

Program: Graduate

Course: B.Ed.

PROGRAMME OUTCOMES

At the completion of the Graduate Programme, the student will be able to accomplish the following outcomes:

PO1 Effective Communication: Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups. Ability to Communicate effectively with students in class and parents regarding teaching- learning process in school.

PO2 Teaching competency: Know, select and use of learner-centered teaching methods, understanding the 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.

PO3 Pedagogical Skills: Applying teaching skills and dealing with classroom problems.

PO4 Teaching through Non-conventional modes: Evolving a system of education which enhances the potential of every learner to acquire, retain and transform knowledge leading to wisdom society through creative, experiential and joyful modes of learning.

PO5 Critical Thinking: Analysis of curriculum, construction of blueprint, selecting appropriate teaching strategies according to needs of students and conducting action research to solve classroom problems.

PO6 Sensitivity Towards Inclusion: Identifying the diversities and dealing it in inclusive classrooms environment, guidance and counselling programmes for disabled students.

PO7 Effective Citizen Ethics: Understand different values, morality, social service and accept responsibility for the society.

PO8 Team Work: Enable to work as a member or leader in diverse teams and in multidisciplinary setting by following the principles of collaborative learning, cooperative learning and team teaching.

PO9 Disciplinary Knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.

PO10 Problem Solving: Ability to identify and solve problems by applying appropriate skills systematically. Ability to apply ones learning to real life situations.

PO11 Reflective Thinking: Develop ability of analysing, evaluating and making judgement. Enables making judgements based on reasoning where students consider options, analyse options using specific criteria and draw conclusions.

PO12 Digital Literacy: Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.

PO13 Moral and Ethical awareness: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Apply ethical principles and commit to professional ethics and responsibilities and norms of the teaching profession.

PO14 Leadership Qualities: Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.

PO15 Lifelong Learning: Acquire the skill to be an independent lifelong learner embracing real-time changes in the socio-technological context, promoting continuous development and improvement of the knowledge and skills needed for employment and personal fulfilment.

Programme Specific Outcomes (PSOs)

PSO1 Apply their knowledge of methods, techniques, strategies principles during teaching in schools.

PSO2 Use various technology for effective teaching and enhancing their knowledge.

PSO3 Work efficiently in groups to meet a shared goal with people whose disciplinary and cultural backgrounds differ from their own.

PSO4 Communicate clearly and convincingly about various facts, theories and skills.

PSO5 Teach their subject effectively applying various techniques and proficient in organizing suitable experience for effective learning.

PSO6 Prepare and use different types of instructional material.

PSO7 Able to apply psychological principles and theories in understanding the abilities and problems of students along with children with special needs.

PSO8 Understand the individual differences among students, measuring the attainment, evaluating progress and assessing learning abilities guidance programmes and administering psychological tools, ICT based communication and teaching and lesson planning.

Course Outcome

B.Ed.

SEMESTER-I

PAPER I “Philosophical Perspectives of Education”

CO1: Understand the relationship between philosophy and education and implications of philosophy on education.

CO2: Understand the importance and role of education in the progress of Indian society.

CO3: Understand the contribution of great educators to the field of education.

CO4: Understand the need to study education in a sociological perspective. The process of social change and socialization in order to promote the development of a sense of commitment

to the teaching profession and social welfare.

CO5: Understand their role in creation of a new social order in the country and learn about various social welfare opportunities in which they can participate fully.

CO6: Understand the means and measures towards the promotion of national integration and protection of human rights.

PAPER II “Learner and Learning Process”

CO1: To acquire knowledge and understanding of stages of human development and developmental tasks with special reference to adolescent learners.

CO2: To develop understanding of process of child learning in the context of various theories of learning.

CO3: To understand intelligence, motivation and various types of exceptional children.

CO4: To develop skills for effective teaching learning process and use of psychometric assessment.

PAPER III “Pedagogy of Mathematics”

CO1: Develop insight into the meaning, nature, scope and objectives of mathematics education.

CO2: Appreciate the role of mathematics in day-to-day life.

CO3: Develop competencies for teaching-learning mathematics through various measures.

CO4: Focus on understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning process.

CO5: Channelize, evaluate, explain and reconstruct their thinking.

PAPER III “Pedagogy of Biological Sciences-1”

CO1: Develop insight on the meaning and nature of biological science for determining aims and strategies of teaching-learning

CO2: Identify and relate everyday experiences with learning biological science.

CO3: Explore the process skills in science and role of laboratory in teaching-learning.

CO4: Use effectively different activities/experiments/demonstration /laboratory experiences for teaching learning of biological science.

CO5: Formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary stages, facilitate development of scientific attitudes in learners.

PAPER III “Pedagogy of Physical Sciences -1”

CO1: Identify and relate everyday experiences with learning physical science.

CO2: Use effectively different activities/demonstrations/laboratory experiences for teaching learning of physical science.

CO3: Formulate meaningful enquiry episodes, problem-solving situations, investigatory

and discovery learning projects based on upper primary, secondary and higher secondary school science/physics and chemistry.

