- ◆ Gain insight into the structure of elementary education
- ◆ Familiarize with the administrative system of elementary education

b) ELEMENTARY STAGE – STATUS, ISSUES AND CONCERNS

- ◆ Understand the functions of elementary education.
- ◆ Gain insight into the status of elementary education.
- ◆ Familiarize with the present educational problems of elementary education.
- ◆ Critically appraise various aspects of elementary education.

c) ELEMENTARY STAGE- CURRICULUM, PEDAGOGY AND ASSESSMENT

- ◆ Gain insight into the structure of curriculum and pedagogy
- ◆ Evolve concepts of pedagogical knowledge
- ◆ Familiarize with the assessments suggested with national reports
- ◆ Study various models of curriculum assessment

(PAPER–IV A (S))

a) INSTITUTIONS, SYSTEMS AND STRUCTURES AT SECONDARY AND SENIORSECONDARY SCHOOL STAGE

- ◆ Understand the various institutions of secondary education
- ◆ Gain insight into the structure of secondary education
- ◆ Familiarize with the administrative system of secondary education

b) SECONDARY AND SENIOR SECONDARY STAGE – STATUS, ISSUES AND CONCERNS

- ◆ Understand the functions of secondary education
- ◆ Gain insight into the status of secondary education

- ◆ Familiarize with the present problems of secondary education
- ◆ Critically appraise various aspects of secondary education

c)SECONDARY AND SENIOR SECONDARY STAGE- CURRICULUM, PEDAGOGY AND ASSESSMENT

- ◆ Gain insight into the structure of curriculum and pedagogy
- ◆ Evolve concepts of pedagogical knowledge
- ◆ Familiarize with the assessments suggested by national reports
- ◆ Study various models of curriculum assessment

PRACTICUM–I: COMMUNICATION AND EXPOSITORY WRITING

- ◆ Enhance their ability to listen, converse, speak, present, explain and explicit their ideas
- ◆ Understand the basics of communication
- ◆ Be a good and effective speaker and listener
- ◆ To perform Expository writing

PRACTICUM–II: SELF DEVELOPMENT

- ◆ Develop Self Concept
- ◆ Understand the importance of Society and Education in Self Development
- ◆ Reinforce the gender roles in Self Development
- ◆ Perform Yoga for their mental and physical well being

SEMESTER–II

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

(PAPER–I)

SOCIOLOGY OF EDUCATION

- ◆ Understand the nature of education as a social sub- system.
- ◆ Analyse education from different sociological perspectives and theoretical framework.
- ◆ Understand educational institution as an agency of socialization.
- ◆ Reflect upon educational problems and issues related to the weaker sections of the society.
- ◆ Know how education is embedded in social structure and culture.

(PAPER–II)

HISTORICAL–POLITICAL PERSPECTIVE OF EDUCATION

- ◆ Gain insight into the ancient Indian education system.

- ◆ Understand the general development and progress of education prior to independence and after independence.
- ◆ Familiarize with the landmarks of education structure existing in India.
- ◆ Reflect on changing political context of education and support system of education

(PAPER–III)

EDUCATION STUDIES

- ◆ Understand interdisciplinary nature of education
- ◆ Explore education system in India
- ◆ Understand various types of institutions in India
- ◆ Understand Contemporary concerns of policy practices

(PAPER–IV)

FUNDAMENTALS OF TEACHER EDUCATION

- ◆ Understand the objectives of NCF (2005) and NCFTE (2009).
- ◆ Familiarize with different modes of pre service teacher education.
- ◆ Gain insight into the transactional approaches for foundational and developmental courses.
- ◆ Know the different modes of in-service teacher education
- ◆ Evaluate various components of a pre-service and in-service teacher education programs

(PAPER–V)

STAGE SPECIFIC INTERNSHIP IN TEACHER EDUCATION INSTITUTION

(ELEMENTARY/SECONDARY AND SENIOR SECONDARY STAGE)

- ◆ Be exposed to the real experiences of classroom teaching
- ◆ To enable student teachers to prepare and use appropriate audio- visual teaching aids for effective teaching
- ◆ Know how to prepare macro lesson plan

(PAPER–VI)

DISSERTATION (Formulation of Synopsis)

- ◆ Understand different research methods
- ◆ Enable students to equip with relevant tools and techniques
- ◆ Enable to write a research report.

SEMESTER–III

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

(PAPER–I)

ADVANCED EDUCATIONAL RESEARCH METHODOLOGY

- ◆ Understand the different research methodologies.
- ◆ Gain insight and reflect upon various issues and problems of educational research.
- ◆ Use different statistical techniques for analysis of data.

