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INSTITUTE FOR EDUCATION

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Website

An educational institution needs a website to create credibility, access to information and create a good first impression. This builds trust and reputation, which increases access. In addition, it provides a platform for students and teachers to engage and learn effectively. IFE also has its own website, where you can find a lot of information about the institute. This website can be accessed from any corner of the country or abroad. It describes the mission, vision and values of the institute. It also shares enough information about IQAC and NSS. At the same time there are also shared programs implemented from time to time. The list of teachers can be found there. You can also familiarize yourself with the institute's activities through the photo and video gallery on its website. The most important thing is that it states the address of the institute through which the institute is reached.



Best Learning Platform



Whether you're a student, teacher, or lifelong learner, the vast resources available today provide ample opportunities to enrich your understanding and proficiency in various subjects. From interactive, stimulating content to access to cutting-edge practical applications, there's something to cater to every learning style. Courses offered by prestigious institutions and subject-matter experts cater to your interests and levels of expertise, ensuring comprehensive coverage of topics. Additionally, interactive tools such as simulations, quizzes, and video lectures facilitate active engagement and self-paced education, fostering deeper comprehension and skill development. No matter your role or stage in life, these resources empower you to continually expand your knowledge and skills, fostering a culture of lifelong learning. Our institute creates an environment conducive to effective learning and skill development. A student's benefit not only from the expertise and insights of seasoned educators but also from the

BEST FACILITIES

Expert Teachers

Our teachers are highly skilled and experienced, ensuring that students receive quality education. They are committed to providing the best possible learning experience for all students.


Unlimited Access

Our institute offers 24/7 access to our resources, ensuring that students can learn at their own pace and convenience. This approach facilitates flexibility and self-paced learning, allowing all individuals to benefit from the educational offerings and support services provided by the institute.

Online Education

Our institute caters to the delivery of education online, ensuring that students can access our resources and support services from anywhere, anytime. This approach facilitates flexibility and self-paced learning, allowing all individuals to benefit from the educational offerings and support services provided by the institute.

File upload	Link
Website of IFE	View Document


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PROGRAMME OUTCOMES OF B.ED.

After successful completion of the two-year B.Ed. programme, student-teachers will be able to develop-

- Pedagogical skills
- Teaching competency
- Effective Communication
- Professional ethics
- Scientific temperament
- Psychological attitude towards students
- Management & Team work abilities
- Ability of problem solving
- Critical thinking
- Action research
- Positive approach


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B.ED. Course Outcome

S.No	Paper	Title of the Course	Course outcome
		Theory	
1	PAPER 01	Childhood and Growing up	<ol style="list-style-type: none"> 1. Understand the conceptions about child and childhood (specifically with reference to the Indian Social context) 2. Develop a critical understanding of the different Social, Educational and Cultural contexts at the core of the exploration of childhood. 3. Develop an understanding of the different aspects of a Child with diverse abilities in the Social, Cultural and Political context of India 4. Acquaint with respect to the role of different agencies in the healthy development of children. 5. To understand the concept, principals, factors, affecting human growth & development. 6. To get familiar with different stages of growth & developmmt and its educational implications. Understand relevance and applicability of various theories of development. 7. To get acquainted with importance of heridity and enviorment and human diversity. 8. To get familiar with the role of family, school, society, media and self in developmental process of the children. 9. To understand and learn the process of application of theory into practice.
2	PAPER 02	Contemporary India & Education	<ol style="list-style-type: none"> 1. Develop understanding of the concept, meaning and aims of education 2. Understand inter-relation of education and philosophy. 3. Compare and contrast the thoughts of Indian and Western thinkers on education 4. explore the implications of the concepts involved in educational practices. 5. Develop reflective thinking among students. 6. To have insight into constitution of India in relation to education. 7. To understand features, ideals, values and diversities in Indian education. 8. To explain recommendations of various educational committees, commissions and contemporary policies. 9. To acquaint with the Indian educational system in post-independence era. 10. To acquaint with the current initiatives being taken in Indian education. 11. To sensitise to the emerging issues of concern in the field of education. 12. Comprehend the system of Indian education. 13. Analyze the forces affecting the education system. 14. Critically examine the issues and concerns of education in the socio-cultural context in India. 15. Sensitize with the cause & effects of social evils 16. Inculcation of sensitivity & values in education


