

B.Ed.

Program Outcomes (PO'S)

On completion of two years program students will be able to:

Content and pedagogy:

- Understand the concepts of theory and pedagogical aspects.
- Analyze the curriculum and syllabus with reference to integration of content with methodology.
- Integrate the content knowledge successfully with pedagogical knowledge.

Teaching competencies:

- To identify and manage diversity in the classroom
- Apply the skills of teaching-learning in the classrooms.
- Understand and apply learner centered approaches, methods and strategies of teaching-learning suitable for all the learners.

Values and ethics:

- Apply the knowledge of values and core elements while inculcating them in students.
- Sensitize themselves about emerging issues such as environment, population, gender equality, legal literacy, critical understanding of ICT, yoga education, etc.
- Act as agent of modernization and social change

Self learning:

- Prepare year, unit and lesson plans of their respective subjects including lesson plans for students with diverse needs as well as e-content.
- Explain, develop and apply various evaluation procedures suitable for the content.

.Enhancing professional capacities:

- Integrate and apply ICT skills in facilitating teaching-learning process and administrative procedures.
- Understand the basics of research.
- Understand and apply professional competencies like reading and reflecting on texts, understanding of self, understanding the use of drama and art in education,
- Apply the interdisciplinary and multidisciplinary perspectives in Education for effective curriculum delivery.

B.Ed. Program Specific Outcomes

Program Specific Outcomes of B.Ed. program are as follows:

- To understand the basic concepts and applications of educational psychology, sociology theories and pedagogical knowledge.
- To understand educational policies and contemporary issues in Indian Education.
- To analyze curriculum, syllabus, text-book and content.
- To identify learners with diverse needs, and apply the knowledge in dealing with differently abled students in the inclusive classroom.
- To inculcate simulated and real life classroom experiences of teaching-learning and pedagogical approaches.
- To develop community awareness, community services and other social skills.
- To apply managerial and organizational skills with respect to School administration and management.
- To develop skills necessary for teaching learning activities as; communication skills, language, art, reflections, aesthetic, research etc.
- To develop and apply ICT skills in all the courses, theory, pedagogy, and practices.
- To conduct action research to solve school problems.
- To prepare and apply different evaluation tools and techniques.

COURSE OUTCOMES (COs)

Sr. No.	Year/Semester	Subject	Course Outcomes
1	First Year	101:CHILDHOOD AND GROWING UP	CO 1. Identify the role of Heredity and Environment in teaching learning process. CO 2. Define the growth and development concepts. CO 3. Generalize the holistic development of adolescents CO 4. Describe individual differences of learner. CO 5. Differentiate general and inclusive students' needs of learning. CO 6. Explain the concept and need of inclusive education. CO 7. Identify the special needs of the persons with disability. CO 8. Define the diversity in the learning style. CO 9. List the different types of learning styles. CO 10. Appreciate the multiculturalism due

			<p>Indian diversity.</p> <p>CO 11. Determine the impact of media on childhood and growing up students</p> <p>CO 12. Reflect upon the cultural dimensions of growing up students.</p> <p>CO.13 Explain the role of social dimensions on childhood and growing up student.</p> <p>CO.14 Evaluate the government policies in India for the Education of children</p>
2		102: CONTEMPORARY INDIAN EDUCATION, GENDER & SOCIETY	<p>At the end of this course the student- teacher should be able to</p> <p>CO1. Understand the concept and aims of education and recognize the types and functions Agencies of Education</p> <p>CO2. Appreciate the role of education in handling the issues in contemporary India.</p> <p>CO3. Understand the process of social change and obstacles in social change.</p> <p>CO4. Make an attempt to bring social change through the process of education.</p> <p>CO5. Identify the limitations of social change and apply the principles of education in social context.</p> <p>CO6. Recognize the gender sensibility, issues related to gender in school.</p> <p>CO7. Identify the challenging gender inequalities in school and make attempt to establish positive attitude towards gender equality.</p> <p>CO8. Compare Liberalization, privatization, Globalization in context with modern India.</p> <p>CO9. To understand the concept of Education Act 2009 and its feature the Rashtrya Uchatar Shiksha Abhiyaan .</p> <p>CO10. Appreciate the contribution of great educationalist.</p>
3		103: LEARNING AND TEACHING	<p>At the end of this course the student –teacher should be able to</p> <p>CO1. Recognize the concept & types of learning.</p> <p>CO2. Appreciate the idea of learning as</p>