(PAPER–II)

TRENDS IN TEACHER EDUCATION

- ◆ Gain insight and reflect on policies of teacher education
- ◆ Acquainted with the structure and management of teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation
- ◆ Understand and appreciate the research perspective on various practices in teacher education.
- ◆ Develop professional attitudes, values and interests needed to function as a teacher educator
- ◆ Develop understanding of various avenues of teacher's professional development
- ◆ Reflect on the issues, problems and concerns in teacher education

(PAPER–III)

CURRICULUM STUDIES

- ◆ Understand the meaning of Curriculum.
- ◆ Gain insight into various determinants of curricula
- ◆ Conceptualize the knowledge in designing curricula
- ◆ Develop the different skills related with different subjects

(PAPER–IV: B(E))

Option: (i) Elementary stage

Specialisation Optional Course- Curriculum Pedagogy and Assessment

- ◆ Develop a broad perspective on curriculum development
- ◆ Understand types and approaches of curriculum development
- ◆ Know various models and steps in curriculum development

Option: (ii) Elementary stage

Specialisation Optional Course- Educational Planning, Economics and Policy

- ◆ Acquire Knowledge of political economy of education

- ◆ Understand the relationship between education and economic development
- ◆ Explain the need, scope and purpose of educational planning

Option: (iii) Elementary stage

Specialisation Optional Course- Educational Management, Administration and Leadership

- ◆ Understand the concept of school organization and administration.
- ◆ Familiarize with various school records
- ◆ Know the need of maintenance of different school records
- ◆ Understand the aims and objectives of school organization and administration

Option: (iv) Elementary Stage

Specialisation Optional Course- Inclusive Education

- ◆ Discuss the advantages and challenges of inclusive education.
- ◆ Use the methods of enhancing inclusive education.
- ◆ Understand the strategies for making inclusive schools.
- ◆ Familiarize with various barriers of inclusive education.

Option: (v) Elementary stage

Specialisation Optional Course- Educational Technology and ICT

- ◆ Understand the role of educational technology and modern innovations in teaching-learning process.
- ◆ Analyse the process of teaching and learning
- ◆ Use Information communication and technology in teaching learning process.

(PAPER-IV-B(S))

Option: (i) Secondary and Senior Secondary Stage

Specialisation Optional Course- Curriculum Pedagogy and Assessment

- ◆ Develop a broad perspective on curriculum development
- ◆ Understand types and approaches of curriculum development.
- ◆ Know various models and steps in curriculum development

Option: (ii) Secondary and Senior Secondary Stage

Specialisation Optional Course- Educational Planning, Economics and Policy

- ◆ Acquire knowledge of political economy of education.
- ◆ Understand the relationship between education and economic development
- ◆ Explain the need, scope and purpose of educational planning

Option: (iii) Secondary and Senior Secondary Stage

Specialisation Optional Course-Educational Management, Administration and Leadership

- ◆ Learn the basic concept of Educational administration, Management and Leadership.
- ◆ Understand the basic principal of administration and Management.
- ◆ Know the skills and styles of Leadership.

Option: (iv) Secondary and Senior Secondary Stage

Specialisation Optional Course- Inclusive Education

- ◆ Understand concept of inclusive education.
- ◆ Explain special education, integrated education and inclusive education practices.
- ◆ Gain insight of the recommendations of policies for inclusive education.

Option: (v) Secondary and Senior Secondary Stage

Specialisation Optional Course-Educational Technology and ICT

- ◆ Understand the role of educational technology and modern innovations in teaching-learning process.
- ◆ analyse the process of teaching and learning
- ◆ Use Information communication and technology in teaching learning process.

(PAPER–V)

INTERNSHIP IN A SCHOOL WITH STAGE SPECIFIC SPECIALIZATION

- ◆ Develop teaching learning resources relevant to the needs of the learner
- ◆ 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–VI)

DISSERTATION (Data Collection)

- ◆ Understand different research methods
- ◆ Enable students to equip with relevant tools and techniques
- ◆ Enable to write a research report.

SEMESTER–IV

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

SPECIALISATION – OPTIONAL COURSES

(Paper-IV-B (E-i))

CURRICULUM PEDAGOGY AND ASSESSMENT

(a) ADVANCED CURRICULUM THEORY

- ◆ Reflect upon the concept of curriculum and curriculum theory.
- ◆ Describe the nature of human knowledge.
- ◆ Explain the model of curriculum planning.
- ◆ List and explain different curriculum patterns and designs.
- ◆ Gain insight into models of curriculum change and innovation.
- ◆ Explain diffusion theory and model of dissemination of curriculum change and innovation.
- ◆ Identify and question one's own long-established presumptions on knowledge, learner, teacher, and education, and develop a more informed, meaningful understanding of them

(b) CURRICULUM TRANSACTION

- ◆ Describe various methods/media for transaction.
- ◆ Discuss approaches of curriculum transaction.
- ◆ Explain role of ICT in curriculum Transaction.
- ◆ Develop skills to integrate Audio Visual Aids in curriculum transaction.
- ◆ Understand the role of communication in curriculum transaction

