**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))**

1. **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
1. **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**.**
1. **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))**

1. **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 afterindependence.
* 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-learningprocess.
* 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 practiceand 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 hearingimpairment.
* Learn about the concept, identification and intervention strategies for children with autism andspeech 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 institutionaldevelopment.
* 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 ineducation.
* 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**.**

**BED MED INTEGRATED (3 year programme)**

**PROGRAM OUTCOMES**

* Ability to understand children’s needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to foster growth and development.
* To develop an understanding of the close relationship between society and school, between life and school work.
* To help future prospective teacher to develop competence to teach subjects of their specialization, on the basis of an adequate theory of learning and a sound knowledge of the subject.
* Ability to translate objectives of secondary education in terms of specific programmes and activities in relation to the curriculum.
* Developing guidance point of view in educational, personal and vocational matters.
* Develop in the pupil’s capacity for thinking and working independently and guide the pupils to that end.
* Appreciate the dynamic nature of the class situation and teaching techniques.
* Understand how children learn and develop how they differ in their approaches to learning and create learning opportunities that are adapted to diverse learners and learning contexts.
* Plan learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors and understand how students come to view, develop and make sense of subject matter contained in the learning experiences.
* Develop self-identity as a teacher educator through continuous experiences and reflective practices that continually evaluate the effects of his/her choices and actions.

**PROGRAM SPECIFIC OUTCOMES**

* The program prepare educators for middle and secondary school pedagogy (English language, Science, Mathematics and Social Sciences) and integrates additional coursework leading to specialization in teacher education, pedagogic and curriculum studies, ICT and New Media, policy and research.
* Enable learners to become curriculum developers, researchers  and educational policy analysts.
* The programme integrates content and pedagogy to base pedagogic understanding and develops professional identity and capability of educators as subject experts, with knowledge of curriculum, pedagogy andassessment and diverse uses of media and technology.

**COURSE OUTCOMES**

**SEMESTER I**

COURSE 1 CONTEMPORARY INDIA AND EDUCATION

Through this course students shall be able to

* Understand the concept of Diversity as it exists in Contemporary Indian society.
* Develop understanding of policy frameworks for public education
* Develop understanding of educational structure in contemporary India
* Understand constitutional provisions.
* Develop understanding of classroom in social context
* Understand the classroom ethos
* Gain Insight into Educational Opportunities
* Understand issues of contemporary Indian society
* Gain Insight into Universalization of Education

COURSE 2 UNDERSTANDING THE LEARNER

Through this course students shall be able to

* Understand the theoretical perspective of learning and the process of transfer of learning
* Describe the stages of growth and development.
* Understand the nature of learner Understand the importance of individual differences in normal classroom.
* Understand the Management of learning and classroom behavior
* Understand the nature of Learning Diversity.
* Explain the different learning styles.

COURSE 3LEARNING AND TEACHING

Through this course students shall be able to

* Understand the concept of learning comprehend the theories of learning
* Understand various aspects of teaching
* Recognize the relationship between teaching and learning
* Analyze the complex process of teaching
* Acquaint themselves with different approaches of teaching that support learning
* Gain insight into various models of teaching
* Realize the significance of the context in which the teaching learning process occurs

COURSE 4LANGUAGE ACROSS THE CURRICULUM

Through this course students shall be able to

* Understand the concept of classroom transaction
* Familiarize with various constitutional provisions and language policy
* Explain the nature and types of questioning
* Explain the Concept of Listening, Speaking, Reading and Writing and its significance
* Understand discussion and questioning as tools of learning.

COURSE V AND VI

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.

COURSE 7 - EPC I DRAMA AND ART IN EDUCATION

Through this course students shall be able to

* To use drama processes to examine their present and to generate new knowledge
* Have basic knowledge about color scheme.
* Prepare effective teaching aids.
* Develop aesthetic sense.
* Develop imagination and sense of appreciation of art and interest in art.
* Understanding and perceptions of the world and themselves in it.

COURSE 8 - EPC II DEVELOPING ICT SKILLS AND INTEGRATION

Through this course students shall be able to

* Comprehend the electronic systems and apply them in education
* Understand the scope of ICT and its applications in teaching learning.
* Make the students familiar with new trends, techniques in education for achieving the goals
* Get acquainted with emerging trends in ICT of effective teaching and learning.
* Understand the integration of ICT with teaching learning process.

**SEMESTER II**

COURSE 1 ASSESSMENT FOR LEARNING

Through this course students shall be able to

* 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
* Familiarize with interpreting scores and providing feedback

COURSE 2 INTRODUCTION TO RESEARCH METHODOLOGY

Through this course students shall be able to

* Develop research tools and test
* Compute descriptive statistics
* Represent data graphically.
* Select appropriate Sampling Methods.
* Identify sampling techniques and Formulate hypothesis
* Review the literature for research purpose
* Understand the concept of the educational research.