			<p>construction of knowledge.</p> <p>CO3.Realize the connection between learning in school & outside the school.</p> <p>CO4. Apply the theories of learning in learning process.</p> <p>CO5.Identify different theories of learning.</p> <p>CO6. Recognize & understand theory & types of constructivism.</p> <p>CO7. Appreciate the concept of mind map & concept map in learning process.</p> <p>CO8. Analyze the complex process of teaching.</p> <p>CO9.Acquaint with different approaches of learning that support learning.</p> <p>CO10.Value the relevance of reflections in the teaching learning process.</p> <p>CO11.Apply Maxims, levels & functions of teaching in teaching learning process.</p> <p>CO12 Implement methods & models of teaching in teaching learning.</p> <p>CO13.Realize the significance of context in which the teaching learning occurs.</p> <p>CO14.Acknowledge that teaching is a profession.</p>
4		105: Advanced Pedagogy and Application of ICT	<ol style="list-style-type: none"> 1. Apply Advanced Pedagogical approaches to meet the needs of diverse learners. 2. Use ICT supported advance teaching learning strategies and its application in education 3. Design and develop ICT based teaching-learning strategies & resources. 4. Create awareness about appropriate use of ICT 5. Develop educational material using advanced pedagogical strategies and ICT tools.
5		106-03: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS ENGLISH	<p>At the end of this course the student teacher should be able to</p> <ol style="list-style-type: none"> 1. Acquire proficiencies in listening, speaking, reading, and writing and communication skills. 2. Acquaint with essential aspects of English Grammar and composition. 3. Understand the scope of syllabi in English. 4. Develop interest and attitude towards English as foreign language.
6		106- 05: UNDERSTANDING DISCIPLINES	<p>At the end of this course the student teacher should be able to</p> <p>CO1.Recognize & understand the nature,</p>

		AND SCHOOL SUBJECTS URDU	scope & importance of subject. CO2.Analyze the objectives of the subject. CO3. Analyze the structure of the Urdu subject. CO4.Identify & apply different methods & techniques of learning. CO5.Recognize concept & types of curriculum & syllabus. CO6.Identify importance of core elements, values & life skills. CO7. Analyze the text book & content. CO8.Analyze various resources of learning Urdu subject. CO9.Analyze & evaluate the new trends of current issues in subject Urdu. CO10.Acquire qualities, role, responsibilities of good Urdu teacher.
7		106-07: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS GEOGRAPHY	1. Recognizes the knowledge of all Branches of Geography subject at a school level. 2. Recognizes the interdependence and interrelationship among the various concepts and processes in Geography Subject. 3. Recognizes the skills related to map and instruments in Geography. 4. Applies technique of observation and reporting of Geographical phenomenon 5. Takes interest in Geography subject
8		106-09: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS MATHEMATICS	CO 1. Illustrate nature, scope & importance of Mathematics at secondary level. CO 2. Analyze the textbook & content of Mathematics at secondary level. CO 3. Explain basic concepts in Arithmetic, algebra, and Geometry. CO 4. Illustrate facts, terms, concepts, laws & principles in Mathematics. CO 5. Apply basic concepts of Mathematics in daily life.
9		107-03: PEDAGOGY OF THE SCHOOL SUBJECT ENGLISH	At the end of this course the student teacher should be able to 1. Understand the nature, scope and importance of the subject. 2. State the objectives of the subject. 3. Explain and use different approaches, methods and techniques of teaching learning of subject. 4. Explain and understand the structure of subject

