**2017-2018**

**Programme Outcome**

* To develop awareness about role of implementation of policies and programmes.
* To understand various methods and Principles of teaching.
* To understand the meaning and Scope of educational Psychology.

**Programme Specific Outcomes**

* The IQAC ensures that all programmes set targets at the beginning of the term with the help of the academic calendar. There is a practice of one programmes auditing another on various parameters of Teaching, Learning and Research at the end of each academic year.
* Monitoring of the classes takes care of day-to-day targets of teaching and learning.

**Course Outcome:**

**B.Ed -2 year degree course**

The course helps the students who are seeking to build a career in the teaching field.

**Theory Courses for First Year B.Ed**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Course** | **To learn about** |
| FBCA | Childhood and Growing up | This Paper aims to identify the various socializing agencies and their role on child development. Compare various theories and its contributions to child development. |
| FBCB | Contemporary India and Education | Its purpose is to analyse the causes for inequality, discrimination and marginalization in education. It examine the issues of language policy in education. It explain the salient features of Indian constitutional values on education. |
| FBCC | Learning and Teaching | This paper aims to identify the need and importance of teacher student relationship. Develop an understanding of the behavioural theories, cognitive and humanistic theory. Understanding the teaching diverse classroom. |
| FBCD | Language across the Curriculum | * Its purpose is to understand the language background of the learner. * Know language diversing in the classroom. * Understand the nature of reading comprehension in different contact area. * To develop multilingual awareness among the learners. |
| FBCE | Understanding Disciplines and Subjects | * This paper aims to analyze the advantages of learner centered curriculum. * To explore the aspects of life oriented curriculum. * Acquaint with the development of curriculum with social, political and and intellectual contests. |
| FBCF | Gender, School and Society | * Its purpose is to explain the gender identify and socialization process. * Identify gender roles in test books and curriculum. * Understant the representation of gender in various mass media. * To discuss safety of girls and women at school, home and workplace. |
| **Pedagogy of a School Subject-Part-1(Methodology)** | | |
| FBTA |  | * jkpH; bkhHp fw;gpj;jypd; nehf;f';fisa[k;/Fwpf;nfhs;fisa[k; g[hpe;J bfhs;th;. * jkpH; bkhHp fw;gpj;jypy; gy;ntW Kiwfis ifahs;th;. * jkpH; fw;gpj;jYf;fhd jpl;lkply;. * fw;gpj;jy; jpwd;fspy; KGj; jpwdwpt[ bgWth;. |
| FBEN |  | * This paper includes to understand the aims and objectives of teaching English. * Apply various methods in teaching English. * Use various resources in teaching English. * Formulate instructional objectives for a lesson. |
| FBMA |  | * Its purpose is to understand the aims and objectives of teaching Mathematics. * Apply various methods in teaching of Mathematics. * Use various resources in teaching of Mathematics. |
| FBCS |  | * This paper includes understanding the aims and objectives of teaching computer Science. * Use various resources in teaching computer Science. * Gain mastery of the teaching skills. * Formulate instructional objectives for a lesson. * Apply various methods in teaching computer science. |
| FBPS |  | * Its purpose is to understand the aims and objectives teaching of physical science. * Apply various methods in teaching physical science. * Formulate instructional objectives for a lesson. * Use various resources in teaching physical science. |
|  |  | * To understand the aims and objectives teaching of biological Science. * To apply various methods in teaching biological Science. * Gain mastery of the teaching skill. * Use various resources in teaching biological Science. |
| FBHI |  | * This paper aims to apply various methods in teaching History. * Formulate in structional objectives for a lesson. * Understand the aims and objectives of teaching History. * Gain mastery of the teaching skills. |
| FBGE |  | * Its purpose is to formulate in structional objectives of teaching Geography. * Use various resources in teaching Geography. * Understand the aims and objectives of teaching Geography. * Gain mastery of the teaching skills. |
| FBEC |  | * Understand the aims and objectives of teaching Economics. * Formulate instructional objectives for a lesson. * Use various resources in teaching Economics. * Apply various methods in teaching Economics. |
| FBCM |  | * This paper aims to understand the aims and objectives of teaching commerce and Accountancy. * Apply various methods in teaching commerce and accountancy. * Gain mastery of the teaching skills. |
| FBHS |  | * To understand the aims and objectives of teaching Home science. * Use various resources in teaching Home science. * Formulate instructional objectives for a lesson. |