COURSE 3 INTEGRATING ICT IN TEACHING LEARNING

Through this course students shall be able to

* Describe the instructional design
* Explain the various approaches of instructional designing
* Understand the concept, need and importance of ICT and its application in education
* Understand ICT based teaching-learning strategies
* Create awareness about appropriate use of ICT resources.

COURSE 4 FUNDAMENTALS OF TEACHER EDUCATION

Through this course students shall be able to

* Understand the concept and scope of Teacher Education in India with the Historical perspectives
* Understand the Problems of Teacher Education in India.
* Explain the System and Structure of Teacher Education in India.
* Understand the Different Teacher Education Programmes and their Utility.
* Understand the Aims and Objectives of Teacher Education at Elementary and Secondary. Perspectives.

(COURSE 5 and 6)

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

Through this course students shall be able to

* 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 foreffective 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.

COURSE 7 INCLUSIVE EDUCATION

Through this course students shall be able to

* Understand the concept of inclusive education
* Understand the need of promoting inclusive education
* Develop healthy attitude towards inclusive education.
* Understand the children with diverse needs.
* Use pedagogical strategies for addressing diversity

COURSE 8 (I) VOCATIONAL AND WORK EDUCATION

Through this course students shall be able to

* Acquire the knowledge of nature, aims and objectives of vocational and work
* Understand the concept of vocational and work education.
* Understand the historical, philosophical and sociological basis of work and vocational education.
* Acquaint the students regarding SUPW.

 COURSE 8 (II) HEALTH AND PHYSICAL EDUCATION

Through this course students shall be able to

* Maintain and promote good health.
* Bring the overall awareness of sports values and to inculcate among students the desired habits and attitude towards physical education
* Develop the understanding of physical education and its related fields.

COURSE 8 (III) ENVIRONMENTAL EDUCATION

Through this course students shall be able to

* Develop awareness about problems related to the human environment.
* Develop a perspective in which these problems can be framed and analyzed in a scientific manner.
* The role of teacher and students regarding conservation and preservation of environment.

COURSE 8 (IV) PEACE AND VALUE EDUCATION

Through this course students shall be able to

* Develop awareness of value education.
* Get an insight into the strategies of inculcation of values among children.
* Know the pedagogy and evaluation for peace education.
* Recognize the importance of peace education in national development.
* Comprehend the concept of peace education.

COURSE 8 (V) GUIDANCE AND COUNSELLING

Through this course students shall be able to

* To enable the teacher trainees to organize guidance programs in secondary/ senior secondary schools.
* To develop skills of collection of Data through testing and non-testing tools.
* To understand the meaning, aim, objectives and need of Guidance and Counseling.

COURSE 9 EPC: III READING AND REFLECTING ON TEXTS

Through this course students shall be able to

* Discuss narrative text, autobiographical text and ethnographical text.
* Reflect upon different types of policy document
* Able to explain different types of Text

**SEMESTER–III**

COURSE 1 SCHOOL MANAGEMENT

Through this course students shall be able to

* Understand school as a platform for conducive learning environment.
* Understand the role of teacher and the principal in ensuring a vibrant school climate.
* Familiarize with the concept of Quality Enhancement and Management in school.

COURSE 2 CURRICULUM DEVELOPMENT

Through this course students shall be able to

* Understand the meaning of curriculum
* Identify the components of curriculum
* Describe the various principles of curriculum development
* Explain various determinants of curriculum
* Develop a broad perspective on curriculum development
* Study types and approaches of curriculum development.
* Study various models and steps in curriculum development

COURSE 3 I-3 SCHOOL INTERNSHIP (16 WEEKS)

Through this course students shall be able to

* Integrate different teaching skills.
* Correlate different subjects with real life experiences.
* Know how to conduct action research.
* Know how to prepare achievement and diagnostic test.
* Screen an educational film/documentary followed by critical analysis.
* Organize various Co-Curricular activities such as morning assembly, debate, declamation etc.

COURSE 4 I-4 FIELD ENGAGENMENT WITH COMMUNITY

Through this course students shall be able to

* Sensitize themselves towards various societal concerns.
* Theoretically orient themto the concept of NaiTaleem propagated by Mahatama Gandhi including experiential learning & work education.

**SEMESTER–IV**

COURSE 1PHILOSOPHY OF EDUCATION

Through this course students shall be able to

* Explain the doctrines, different functions & branches of philosophy.
* Identify the significant features of Schools of Indian Philosophy.
* Discuss & enumerate the Ultimate & Proximate aims & goals of Education in Indian Philosophical Traditions for the present Indian Education System.
* Elucidate the contributions to educational thinking of great Indian Thinkers.
* Explain the concepts, fundamental thinking & also critically analyze the different Western Schools of philosophy.

COURSE 2 PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Through this course students shall be able to

* Understand the concept of human development
* Explore the different approaches of individual development.
* Explain the different approaches concerning the process of learning.

