

2.6.1 Program outcomes, program specific outcomes for all programs offered by the institution are stated and displayed in website of the institution (To provide the web link)

Pupil teachers will be able to develop the following abilities after completing the two-year M.Ed. programme: Research skills, Self-study skill, Management and leadership skills, Understanding the concept of entrepreneurship, Decision-making abilities, use of technology, developing School-society relationship, Social resiliency, Effective citizen ethics, Assessment skills and Curricular Structure.

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

Students will be able to:

-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.

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 (S))INSTITUTIONS, SYSTEMS AND STRUCTURES AT SECONDARY AND SENIOR SECONDARY 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 PROGRAMME

- 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) 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(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 diverse needs
- 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 institutional development.
- Certain competencies and skills related to instructional management and classroom practices.

(c) LATEST TRENDS IN EDUCATIONAL TECHNOLOGY

- 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–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: comprehension of the paradigm shift in conceptualising disciplinary knowledge in the school curriculum, requisite competences for organising learning experiences, and selection and application of appropriate evaluation strategies for aiding learning.

2. Pedagogical skills: Using teaching techniques and resolving classroom issues.

3. Teaching in Nonconventional Modes: Developing a system of education that maximises each learner's ability to absorb, retain, and transform knowledge, resulting in a wise society, through creative, experiential, and happy learning modes.

Critical Thinking: Curriculum analysis, blue print creation, selection of effective teaching practises based on student needs, and action research to solve classroom problems.

Effective Communication: Presenting a seminar to peers and teachers, as well as honing communication skills through a variety of linguistic activities and putting them to use in the classroom.

6. Inclusion Sensitivity: Recognizing differences and addressing them in inclusive classrooms, guidance and counselling programmes for impaired kids.

7. Analyze the textbooks and syllabus for content.

8. Effective Citizen Ethics: Recognize distinct ideals, morals, and social service, as well as accept societal responsibilities.

9. Self-directed Learning: Scripts for seminars, lesson planning, and online content preparation.

Social Resilience: Understanding social entities and being able to cope with life's challenges.

11. Physical Development: Yoga and physical education games are recommended.

12. Teamwork: Follow the ideas of collaborative learning, cooperative learning, and team teaching to function as a member or leader in diverse teams and multi-disciplinary contexts.

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

- Enable to understand learner and his learning environment, contemporary India and education, school management, gender, school and society.
- 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.
- 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.
- Practice teaching in Schools, inculcate the real experiences of classroom teaching and online teaching by using ICT and its different tools and software.
- 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-cultureless 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 Proficiency and Communication (CP-III)

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

(PAPER: VII) READING AND REFLECTING ON TEXTS (EPC-I)

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

(PAPER: VIII) Field Engagement with School (FE-I)

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

SEMESTER-II

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

(PAPER: I) UNDERSTANDING THE LEARNING PROCESS

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

(PAPER: II) ASSESSMENT FOR LEARNING

- Gain a critical understanding of issues in assessment and evaluation.

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

(PAPER: III) Educational Technology and ICT

- Understand the nature and scope of educational technology and also about the various forms of technology
- Know the systems approach to Education and communication theories and modes of communication
- Familiar with the instructional design and modes of development of self learning material
- Describe the concept of ICT in education and appreciate the scope of ICT for improving the personal productivity and professional competencies

(PAPER: IV and V) Pedagogy of a School Subject – I (PS-I) and Pedagogy of a School Subject – II (PS-II)

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

(PAPER: VI) DRAMA AND ART IN EDUCATION (EPC-II)

- Develop imagination and sense of appreciation of art and interest in art.

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

PAPER (FE-II) FILED ENGAGEMENT WITH RESPECT TO THE PERSPECTIVE

SEMESTER-III

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

(PAPER-I) School Internship CPI(SI) & CPII(SI)

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

(PAPER-II) FILED ENGAGEMENT WITH COMMUNITY and CP(NSS Community Services etc.) 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 culture of peace.
- To adopt peace education in the curriculum.

GUIDANCE AND COUNSELLING CP- V (Option: iv)

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

PAPER- I 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 an overview about Windows 95 and its various utilities in daily lives.
- Acquaint with various practical skills of how to operate DOS.

PAPER- II 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.

PAPER- III 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.

PAPER- IV 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

PAPER- V 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.

PAPER- VI 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.

PAPER- VII PROJECT REPORT

DEL.Ed 1ST Year

Preparation of teachers for elementary or primary schools who are trained in content and methodology to teach 1st to 8th classes.