**Courses on enhancing professional Capacities (EPC)**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Course** | **To learn about** |
| EPC1 | Reading and Reflecting on Texts | * To enhance their capacities as readers and writers by becoming participants in the process of reading. * To use their reading and writing skills for effective preparation for the other courses. * To read diverse texts/books and learn to their together. |
| EPC2 | Drama and Art in Education | * The aim of this course is to enhance the professional capacities of a student-teacher, specifically his /her creativities and aesthetic sensibilities. * To identify and recognize the express in art, music and drama in the community and involve them for enhancing of teaching-learning process. |
| EPC3 | Critical Understanding of information and ICT | The aim of this course is to enhance the professional capacities of a student teacher in integrating information and communication technologies with effective teaching and learning in a classroom. |

**Theory Courses for B.Ed Second Year**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Course** | **To learn about** |
| SBTA  SBEN  SBMA  SBCS  SBPS  SBBS  SBHI  SBGE  SBEC  SBCM  SBHS | Pedagogy of a School Subject-Part-II | The learning outcomes of this paper are   * The prospective teacher will learn about the student-teachers to attain mastery in their own chosen school subject. The course comprises two levels level I and level II. * The students of Economics , Commerce, Psychology, Philosophy, Sociology, Political Science, Logic, and Indian Culture should study the subject-Social Sciences; students of Computer science should study the subject-Mathematics; and students of Home science should study the subject-science at Level-I. * Level II is pertaining to standard IX and X for undergraduate students and standard XI and XII for post graduate students. They should achieve mastery in their chosen subjects. |
| SBCA | Knowledge and Curriculum | The learning outcomes of this paper are   * Explain the epistemological and sociological bases of education. * Explain the need for hidden curriculum. * Discuss the educational thoughts of great educational thinkers on child centered education. * Discuss the nature, Principles and resources of Curriculum. |
| SBCB | Assessment for learning | The learning outcomes of this paper are   * Identify tools and techniques for classroom assessment. * Master various statistical techniques for reporting quantitative data. * Describe the meaning and role of assessment in learning. * Differentiate different types of assessment. |
| SBCC | Creating an Inclusive School | The learning outcomes of this paper are   * Discuss the contributions of national and international agencies to inclusive education. * Develop an understanding of the concept of disability. * Critically evaluate the models of disability. * Identify the need and importance of inclusive education. |
| **Optional Course** | | |
| SBOA | Yoga, Health and Physical Education | The learning outcomes of this paper are   * Explain the physical education concepts and its scope. * Understand the concepts of Yoga and Asanas. * Practice the various physical exercises. * List out the communicable diseases and life style disorders. |

**Courses on enhancing professional Capacities (EPC)**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Course** | **To learn about** |
| EPC4 | Understanding the Self | The aim of this course is to develop understanding of student-teachers about themselves as a person and as a teacher through conscious ongoing reflections.   * To develop social-relational sensitivity and effective communication skill such as listening and observing. * To develop a holistic and integrated understanding of the human self and personalities. |