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3	PAPER 03	Learning and Teaching	<ol style="list-style-type: none"> 1. Examine range of cognitive capacities and affective processes in human learners. 2. Acquaint with the different contexts of learning and situate schools as a special environment for learning. 3. Reflect on their own implicit understanding of the nature and kinds of learning. 4. Develop an understanding of different theoretical perspectives of learning with a focus on cognitive views of learning. 5. To gain insight and reflect on the concept of teaching and the status of teaching as a profession. 6. To obtain total perspective of the role of techniques in educational practice. 7. To create an awareness about models of teaching and teaching-learning aids in Educational Technology. 8. To distinguish between communication and instruction in order to design sound instructional system.
4	PAPER 04	Language Across the Curriculum	<ol style="list-style-type: none"> 1. Understand the nature and structure of language. 2. Appreciate the relationship between language, mind and society. 3. Explore the process of language acquisition and learning. 4. Develop understanding of different language skills and development of the same. 5. Generate sensitivity and competency towards catering to a multilingual audience in Schools. 6. To promote an understanding of language characteristics of learners, language usage. 7. To enable the students to understand socio-cultural aspects of language learning, language as a process and the functional use of language across the curriculum. 8. To enable to read, analyze and reflect on variety of texts. 9. To develop meta-cognitive awareness to become conscious about thinking processes. 10. To enable to write with a sense of purpose.
5	PAPER 05	Understanding Discipline and Subjects	<ol style="list-style-type: none"> 1. Able to interrogate existing terminology 2. Understand construction and notions of pedagogic practice, such as child- centered learning, discovery learning, activity-based learning, intelligence (IQ) 3. Explore epistemological questions of subject matter and how they unfold in the study of pedagogical approaches.

6	PAPER 06	Gender, School and Society	<ol style="list-style-type: none"> 1. Develop understanding of some key concepts and terms and relate them with their context in understanding the power relations with respect to Educating and Education 2. Develop an understanding of the paradigm shift from Women studies to Gender Studies based on the historical backdrop. 3. Reflect on different theories of Gender and Education and relate it to power relations. 4. Analyze the institutions involved in Socialization processes and see how socialization practices impact power relations and identity formation. 5. To develop basic understanding of key concepts Gender bias, gender stereotype, empowerment, equity and equality, patriarchy, masculinity and feminism. 6. To learn about the gender issues in school curriculum, text books and pedagogical processes in the classroom and its interaction with class, caste, religion and region. 7. To understand the role of education in ensuring gender equity and equality.
		Teaching of English	<ol style="list-style-type: none"> 1. Understand the need and importance of English language . 2. Develop proficiency in the language. 3. Familiar with the psycholinguistics and sociolinguistics aspects of language. 4. Able to use technology to enrich language teaching. 5. Aware of the pedagogical practices required for teaching English on second language. 6. Know different elements in language. 7. Plan and construct test to assess language skills and content areas.
		Teaching of Hindi	<ol style="list-style-type: none"> 1. Understand the importance of language and education 2. Explore different methodology of teaching Hindi 3. Develop proper skills of language learning. 4. Attain proficiency and effectiveness in teaching and learning Hindi language
		Teaching of Sanskrit	<ol style="list-style-type: none"> 1. Understand the role of Sanskrit in India and its place in the school curriculum. 2. Become committed, inspired and interested in teaching Sanskrit. 3. Facilitate the effective use of learning resources. 4. Develop strategies in order to meet the learning difficulties in teaching Sanskrit.
		Teaching of Odia	<ol style="list-style-type: none"> 1. Understand the concept, importance and objectives of mother tongue at secondary stage; 2. Know different skills and strategies of language teaching learning; 3. Know different elements in language; 4. Decide appropriate pedagogic approaches of language teaching and apply in teaching Odia; 5. Demonstrate a critically reflective attitude towards text books and resource materials in teaching Odia; 6. Prepare subject specific lesson plan for improvement of language skills; 7. Plan and construct test to assess language skills and