CO4: Examine different pedagogical issues in learning physical science.

CO5: Explore different ways of creating learning situations in learning different concepts of physical science.

PAPER III “Pedagogy of Social Sciences -1”

CO1: Acquire a conceptual understanding of the processes of teaching and learning Social Sciences.

CO2: Develop an understanding of the nature of Social Sciences, both of individual disciplines comprising Social Sciences, and also of Social Sciences as an integrated/interdisciplinary area of study

CO3: Enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes.

CO4: Acquire basic knowledge and skills to analyse and transact the Social Sciences curriculum effectively following wide- ranging teaching-learning strategies in order to make it enjoyable and relevant for life.

CO5: Sensitize and equip student teachers to handle social issues and concerns in a responsible manner.

PAPER III “Pedagogy of Language (English)-1”

CO1: Understand the use of language in context, such as grammar and vocabulary.

CO2: Identify methods, approaches and materials for teaching English at various levels in the Indian context

CO3: Understand about the teaching of poetry, prose and drama

CO4: Develop and use teaching aids in the classroom both print and audio-visual material, and ICT (internet and computer technology)

CO5: Understand need and functions of language lab.

PAPER III “हिंदी भाषा का शिक्षण ,भाग 1”

CO1: भाषा के अलग-अलग भूमिकाओं को जानना भाषा सीखने की सृजनात्मक प्रक्रिया को जानना भाषा के स्वरूप और व्यवस्था को समझना

CO2: स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना

CO3: भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना

CO4: भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना

CO5: भाषायी बारीकियों के प्रति संवेदनशील होना अनुवाद के महत्व और भूमिका को जानना

Practical- Preparation of Teaching Aids

CO1: To provide knowledge about various teaching aids and its use in teaching learning process

CO2: To facilitate the teaching learning process

CO3: To facilitate different learning styles

CO4: Enable students to visualize or experience something that is impracticable to see or do in real life

CO5: To make teaching effective and interesting

Practical- Community Activities

CO1: Enable students to acquire life skills and knowledge as well as provide a service to those who need it most.

CO2: Develop an increased sense of social responsibility.

CO3: Develop leadership skills.

CO4: Helps in social skill development.

CO5: Develop service skills caring, fairness, citizenship and trustworthiness.

SEMESTER-II

PAPER IV- “Sociological Perspectives of Education”

CO1: The social diversity in the state and the class room and its implication for teaching.

CO2: Be able to use some key concepts relating to social stratification.

CO3: The nature of caste and changes occurring in it; to focus attention on the scheduled castes and their education.

CO4: The problems faced by the tribal communities and the issues in education of tribal children.

CO5: How poverty affects schooling prospects of children with special reference to migrant children.

PAPER V- “Curriculum and Knowledge”

CO1: Understand the nature of curriculum and its relation to syllabi, text books and class room practices.

CO2: Understand the nature of knowledge, moral values and skills.

CO3: Develop and apply a framework for studying curriculum documents.

CO4: Understand the implications of constructivism for education.

PAPER VI- “Educational and Mental Measurement”

CO1: To acquaint the student teacher with the basic scientific concepts and practices in educational and mental measurement.

CO2: To enable the student teacher to interpret the result of educational measurement.

CO3: To enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures.

CO4: To enable the student understand about various educational and mental measurement tools.

PAPER VI- “Educational Technology and Management”

CO1: To equip the student-teacher with his various technological applications available to him/her for improving instructional practices.

CO2: To provide the teacher the skills required for effective instructional and institutional Management.

CO3: To obtain a total perspective of the role of technologies in modern educational Practices.

PAPER VI- “Educational Administration and Management”

CO1: To acquaint the student teachers with the concept and concerns of educational Administration.

CO2: To develop an understanding of the role of headmaster and the teacher in school Management.

CO3: To acquaint the student teacher with the scientific practices of educational management and keep him to apply it in work situation.

PAPER VII- “Arts Education”

CO1: To develop a perspective of artistic and creative expression.

CO2: To develop an insight towards sensibility and aesthetic appreciation.

CO3: To encourage students to free expression and creativity.

CO4: To work together on small and large projects.

Practical- “Internship”

CO1: To develop professional skills and attitudes.

CO2: To practice Teaching and observe lessons of peers and of mentors.

CO3: To understand the nature of working climate and status.

CO4: To offer fruitful exposure on the job.

SEMESTER-III

PAPER VIII- “Pedagogy of Biological Sciences-II”

CO1: Analyse the contents of biological science with respect to its branches, process Skills knowledge organisation and other critical issues.

CO2: Appreciate various approaches of teaching-learning of biological science.

CO3: Explore different ways of creating learning situations for different concepts of biological science.

CO4: Stimulate curiosity, inventiveness and creativity in biological science.

PAPER VIII- “Pedagogy of Physical Sciences-II”

CO1: Appreciate various approaches of teaching-learning of physical science.

CO2: Use effectively different activities/demonstrations/laboratory experiences for teaching learning of physical science.

