

## **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



**B.ED. Course Outcome**

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

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

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

7	PAPER 07 A & B		<p>content areas ;</p> <ol style="list-style-type: none"> <li>8. Use the pedagogical tools like concept map for language learning</li> <li>9. Use the modern technology for effective language teaching</li> <li>10. Reflect on the practical issues of language teaching and deal with these issues effectively.</li> </ol>
		Teaching of HO	<ol style="list-style-type: none"> <li>1. Understand the importance of language and education</li> <li>2. Explore different methodology of teaching Ho</li> <li>3. Develop proper skills of language learning.</li> <li>4. Attain efficiency and effectiveness in teaching and learning Ho Language</li> </ol>
		Teaching of Kurmali	<ol style="list-style-type: none"> <li>1. Understand the need and importance of Kurmali language .</li> <li>2. Develop proficiency in the language.</li> <li>3. Familiar with the psycholinguistics and sociolinguistics aspects of language.</li> <li>4. Able to use technology to enrich language teaching.</li> <li>5. Aware of the pedagogical practices required for teaching Kurmali as Mother Tongue.</li> </ol>
		Teaching of Mathematics	<ol style="list-style-type: none"> <li>1. Understand the nature of Mathematics.</li> <li>2. Critically explore the historical developments leading to concepts in modern Mathematics.</li> <li>3. Analyze learning theories and their applications in Mathematics Education.</li> <li>4. Improve the competencies in secondary level Mathematics.</li> </ol>
		Teaching of Physical Science	<ol style="list-style-type: none"> <li>1. Learn the Nature and scope of Physical Science.</li> <li>2. Understand the Objectives of teaching Physical Science.</li> <li>3. Gain the skill of writing and analyzing lesson plans.</li> <li>4. Practice various methods of teaching Physical Science.</li> <li>5. Know the various evaluation procedure in physical science teaching.</li> </ol>
		Teaching of Biology	<ol style="list-style-type: none"> <li>1. Acquire a conceptual understanding of the Pedagogy of Biology.</li> <li>2. Acquire and learn specific laboratory skills to conduct practical work in Biology.</li> <li>3. Develop and use the techniques of CCE for assessment of student's performance.</li> <li>4. Evolve as a reflective practitioner through use of innovative practices in the teaching of Biology.</li> </ol>
		Teaching of Economics	<ol style="list-style-type: none"> <li>1. To acquire a conceptual understanding of economics</li> <li>2. To acquire basic knowledge and skills to analyse and transact the economics curriculum</li> <li>3. To develop an understanding of aims and objectives of teaching of economics</li> <li>4. To sensitise and quip students, teachers to handle economic issues and concerns in a responsible manner.</li> <li>5. To enable students, teacher to examin the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes.</li> <li>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.</li> </ol>

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

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

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



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

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