**M.Ed -2 Year Degree Course**

**Theory courses for M.Ed First Year**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Code** | **Course** | | **To learn about** |
| **Perspective Courses** | | | |
| FMPA | Historical and political Economy of Education in India | The learning outcomes of this paper are:   * The prospective teacher will learn about analyse the major recommendations of various educational committees and commissions during the British rule. * To develop understanding about the educational system of ancient India. * List out the educational contributions of Christian missionaries and the East India Company. * Recognise the important role of education in promoting nationalism and international understanding. | |
| FMPB | Advanced Educational Psychology | The learning outcomes of this paper are:   * The prospective teacher will learn about identify the different types of adjustment mechanisms. * Describe the various types of groups and leadership styles. * Understand the biogenic and sociogenic motives and different theories of motivation. | |
| FMPC | Curriculum Design and Development | The learning outcomes of this paper are:   * To analyse the approaches of curriculum organization. * Recognize the various approaches and models of curriculum evaluation. * Acquire the knowledge of the nature of the curriculum. * Recognise models of curriculum development. | |
| **Tool Course** | | | |
| FMTC | Basics in Educational Research | | The learning outcomes of this paper are:   * The prospective teacher will learn about the different types inquiry forms and social scaling. * To understand the process of Research. * Understand sampling technique and scaling techniques. * Recognize the psychological theories and techniques. |
| **Teacher Education Course** | | | |
| FMTE | Teacher Education in India: Elementary level | | * Analyse the elementary teacher education curriculum and its transaction modes. * Critically evaluate the major issues in elementary teacher education. * Compare and contrast the salient feature of elementary teacher education programmes of Russia, USA, Japan, Germany, and India. * List out the District, State, National and International Organizations related to elementary teacher education. |
| **Thematic Course** | | | |
| FMSA | Planning and Administration of Elementary Education | | The learning outcomes of this paper are:   * Explain the concept of elementary education. * Discuss the implications of five year plans on elementary education. * Compare the Indian elementary education system with other countries. * Evaluate the different schemes for quality enhancement of elementary education. |
| **Core Course** | | | |
| FMSC | Curriculum, Pedagogy and Assessment at Elementary level | | The learning outcomes of this paper are:   * Understand the techniques assessment for learning. * Analyse the issues in curriculum alignment. * Understand school Curriculum. * Recognise the curriculum planning. * Understand the educational theories in Pedagogy. |

**Theory Courses for M.Ed Second Year**

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Course** | **To learn about** |
| **Perspective Courses** | | |
| SMPA | Philosophical and Sociological Perspectives in Education | The learning outcomes of this paper are:   * Explain the basic concept of sociology of Education. * Explain various agencies of Education. * Describe the philosophy of western schools of thought. * Explain the relationship between social system and education. * Discuss the diverse trends in education. |
| SMPB | Advanced Techniques of Instruction | The learning outcomes of this paper are:   * Describe teaching-learning process model. * Understand the psychological perspective in teaching. * Explain active learning methods. * Use whiteboard for teaching and apply peer tutoring. |
| **Tool Course** | | |
| SMTC | Advanced Educational Research and Statistics | The learning outcomes of this paper are:   * Under the mixed methods of research. * Comprehend the various components in the research. * Recognise the different types of parametric tests. * Understand the different types of qualitative research designs. * Know the process of collecting, analyzing, interpreting quantitative data. |
| **Teacher Education Course** | | |
| SMTE | Teacher Education in India: Secondary level | The learning outcomes of this paper are:   * Analyse the functioning of various agencies of secondary teacher education. * Analyse the commissions and committees recommendations on secondary teacher education. * Understand the major issues in secondary teacher education. |
| **Core Course** | | |
| SMSC | Curriculum, Pedagogy and Assessment at Secondary level | The learning outcomes of this paper are:   * Analyse the various pedagogical approaches. * Understand the theoretical perspective of curriculum. * Understand the influence of views of educational pioneers on today’s school. |
| **Thematic Course** | | |
| SMSA | Planning and Administration of Secondary Education | The learning outcomes of this paper are:   * Describe the emerging trends in secondary education and understand the need for quality enhancement of secondary education. * Compare the Indian secondary education system with other countries. * Understand the role and functions of governing agencies of secondary education in India. * Critically evaluate the planning of secondary education in India. |