(c) APPROACHES TO CURRICULUM ASSESSMENT

- ◆ Understand process of curriculum assessment
- ◆ Differentiate between formative and summative evaluation
- ◆ Gain insight into various strategies used for assessment
- ◆ Utilize different techniques for evaluation of curriculum and program
- ◆ Explain various tools used in curriculum assessment

Paper-IV-B (E-ii)

EDUCATIONAL PLANNING, ECONOMICS and POLICY

(a) EDUCATIONAL PLANNING

- ◆ Identify the need, scope and importance of educational planning in terms of national and community needs.
- ◆ Understand the social and cultural bases of educational planning.
- ◆ Gain insight of the various guiding principles of educational planning.
- ◆ Explain the impact of five-year plans on education

(b) EDUCATIONAL FINANCE AND ECONOMICS OF EDUCATION

- ◆ Explain the relationship between the financial support of education and quality of education.
- ◆ Familiarize with the various sources of financing education in India.
- ◆ Identify the direct and indirect objects of expenditure in education.
- ◆ Analyse the financial problems of educational administration

(c) EDUCATION POLICY AND RESEARCH

- ◆ Explore various education policies and commissions
- ◆ Develop the skills in planning and using a variety of administrative strategies
- ◆ Analyse the documents through surveys.
- ◆ Evaluate the different policies.

Paper-IV-B (E-iii)

EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP

(a) SCHOOL MANAGEMENT

- ◆ Understand the concept of classroom management.
- ◆ Familiarize with the concept of institutional planning for school development.
- ◆ Understand the management strategies for quality improvement.
- ◆ Familiarize with organizational structure.

(b) SCHOOL ADMINISTRATION

- ◆ Understand the concept and importance of school administration.
- ◆ Familiarize with new trends and problems in educational administration.
- ◆ Understand various educational bodies.
- ◆ Maintain and utilize various grants for quality improvement

(c) EDUCATIONAL LEADERSHIP

- ◆ Critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- ◆ Know about new changes and challenges in leadership of institutions.
- ◆ Develop capacities for being efficient and effective educational leaders.

Paper-IV-B (E-iv)

INCLUSIVE EDUCATION

(a) EDUCATION FOR SPECIAL CHILDREN

- ◆ Understand concept, and educational implications of visual impairment.

- ◆ Understand the concept, classification and educational provision for children with hearing impairment.
- ◆ Learn about the concept, identification and intervention strategies for children with autism and speech impairment.
- ◆ Familiarize them with the concept of mental retardation.

(b) GENDER, SCHOOL AND SOCIETY

- ◆ Understand the present approach of education of children with special needs.
- ◆ Explore the possibility of change through inclusive education
- ◆ Develop a comprehensive and critical understanding on disability and marginalization.
- ◆ Understand inequality and diversity in Indian classroom.

(c) INCLUSIVE EDUCATION AND ITS PRACTICES

- ◆ Understand Inclusive School Education Concept and nature.
- ◆ Develop awareness of learner towards inclusive education and its practices.
- ◆ Enable the student to organize inclusive classroom.

Paper-IV-B (E-v)

EDUCATIONAL TECHNOLOGY AND ICT

(a) ICT AND EDUCATIONAL TECHNOLOGY

- ◆ Use modern innovations in teaching-learning process.
- ◆ Understand the role of multi-media in education.
- ◆ Evaluate the use of various teaching aids in classroom.
- ◆ Able to formulate objectives related to different domains.

(b) ICT IN EDUCATION

- ◆ To theoretical perspective of educational technology as a field of study.
- ◆ To have future practitioners a conceptual understanding related to systemic and institutional development.
- ◆ Certain competencies and skills related to instructional management and classroom practices

(c) EDUCATIONAL MEDIA AND RESEARCH IN CLASSROOM

- ◆ To enable learners apply ICT tools in courseware design and conduction of research work
- ◆ To enable student with the pattern of e-content design and its validation
- ◆ To enable students evaluate on-line learning materials and process of online testing

Paper-IV-B (S-i)

CURRICULUM PEDAGOGY AND ASSESSMENT

(a) ADVANCED CURRICULUM THEORY

- ◆ Reflect upon the concept of curriculum and curriculum theory.
- ◆ Describe the nature of human knowledge.
- ◆ Explain the model of curriculum planning.
- ◆ List and explain different curriculum patterns and designs.
- ◆ Gain insight into models of curriculum change and innovation.
- ◆ Explain diffusion theory and model of dissemination of curriculum change and innovation.