COURSE 3 TRENDS IN TEACHER EDUCATION

Through this course students shall be able to

* Understand the Concept, Development and Agencies of Teacher Education.
* Understand the Need For Teacher Education at Tertiary Level.
* Understand the Recommendations of Various Commissions for Teacher Education.
* Understand the Issues, Problems and Innovative Practices in Teacher Education.
* Research and Professionalism in Teacher Education.
* Understand various methods to managing Teacher Education.

COURSE 4 ADVANCED EDUCATIONAL RESEARCH METHODOLOGY

Through this course students shall be able to

* Understand the concept of Research and Educational Research.
* Explain the characteristics of quantitative, qualitative and mixed research.
* Select and explain the method appropriate for a research study.
* Understand basics of qualitative research and techniques of qualitative data analysis.
* Understand the role and use of statistics in educational research.
* Explain the importance of documentation and dissemination of researches in education.
* Represent the data graphically.

COURSE 5 A (E) a) ELEMENTARY STAGE- SYSTEMS, STRUCTURES, ISSUES AND CONCERNS

Through this course students shall be able to

* Understand the various institutions of education
* Gain insight into the structure of elementary education
* Familiarize with the administrative system of elementary education.

COURSE 5 A (E) (c)ELEMENTARY STAGE- CURRICULUM, PEDAGOGY AND ASSESSMENT

Through this course students shall be able to

* 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.

COURSE 5 A (S) (a)SENIOR AND SENIOR SECONDARY STAGE- INSTITUTIONS, SYSTEMS AND STRUCTURES

Through this course students shall be able to

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

COURSE 5 A (S) (c)SECONDARY AND SENIOR SECONDARY STAGE- CURRICULUM, PEDAGOGY AND ASSESSMENT

Through this course students shall be able to

* 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

COURSE 6 DISSERTATION (FORMULATION OF SYNOPSIS)

Through this course students shall be able to

* Prepare synopsis on an educational problem.
* 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 thetext-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 Skillsand 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 counsellingprogrammes, 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 onlearning
* 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, politicaland 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 andinternationalization.
* Understand the relevance of education in relation to social, political, economic and culturalcontext.
* 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 theseappropriately
* 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 ofcommunication
* 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 improvingthe 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 opportunitiesfor 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 EDUCATION****CP- 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

**PGDCA (1 year programme)**

**PROGRAMME OUTCOMES**

* Demonstrate the technical knowhow in field of IT Application.
* Design and develop basic IT Application as per customer requirements.
* Work as a team member and team leader as an when needed.
* Render efficient skills to climb the hierarchy of an organization.
* Exhibit skills for a continuous and lifelong learning.
* Understand and dispatch his Professional and Ethical responsibilities towards self and society at large.

**PROGRAM SPECIFIC OUTCOMES**

* To train graduate students in basic computer technology concepts and information technology applications.
* To enhance their career opportunities in the software development sector in the state.
* Java being the current programming language taught in the course, it will help students to develop confidence in handling information applications.
* To enable students to decide in choosing the options available if the students wishes to go for further studies
* To expose the students to Open Source technologies so that they become familiar with it and can seek appropriate opportunity in trade and industry.
* To give hands on to students while developing real life IT application as part of the study.

**COURSE OUTCOMES**

**SEMESTER 1**

**COURSE 1 FUNDAMENTALS OF COMPUTER & OPERATING SYSTEMS**

Through this course students shall be able to

* Have the basic knowledge of computer and its various applications, Components and Input-output devices.
* Have and overview about Windows 95 and its various utilities in daily lives.
* Acquaint with various practical skills of how to operate DOS.

**COURSE 2 PC COMPUTING (MS OFFICE & DTP)**

Through this course students shall be able to

* Have practical knowledge about MS Office, Excel and MS Access.
* Know about all the concepts regarding Desktop Publishing.

**COURSE 3 INTRODUCTION TO SCRIPTING LANGUAGES AND WEB DESIGNING**

Through this course students shall be able to

* Know about all the basic concepts of Internet including Web Browser and various Protocols.
* Practically add hyperlinks to their pages, publishing their web pages and adding navigation bars to their pages.

**COURSE 4 PROGRAMMING IN C**

Through this course students shall be able to

* Know about various Data Types, Operators, their precedence, expressions and their evaluation.
* Know how to declare arrays, initialize arrays, process arrays and pass arrays as arguments to functions.

**SEMESTER II**

**COURSE 1 COMPUTER AIDED TEACHING**

Through this course students shall be able to

* Understand the Meaning And Concept Behind Teaching, Learning, Programmed Learning.
* Well verse with usage of computers in daily lives.
* Know how to use computers in making records and register.

**COURSE 2 DATABASE MANAGEMENT SYSTEM, SYSTEM ANALYSIS & DESIGN**

Through this course students shall be able to

* Have an overview of database Management and Relational database systems.
* Have practical knowledge about ORACLE 8 and PL/SQL.