CO3: Integrate physical science knowledge with other school subjects.

CO4: Explore different ways of creating learning situations in learning different concepts of physical science.

PAPER VIII- “Pedagogy of Social Sciences -II”

CO1: Acquire a conceptual understanding of the processes of teaching and learning Social Sciences.

CO2: Enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes.

CO3: Acquire basic knowledge and skills to analyse and transact the Social Sciences curriculum effectively following wide-ranging teaching-learning strategies in order to make it enjoyable and relevant for life.

CO4: Develop an understanding of the nature of Social Sciences, both of individual disciplines comprising Social Sciences, and also of Social Sciences as an integrated/interdisciplinary area of study.

PAPER VIII- “Pedagogy of Language (English)-II”

CO1: Understand the different roles of language

CO2: Identify methods, approaches and materials for teaching English at various

levels in the Indian context.

CO3: Understand the role and importance of translation.

CO4: Understand the importance of home language and school language and the role of mother tongue in education.

PAPER VIII- “Pedagogy of Mathematics -II”

CO1: Develop competencies for teaching learning mathematics through various Measures.

CO2: Appreciate the importance of mathematics laboratory in learning mathematics.

CO3: Pose and solve meaningful problems.

CO4: Construct appropriate assessment tools for evaluating mathematics learning.

PAPER VIII- “हिंदी भाषा का शिक्षण ;भाग -II”

CO1: भाषा के अलग-अलग भूमिकाओं को जानना भाषा सीखने की सृजनात्मक प्रक्रिया को जानना भाषा के स्वरूप और व्यवस्था को समझना

CO2: स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना

CO3: भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना

CO4: भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना

CO5: भाषायी बारीकियों के प्रति संवेदनशील होना अनुवाद के महत्व और भूमिका को जानना

PAPER IX “Assessment in Learning”

CO1: Gain a critical understanding of issues in assessment and evaluation (from a Constructivist paradigm) become cognizant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination.

CO2: Use of a wide range of assessment tools, and learn to select and construct these appropriately.

CO3: Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

Practical- “Reflective Diary and Supervisors Assessment”

CO1: Evaluation of student performance by supervisor.

CO2: To learn to maintain the diary.

CO3: To write down the positive and negative event that the pupil teacher experienced during internship.

CO4: Reflect what they have learned during internship.

SEMESTER-IV

PAPER X “Gender, School and Society”

CO1: Developing a critical perspective on gender-based discrimination and its effects.

CO2: Understand the problems of girl child education in our society.

CO3: To equip the teacher with the ability to create more meaningful and gender just experiences for her students.

CO4: To develop a critical understanding of intersectionality, including an awareness of Gender and its complex intersections with other social and cultural categories, including but not limited to caste, tribe, class, sexuality and ability.

CO5: To provide an introduction to and the development of an understanding of feminist approaches to the social and cultural construction of gender.

PAPER XI “Language Proficiency (English and Hindi) ”

CO1: To enable the pupil teacher to achieve functional proficiency in reading, writing, speaking, and listening.

CO2: To develop their intellectual personal and professional abilities.

CO3: To acquire basic language skills.

CO4: To acquire the linguistic competence necessarily required in various life situations.

PAPER XII “Computer Education”

CO1: To appreciate the role of computer education in the context of modern technological Society.

CO2: To develop understanding of computers and their application in education.

CO3: To acquire sufficient knowledge of handling computers with a view to impart Computers independently at school level.

CO4: To use computer -based learning packages and organize effective classroom Instructions.

CO5: To develop skills of creating and managing simple databases and handling of computers.

PAPER XII “Inclusive Education”

CO1: Demonstrate knowledge of different perspectives in the area of education of children with disabilities.

CO2: Use specific strategies involving skills in teaching special needs children in inclusive Classrooms.

CO3: Incorporate innovative practices to respond to education of children with Special needs.

CO4: Identify needs of children with diversities.

CO5: Reformulate attitudes towards children with special needs.

PAPER XII “Value Education”

CO1: To understand the nature and sources of nature, and disvalues.

CO2: To understand the classification of values under different types.

CO3: To appreciate educational value s like democratic, secular, and socialist.

Practical- “Training in yoga, sports and games”

CO1: To reduce anxiety and stress.

CO2: To improve cognitive function.

CO3: To promote sound health and physical fitness.

CO4: To develop physical talents to their maximum potential.

Practical- “Psychometric Assessment”

CO1: To facilitate the learners to understand the why individuals behave the way they do through the experiments.

CO2: To understand the behaviour of others and gather information about the way the brain works in order to better serve humanity.

CO3: To allow the learners to understand social causes of human behaviour.

CO4: To make the learners to make sense of the social dynamics that results in positive and negative behaviour.

Practical- “Viva –Voce on Teaching Experience”

CO1: Effective evaluation of student performance.

CO2: To assess what the pupil teacher has understood during internship.

CO3: To confirm what the pupil teacher has written and can defend it verbally.