(b) CURRICULUM TRANSACTION

- ◆ Describe various methods/media for transaction.
- ◆ Discuss approaches of curriculum transaction.
- ◆ Explain role of ICT in curriculum Transaction.
- ◆ Develop skills to integrate ICT in curriculum transaction.
- ◆ Understand the importance of collaborative learning

(c) APPROACHES TO CURRICULUM ASSESSMENT

- ◆ Understand process of curriculum assessment
- ◆ Differentiate between formative and summative evaluation
- ◆ Utilize different techniques for evaluation of curriculum and program
- ◆ Explain various tools used in curriculum assessment

Paper-IV-B (S-ii)

EDUCATIONAL PLANNING, ECONOMICS AND POLICY

(a) EDUCATIONAL PLANNING AND ECONOMICS OF EDUCATION

- ◆ Explain the types and approaches to educational planning
- ◆ Understand the concept of education as consumption and investment
- ◆ Analyse the political economy of education.
- ◆ Understand the labour markets.

(b) EDUCATIONAL PLANNING, MANAGEMENT AND FINANCING OF EDUCATION

- ◆ Develop an insight into the perspectives of management theories in the light of practices in education.
- ◆ Understand educational management system in India.
- ◆ Understand the relationship between the financial support of education and quality of education
- ◆ Explore the financial problems of educational administration.

(c) EDUCATIONAL POLICY AND RESEARCH

- ◆ Explore various education policies and commissions
- ◆ Develop the skills in planning and using a variety of administrative strategies
- ◆ Analyse the documents through surveys.
- ◆ Evaluate the different policies.

Paper-IV-B (S-iii)

EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP

(a) EDUCATIONAL MANAGEMENT

- ◆ Develop an insight of management process in educational organization.
- ◆ Analyse educational management at different levels.
- ◆ Understand educational planning, human resource development and staff development.

(b) EDUCATIONAL ADMINISTRATION

- ◆ Explore trends in Educational Administration.
- ◆ Understand and appreciate the role of different agencies in educational administrations.
- ◆ Identify the problems of educational administration in India.
- ◆ Comprehend the significance of educational administration at different levels.

(c) LEADERSHIP IN EDUCATION

- ◆ Utilize the leadership skills in maintaining human relations in administration.
- ◆ Understand the role of leader in the professional growth of the person.
- ◆ Understand the role of principal as a democratic leader.
- ◆ Explore the barriers to educational leadership

Paper-IV-B (S-iv)

INCLUSIVE EDUCATION

(a) INCLUSIVE EDUCATION FOR CHILDREN WITH DIVERSE

NEEDS

- ◆ Understand the nature of difficulties encountered by children with diverse needs
- ◆ Understand the causes of various disabilities.
- ◆ Understand the needs of the children with diverse needs.
- ◆ Appreciate the role of teacher for educating children with diverse needs.

(b) PREPARATION AND MANAGEMENT OF INCLUSIVE

EDUCATION

- ◆ Understand the essentials for the preparation for inclusive education.
- ◆ Appreciate the role of the concerned personnel for supporting inclusion for children with diverseneeds
- ◆ Recognize the needs of preparation of teachers for inclusion.
- ◆ Understand the need of planning and management for inclusive education.

c) TRENDS, ISSUES AND INNOVATIONS IN INCLUSIVE

EDUCATION

- ◆ Understand the current trends in Inclusive Education.
- ◆ Understand the needs national issues in Inclusive education.
- ◆ Recognize the need for promoting supportive services for inclusion.
- ◆ Recognize the need for promoting innovations in Inclusive Education.

Paper-IV-B (S-v)

EDUCATIONAL TECHNOLOGY AND ICT

(a) ICT AND EDUCATIONAL TECHNOLOGY

- ◆ Use modern innovations in teaching-learning process.
- ◆ Understand the role of mass-media in education.
- ◆ Evaluate the use of various teaching aids in classroom.

(b) EDUCATIONAL TECHNOLOGY AND RECENT DEVELOPMENT

- ◆ To theoretical perspective of educational technology as a field of study.
- ◆ To have future practitioners a conceptual understanding related to systemic and institutionaldevelopment.
- ◆ Certain competencies and skills related to instructional management and classroom practices.

(c) LATEST TRENDS IN EDUCATIONAL TECHNOLOGY

- ◆ To enable learnersapply ICT tools in courseware design and conduction of research work
- ◆ To enable student with the pattern of e-content design and its validation
- ◆ To enable students evaluate on-line learning materials and process of online testing

PAPER–V

ACADEMIC WRITING

- ◆ Understand writing and various styles of writing
- ◆ Perform good academic writing
- ◆ Distinguish a good academic writing from others
- ◆ Develop reports and thesis

PAPER–VI

DISSERTATION

- ◆ Understand different research methods
- ◆ Enable students to equip with relevant tools and techniques
- ◆ Enable to write a research report.

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 counsellingprogrammes 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 counselling 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, evaluationand 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 InternshipCPI(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 by 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 cultureof 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.
- ◆ Analyse 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