	<p>content areas ;</p> <ul style="list-style-type: none"> • Use the pedagogical tools like concept map for language learning • Use the modern technology for effective language teaching 10 Reflect on the practical issues of language teaching and deal with these issues effectively.
Teaching of HO	<ol style="list-style-type: none"> 1. Understand the importance of language and education 2. Explore different methodology of teaching Ho 3. Develop proper skills of language learning. 4. Attain efficiency and effectiveness in teaching and learning Ho Language
Teaching of Kurmali	<ol style="list-style-type: none"> 1. Understand the need and importance of Kurmali language . 2. Develop proficiency in the language. 3. Familiar with the psycholinguistics and sociolinguistics aspects of language. 4. Able to use technology to enrich language teaching. 5. Aware of the pedagogical practices required for teaching Kurmali as Mother tongue.
Teaching of Mathematics	<ol style="list-style-type: none"> 1. Understand the nature of Mathematics. 2. Critically explore the historical developments leading to concepts in modern Mathematics. 3. Analyze learning theories and their applications in Mathematics Education. 4. Improve the competencies in secondary level Mathematics.
Teaching of Physical Science	<ol style="list-style-type: none"> 1. Learn the Nature and scope of Physical Science. 2. Understand the Objectives of teaching Physical Science. 3. Gain the skill of writing and analyzing lesson plans. 4. Practice various methods of teaching Physical Science. 5. Know the various evaluation procedure in physical science teaching.
Teaching of Biology	<ol style="list-style-type: none"> 1. Acquire a conceptual understanding of the Pedagogy of Biology. 2. Acquire and learn specific laboratory skills to conduct practical work in Biology. 3. Develop and use the techniques of CCE for assessment of student's performance. 4. Evolve as a reflective practitioner through use of innovative practices in the teaching of Biology.
Teaching of Economics	<ol style="list-style-type: none"> 1. To acquire a conceptual understanding of economics 2. To acquire basic knowledge and skills to analyse and transact the economics curriculum 3. To develop an understanding of aims and objectives of teaching of economics 4. To sensitise and equip students, teachers to handle economic issues and concerns in a responsible manner. 5. To enable students, teacher to examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes. 6. To realise her / his role as facilitator in enhancing economics learning in the real classroom situation. To reflect upon her / his experiential knowledge in the process of becoming an economics teacher.

		<p>Teaching of Geography</p>	<ol style="list-style-type: none"> 1. Locational knowledge by geography 2. Clarification of geographical references coming in newspapers and books 3. Geographical knowledge helps in the advancement of business and industry 4. Knowledge of geographical facts of life situations through the study of geography 5. To awaken the will power of tourism 6. The origin of indigenous love from geography studies 7. True enjoyment of natural beauty through geography helps in understanding and appreciating the natural visual powers and stripes 8. To awaken in the students Vasudhaiva Kutumbakam and sympathy 9. Providing the ability to evaluate the objects of the world from the point of view of human and earth 10. Helpful in understanding the adaptation of human life according to geographical conditions
		<p>Teaching of Social Science</p>	<ol style="list-style-type: none"> 1. Develop understanding about the basic differences between Social Studies and Social Sciences. 2. Explore the need for teaching Social Sciences as an integrated discipline 3. Develop critical understanding to justify the relevance of social Sciences in terms of Contemporary events. 4. Gain knowledge about the different approaches associated with the discipline
<p>8</p>	<p>PAPER 08 A</p>	<p>Knowledge and Curriculum</p>	<ol style="list-style-type: none"> 1. Understand the meaning of the term Knowledge and Curriculum. 2. Sensitize towards the conceptual linkages and distinctions between Educational aims, Curriculum framework, Curriculum development, curriculum transaction, curriculum evaluation and Pedagogy. 3. Explore the role of School as an organization and its culture along with the teacher in operationalizing and developing, a contextually responsive 'Curriculum' which fosters the spirit of Critical Pedagogy.


9	PAPER 08 B	Knowledge and Curriculum	<ol style="list-style-type: none"> 1. Understand the meaning of the term Knowledge and Curriculum. 2. Sensitize towards the conceptual linkages and distinctions between Educational aims, Curriculum framework, Curriculum development, curriculum transaction, curriculum evaluation and Pedagogy. 3. Explore the role of School as an organization and its culture along with the teacher in operationalizing and developing, a contextually responsive 'Curriculum' which fosters the spirit of Critical Pedagogy.
10	PAPER 09	Assessment for Learning	<ol style="list-style-type: none"> 1. Differentiate between Measurement, Examination, Assessment and Evaluation 2. Critically evaluate different Tools of evaluation 3. Explore different methods of Statistics in Evaluation 4. Critically examine new trends in evaluation 5. To understand the nature of assessment and its role in teaching learning process. 6. To critically analyze the role of assessment at different domains of learning. 7. To develop the skill of construction of testing tools. 8. To understand, analyze, manage and implement assessment data.
11	PAPER 10	Creating an Inclusive School	<ol style="list-style-type: none"> 1. Identify and address the diverse needs of all learners. 2. Acquaint with the trends and issues in Inclusive Education 3. Develop capacity of student- teachers for creating an inclusive School 4. Appreciate various inclusive practices to promote Inclusion in the classroom 5. To understand Diversity, Disability and Inclusion. 6. To inculcate healthy attitude towards inclusive school. 7. To use different teaching strategies for inclusive education. 8. To understand the role of teachers, parents and community for supporting inclusion.
		Optional course (any one)	
12	OC 11 (B)	Tailoring	<ol style="list-style-type: none"> 1. Know different parts of the sewing machine and its maintenance 2. Develop skills in stitching, mending and cutting the garments 3. Develop aesthetic and creative abilities through tailoring 4. Design different garments 5. Organize exhibition in various type of designed garments
13	OC 11 (E)	Guidance & Counselling	<ol style="list-style-type: none"> 1. Appreciate the nature, need, principles for guidance and counselling 2. Familiarize with the responsibilities and moral obligation of teacher as a guide and counsellor 3. Develop capacity of applying the techniques and procedures of guidance and counselling 4. Explore ways of career development of all the different types of students