			<p>5. Explain the concept and types of curriculum and syllabus.</p> <p>6. Explain the importance and use of core elements, values and life skills.</p> <p>7. Analyze the text book and content.</p> <p>8. Analyze the various resources in teaching learning of the subject.</p> <p>9. Understand qualities of a good teacher.</p> <p>10. Analyze and evaluate the new trends of current issues in the subject.</p>
10		107-05: PEDAGOGY OF THE SCHOOL SUBJECT URDU	<p>At the end of this course the student teacher should be able to</p> <p>CO1. Recognize & understand the nature, scope & importance of subject.</p> <p>CO2. Analyze the objectives of the subject.</p> <p>CO3. Analyze the structure of the Urdu subject.</p> <p>CO4. Identify & apply different methods & techniques of learning.</p> <p>CO5. Recognize concept & types of curriculum & syllabus.</p> <p>CO6. Identify importance of core elements, values & life skills.</p> <p>CO7. Analyze the text book & content.</p> <p>CO8. Analyze various resources of learning Urdu subject.</p> <p>CO9. Analyze & evaluate the new trends of current issues in subject Urdu.</p> <p>CO10. Acquire qualities, role, responsibilities of good Urdu teacher.</p>
11		107-07 :PEDAGOGY OF THE SCHOOL SUBJECT GEOGRAPHY	<p>1. Recognizes the nature, scope and importance of the subject.</p> <p>2. States the objectives of the subject.</p> <p>3. Recognizes and applies different approaches, methods and techniques of teaching learning of subject.</p> <p>4. Recognize the structure of subject.</p> <p>5. Recognize importance of core elements life skills & values and applies core elements life skills & values.</p> <p>6. Analyses the text book & content.</p> <p>7. Recognize the concept and types of curriculum and syllabus.</p> <p>8. Analyses the various resources in teaching learning of subject.</p> <p>9. Recognize qualities of good teacher.</p>
12		107-09- PEDAGOGY OF THE SCHOOL	<p>CO1. Explain nature, scope & importance of mathematics at secondary & higher secondary level.</p>

		SUBJECT MATHEMATICS	CO 2. Analyze the textbook & content of mathematics at secondary & higher secondary level. CO 3. Illustrate and demonstrate methods & models of teaching learning of mathematics. CO 4. Make use of the competencies of mathematics teacher CO 5. Rephrase facts, terms, concepts, laws & principles in mathematics.
13		Course outcomes Course 110 a+b – practice teaching & internship.	At the end Of this course the student teacher should be able to. CO1. Analyze the depth & breadth of academic learning. CO2. Apply different methodology to make teaching learning effective. CO3. Apply ICT resources in teaching in multiple ways. CO4. Integrate content & methodology as per the course requirement. CO5.Realize & develops interest in teaching. CO6.Identify role & responsibilities as a teacher during & after the course. CO7.Develops communication skill. CO8.Communicate & collaborate effectively & appropriately with different students & co teachers during course. CO9 .Exhibit professional ethics by displaying positive disposition during internship. CO10.Identify & write down the daily activities & experiences. CO11.Build Record of activities & experiences. CO12. Analyze & develop work habits & attitudes to be a good teacher.
14		Course Outcomes BED 111 –A: Critical Understanding of ICT-Practical	CO 1. Demonstrate skills for preparing ICT INTEL Practical. CO 2. Apply various applications software like Power point presentation, word publisher, and Word processing for practical preparation. CO 3. Create folders for proper execution of practical. CO 4. Plan unit plan template CO 5. Compile the data (audio, visual images and clip arts etc.) for preparation of practical. CO 6. Classify the information required for the practical

15		Course Outcomes BED 111 B) Co- curricular activities	CO 1. Organize co-curricular activities in the Institute CO 2. Participate in the co-curricular activities organized in the Institute CO 3. Show the talent through different co-curricular activities. CO 4. Support the group for team work in the co-curricular activities CO 5. Perform various programmes for solving social issues through co-curricular activities
16		112 : Health and Yoga	1. Recognizes the importance of physical exercises, games. 2. Recognizes the importance of yoga and suryanamaskar, sports. 3. Recognizes the importance of physical and mental health. 4. Applies yoga in day today life. 5. Applies physical exercises in daily life. 6. Applies mental health in daily life.
17	Second Year	201 Title of Course: Quality and Management of School Education	1. Recognizes the concept of Management. 2. Identifies the concept of quality and enlists the dimensions of quality. 3. Recognizes the need and importance of school accreditation. 4. Applies knowledge regarding the concept and process of Human Resource Management in school. 5. Gets acquainted with the essential infrastructural resources for quality management. 6. Identifies the problems and its management in secondary and Higher secondary education. 7. Compares different types of school boards in India. 8. Recognize the administrative set up of Government and function of supportive authorities.
18		202 KNOWLEDGE & CURRICULUM AND LANGUAGE ACROSS THE CURRICULUM	At the end of this course the student teacher should be able to 1. Understand the sources and generation of knowledge 2. Realize the inter-relationship between knowledge, information and skill in the present social context 3. Understand the dimensions of curriculum development 4. Understand the social basis of framing curriculum 5. Get acquainted in the views of Indian