These trained teachers are eligible to appear in State Teacher Eligibility Test & Centre Teacher Eligibility Test for getting placement as elementary/primary teacher in both government and private schools.

Specific objectives

Paper (101) Childhood and the Development of Children

- To review general conceptions about child and childhood (specifically with reference to the Indian social context); develop a sensitive and critical understanding of the different social/educational/cultural realities at the core of the exploration into childhood.
- To develop an understanding of different aspects of a child's physical, motor, social and emotional development.
- To understand the developmental process of children with diverse abilities in social, cultural and political context.
- To encourage interaction with children, and training in methods of child study.

Contemporary Indian Society

- To be familiar with the interdisciplinary analysis of concepts, ideas and concerns to gain an understanding of the socio- political and economic dimensions of Indian society and appreciating its diversity.
- To develop an understanding of the trends, issues, and challenges facing contemporary Indian society.
- To arrive at a critical understanding of the achievements and persisting problems of the contemporary Indian context and the challenges facing it.

Education, Society, Curriculum and Learners

- To understand and explore the meaning, aims, purposes of education.
- To develop understanding of philosophical, sociological and historical dimensions of education.
- To identify and question one's own long-established presumptions on knowledge, learner, teacher, and education, and develop a more informed, meaningful understanding of them.
- To expose students to divergent educational thoughts, perspectives and practices, which will help them in creating secure, egalitarian and pedagogically sound learning situations.

Pedagogy and ICT across the Curriculum

- To engage student-teachers with key issues of organizing schools and learning environments and of visualizing and selecting appropriate pedagogic approaches.
- To enable them to link their understanding of children, of their social contexts and of curricular knowledge, to practical steps in organizing, motivating and assessing learning.
- To enables them to focus on generic aspects of pedagogy that cut across various school subjects.
- To widen their awareness of pedagogic possibilities, and to enrich their 'pedagogic imagination', so that student-teachers can think beyond standard approaches, and try to fit their pedagogic approaches with their aims of teaching and learning, while creating nonthreatening learning environments.
- To enable them to Understand the meaning and scope of ICT and its applications in teaching learning.

- To make them Understand the computer components and software and hardware approach in education. They are able to learn and to use the e-learning in the process of learning.

PEDAGOGY OF ENVIRONMENTAL STUDY

- To help student-teachers understand the scope of EVS and examine different perspectives of curriculum organization.
- To facilitate student-teachers to probe children's ideas in science and social science.
- To prepare student-teachers to plan for and carry out classroom transaction in the light of various theoretical viewpoints of learning and children's ideas.
- To prepare student-teachers to assess children's learning using different modes.

(PAPER 106) Learning Mother Tongue and other Languages: In and outside the school

<https://gndce.in/images/Diploma-in-Elementary-Education.pdf>

Pedagogy of Mathematics

- To enable student-teachers to develop deeper insights into the content areas of mathematics at the primary level
- To make student-teachers aware of factors that impact on the process of acquisition of mathematical knowledge
- To sensitize student-teachers about the ways in which children respond to mathematical knowledge
- To help student-teachers develop skills, have deeper insights, acquire appropriate attitudes, learn effective strategies that promote effective children s learning

Proficiency in English

- To strengthen the student-teacher's own English language proficiency.
- To brush up their knowledge of grammatical, lexical and discourse systems in English.
- To enable students to link this with pedagogy.
- To re-sequence units of study for those who may have no knowledge of English

Children's Physical and Emotional Health and Yoga Education -I

- To build a holistic understanding of the concept of health and well-being and understand children's health needs using a social determinants framework.
- To understand the reciprocal relationship between health and education and understand the role of the teacher and possible ways of engaging with health concerns.
- To examine specific programmes related to children's health operating in schools.
- To build knowledge and skills on teaching health and physical education and integration of their themes with other curricula areas of teacher education and school subjects.
- To link theoretical and conceptual learning with actual school/classroom realities through practical work.

2nd Year

Cognition, Learning and the Socio-Cultural Context

- To understand the process of thinking and learning in children through different theories/perspectives and reflect on their relevance in the teaching-learning process.
- To understand how different perspectives/theories contribute to an overall understanding of development and the child as a socio-cultural universal.
- To bring the implications of theory into the centre of the study of children; to provide for opportunities such that the student teacher is able to visualize the linkages with theory in the real life interactions with children.
- To enable the student teacher to visualize the linkages with theory in the real life interactions with children.
- To enable the student teacher to understand moral development of a child in sociocultural context.