			<ol style="list-style-type: none"> 5 Understand the facilities at governmental and non-governmental level and ethical and legal guidelines for differently-abled, special needs, and deprived group
14	EPC 1	Critical Understanding of ICT	<ol style="list-style-type: none"> 1. Apply effectively different ICT tools, software applications and digital resources. 2. Develop understanding and skills of integration of ICT in teaching learning, evaluation and management of an institution. 3. Acquire the skill of organising and creating her/his own digital resources. 4. Sensitise toward practice safe, ethical and legal ways of using ICT. 5. To demonstrate understanding of the main components of the computer hardware in use. 6. To use various digital technologies (hardware and software) for creating resources and providing learning experiences for all types of learners (including differently abled). 7. To acquire the skills of operating a computer in multifarious activities pertaining to teaching. 8. To understanding features of MS office and their operations. 9. To develop skill in using MS-Word, PowerPoint and Spreadsheet. 10. To integrate technology in to classroom teaching learning strategies. 11. Demonstrate understanding of the main components of the computer hardware in use. 12. Use various digital technologies (hardware and software) for creating resources and providing learning experiences for all types of learners (including differently abled). 13. Understand features of MS office and their operations. 14. Develop skill in using MS-Word, PowerPoint and Spreadsheet.
15	EPC 2	Drama and Art in Education	<ol style="list-style-type: none"> 1. Develop basic understanding for different Art forms – impact of Art forms on the human mind 2. Enhance artistic and aesthetic sensibility 3. Enable to respond to the beauty in different Art forms, through genuine exploration, experience and free expression 4. Develop skills for integrating different Art forms across school curriculum at secondary level
16	EPC 3	Understanding the Self	<ol style="list-style-type: none"> 1. Develop life skills to understand self 2. Enhance capacity for sensitivity, sound communication and ways to establish peace and harmony 3. Develop ability for personal growth and social skills in their own students 4. Recall and reflect on their own educational journey 5. Conscious of factors that have shaped their aspirations and expectations

			<ol style="list-style-type: none"> 6 To enable the student teacher to discover oneself. 7 To develop holistic and integrated understanding of the human self and personality. 8 To develop positive thinking among student teachers. 9 To encourage future teachers to develop the capacity for self-regulation and conflict resolution. 10 To help student teachers develop the capacity for sensitivity, effective ways of communication to establish peace and harmony.
17	EPC 04	Physical Education & Yoga	<ol style="list-style-type: none"> 1 Concept of Yoga : What is Yoga? - Misconceptions about Yoga - Streams of Yoga - Raja Yoga: Eight Fold Path - Anand Mimamsa 2 Basis of Yoga : Patanjala Yogasutra - Hathayoga Pradipika - Gherandasamhita 3 Theories of Yoga Practices - Asana - Pranayama - Kriyas - Dhyana 4 Application of Yoga : Benefits of Yogic Practices - Self Management of Excessive Tension 5 Personality Development - Relationship between yogic practices and life goals - Relationship between learning process and Yogic practices
	PRACTICAL	School Internship & Community Activities	
18		Internship Part-I	<ol style="list-style-type: none"> 1. Understand the value of community activities and learn to conduct various activities for Enhancing the skills and creating awareness among the students.

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19	Internship Part-II	<ol style="list-style-type: none"> 1. Understand children and the teaching learning process in a systematic manner 2. Learn to relate to and communicate with children 3. Learn the nuances of the practice of teaching in a School using appropriate methods, materials and skills 4. Evaluate school textbooks and other resource material critically in the context of Children's development and pedagogic approach used. 5. Enable connect theory to practice 6. Acquire a perspective regarding the aims of education within which their previously acquired knowledge and practices can be systematized and structured 7. Explore meaningful experience as a practitioner 8. Create understanding of regular class room teaching with respect to pedagogical practices
20	Internship Part-III	<ol style="list-style-type: none"> 1. Develop insight and complex learning through Reflecting on experiences 2. Produce personal insight and learn from all their experiences 3. Explore many strategies to guide students through a period of reflection


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