			<p>thinkers on the social basis for framing curriculum</p> <p>6. Comprehend the concept and relevance of multilingualism in the Indian context</p> <p>7. Get acquainted with the activity based learning approaches</p> <p>8. Realize the context and relevance of language in learning</p> <p>9. Become familiar with the strategies for developing language skills</p>
19		203 SCHOOL AND INCLUSIVE SCHOOL	<p>At the end of the course the student – teacher should be able to :</p> <p>CO1. Outline the concept and nature of Inclusive Education.</p> <p>CO2. Illustrate the difference between Main School, Special School, Integrated School and Inclusive School.</p> <p>CO3. Explain the need and importance of Inclusive Education.</p> <p>CO 4. Examine the status of Inclusive Education in India.</p> <p>CO5. Illustrate the National policies, programmes and Acts with respect to Inclusive Education in India.</p> <p>CO 6. Identify different types of disabilities.</p> <p>CO 7. Compare the nature and needs of different categories of disabled children.</p> <p>CO 8. Recognize concept, need and importance of social, economic and cultural inclusion.</p> <p>CO 10. Apply inclusive instructional strategies at school level.</p> <p>CO 11. Identify the infrastructural facilities necessary for inclusive set up.</p> <p>CO 12. Identify various issues and concerns related with creation of an inclusive culture in school.</p> <p>CO 13. Make use of various assistive technology for successful inclusion.</p> <p>CO 14. Recommend different assessment and evaluation methods in an inclusive set up.</p> <p>CO 15. Identify the role of teacher in facilitating Inclusive Education.</p>
20		204-01 GUIDANCE AND COUNSELLING	<p>CO 1. Define the concept and need of guidance.</p> <p>CO 2. Illustrate the principles and procedure of guidance.</p> <p>CO 3. Explain the role of school in guidance.</p>

			<p>CO 4. Recognize various areas in guidance.</p> <p>CO 5. Explain the concept, need and meaning of counseling.</p> <p>CO 6. Illustrate principles and process of counseling.</p> <p>CO 7. Analyze the relationship between guidance and counselling.</p> <p>CO 8. Demonstrate the qualities and role of a school counselor.</p> <p>CO 9. Explain the tools and techniques in guidance and counseling.</p> <p>CO 10. Relate the need of counseling children with special needs and for parents.</p>
21		<p>205-07-Additional Pedagogy Course Understanding disciplines and school subjects And pedagogy of School Subject Geography School Content</p>	<ol style="list-style-type: none"> 1. Recongnise the knowledge of all branches of Geography subject at a school level. 2. Recongnise the interdependence and interrelationship among the various concepts and processes in Geography Subject. 3. Applies the skills related to map and instruments in Geography. 4. Develops a technique of observation and reporting of Geographical phenomenon 5. Creates interest in Geography subject 6. Recongnise the nature, scope and importance of the subject. 7. States the objectives of the subject Geography. 8. Explains and applies different approaches, methods and techniques of teaching learning of subject. 9. Explains and recognizes the structure of subject. 10. Recongnise importance of core elements, life skills and values. 11. Recongnise the text book and content. 12. Applies the various resources in teaching learning of subject. 13. Recognize qualities of a good Geography teacher.
22		<p>Course 205 - 09: Additional Pedagogy Course Understanding disciplines and school subjects and pedagogy of School Subject Mathematics</p>	<p>At the end of the course the student – teacher should be able to:</p> <p>CO 1. Classify the basic concepts in arithmetic and algebra.</p> <p>CO 2. Classify the basic concepts in geometry and applied mathematics.</p> <p>CO 3. Outline nature, scope, place and importance of mathematics at secondary and</p>