School Culture, Leadership and Change

- To enable students to develop a holistic understanding of the range of issues and dynamics that constitute school education.

- To familiarize students with the structures and processes of the Indian education system
- To help students develop a critical understanding of the notion of school organization and management in the context of the structures and processes of the education system
- To enable students develop a comprehensive understanding of context-specific notions of school effectiveness To enable students to develop an understanding of school leadership and change management
- To help students make overt connections between field-based project work, educational leadership and change facilitation

Social Science Education

- To develop knowledge and skills to critically understand and analyse the society we live in and the individual-society interface, by drawing upon the disciplines of sociology, history, geography, political science, economics and psychology.
- To develop skills to gather, interpret and analyse data.
- To critically analyse social science school curriculum, syllabus and textbooks know and use different pedagogies to transact the curriculum in a manner that enhances curiosity of children to enquire about social phenomenon and develops their capacities to reflect on the existing society, its institutions and practices in a critical, independent and thoughtful manner.
- To develop capacities to uphold human and constitutional values of freedom, equality, justice and respect for difference and diversity and challenge the social forces that threaten these values.

Pedagogy of English Language

- To equip student-teachers with a theoretical perspective on English as a “Second Language”(ESL)
- To enable student-teachers to grasp general principles in language learning and teaching
- To understand young learners and their learning context
- To grasp the principles and practice of unit and lesson planning for effective teaching of English

- To develop classroom management skills; procedures and techniques for teaching language
- To examine and develop resources and materials for use with young learners for language teaching and testing.
- To examine issues in language assessment and their impact on classroom teaching.

Pedagogy of Science Education

- To encourage students to revisit their own conceptual understanding of science To engage students with various aspects of the nature of science.
- To help students understand children's ideas in relation to cognitive development and children's understanding of scientific concepts.
- To help students select and use appropriate teaching-learning and assessment strategies.
- To enable students to view science as an inclusive and a democratic enterprise.

PAPER – PEDAGOGY OF PUNJABI LANGUAGE

207 Hindi Shikshan

Diversity, Gender and Inclusive Education

- To understand the present approach on education of children with special needs
- Instead of blaming an individual for his/her failure, the need is to understand how barriers to learning arise from various discriminatory practices, curriculum, teaching approaches, school organization, and various other social and cultural factors
- To focus on the structures (implicit and explicit) in our schools that serves as a hindrance to the inclusion of all students
- To explore and understand the possibility of change through inclusive education
- To develop a comprehensive and critical understanding on disability, marginalization and inclusive education.

Children's Physical and Emotional Health and Yoga Education –II

- To draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises.

- Build imagination and concentration of the body and mind. Structured exercises for coordinating, enhancing and translating imagination into physical expression.
- Learn to challenge and shift one's own attitude and standpoint as one learns to understand multiple perspectives to empathise.

Creative Drama, Fine Arts and Education

- Identify and develop one's own creative potential.
- Bring the arts into the centre of exploration, e.g. in visual arts: semiotics of the image/film/play/music; how is an image to be made meaningful; how can an image act as a starting point for an exploration.
- Recognise the role of „drama as education in the elementary school
- Learn to identify areas that are best suited for drama exploration
- Examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of elementary school students
- Explore the role of the teacher as creative guide in learning that is drama driven

Towards Self-understanding and Evolving an Educational Vision

- To make student-teachers aware of some key shaping factors in their lives
- To enable an exploration of one significant event or experience
- To share and learn from each other's experiences

School Internship

Year I & Year II Specific Objectives (First Phase For 15 days in each year)

- To observe children and the teaching learning process in a systematic manner.
- To learn to relate to and communicate with children.
- To evaluate school textbooks and other resource material critically in the context of children's development and pedagogic approach used.
- To develop a repertoire of resources which can be used by the intern later in her teaching - textbooks, children's literature, activities and games, excursions
- To reflect critically on practice by visiting a learning centre

Specific Objectives (Second Phase For 45 days in each year)

- To experience the school in its totality; activities in addition to classroom teaching include school activities and interaction with parents.
- To assume the role of a regular teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process.
- To be able to innovate within existing systemic limitations.
- To learn to conduct meaningful classroom activities by careful selection and organization of such activities.
- To critically reflect on her own school experiences and keep records of the same.
- To learn to assess different aspects of children s learning without a focus only on achievement