			<p>higher secondary level</p> <p>CO 4. Explain general and classroom objectives of mathematics subject at secondary and higher secondary level.</p> <p>CO 5. Relate the concept of curriculum, syllabus and methods of construction of curriculum.</p> <p>CO 6. Analyze the textbook and content of mathematics at secondary and higher secondary level.</p> <p>CO 7. Develop correlation of mathematics in daily life, other school subjects and within the branches and units.</p> <p>CO 7. Adapt different methods and models of mathematics teaching.</p> <p>CO 8. Explain the importance of mathematics laboratory.</p> <p>CO 9. Identify different types of learning resources for mathematics.</p> <p>CO 10. Develop the competencies of a mathematics teacher.</p>
23		<p>205-10-Additional Pedagogy Course Understanding disciplines and school subjects</p> <p>and Pedagogy of school Subject</p> <p>ECONOMICS</p>	<p>At the end of this course the student teacher should be able to</p> <ol style="list-style-type: none"> 1. Understand meaning nature scope and basic concept of economics 2. Understand major challenges before Indian economy 3. Understand the concept and scope of micro and macro economics 4. Understand the basic concept of teaching of economics 5. Understand the implement pedagogical approaches and learning resources of economics 6. Understand the quality of good economics teacher
24		<p>205-11-Additional Pedagogy Course Understanding disciplines and school subjects</p> <p>and Pedagogy of school Subject</p> <p>INFORMATION and COMMUNICATIO</p>	<ol style="list-style-type: none"> 1. Make effective use of information and communication technology in classroom teaching 2. Develop capabilities to access Information using Internet. 3. Acquaint with basic techniques and knowledge required for computing applications. 4. Create awareness of cyber laws and ethics. 5. Explain nature, scope & importance of ICT at secondary & higher secondary level. 6. Analyze the textbook & content of ICT at

		N TECHNOLOGY (ICT)	secondary & higher secondary level. 7. Acquire the competencies of ICT teacher
		205-07-Additional Pedagogy Course Understanding disciplines and school subjects And pedagogy of School Subject BIOLOGY School Content	<ol style="list-style-type: none"> 1. Explain facts, terms, concepts , laws & principles in biology. 2. Illustrate nature, scope & importance of biology at secondary & higher secondary level. co-relation with other disciplines. 3. Analyze the textbook& content of biology at secondary & higher secondary level. 4. Make use of methods& models of teaching learning of biology. 5. Demonstrate the competencies of biology teacher
25		205-22- Additional Pedagogy Course Understanding disciplines and school subjectsand pedagogy of School Subject Sociology.	<p>At the end of this course the student teacher should be able to</p> <p>CO1. Familiarize with the concept & structure of the subject.</p> <p>CO2.State the objectives of the subject.</p> <p>CO3. Identify different stages of formation of Indian society.</p> <p>CO4. Identify the concept of social stratification, social change & socialization.</p> <p>CO5. Recognize social problems prevailing in Indian society.</p> <p>CO6. Identify the importance of core elements, values & life skills.</p> <p>CO7. Analyze & implement various resources of sociology in learning process.</p> <p>CO8. Analyze the text book & content.</p> <p>CO9. Identify & use different methods & techniques of learning.</p> <p>CO10. Acquire the qualities role & responsibilities of sociology teacher.</p>
26		Course BED 206: Teaching Competencies IV:	<ol style="list-style-type: none"> 1. Develops lesson plans of practice lessons. 2. Conduct practice lessons. 3. Recongnises teaching in the school. 4. Creates various teaching aids.
27		Course BED 207: Teaching Competencies IV:	<ol style="list-style-type: none"> 1. Develops lesson plans and conduct lessons. 2. Develops a plan of evaluation for the unit taught. 3. Recongnises various types of records are prepared and maintained in the school. 4. Organizes co-curricular and extracurricular activities in the school. 5. Observes lessons. 6. Gives feedback and reflects on the lessons given by peers. 7. Recongnises teaching in the school.

28		Course out comes. 209- Understanding self.	At the end of this course the student teacher should be able to CO1. Identify self as a person. CO2. Analyze self as a good learner. CO3. Recognize self by continues self-reflection. CO4. Analyze holistic development of self. CO5. Identify self as an integrated personality. CO6. Recognize the importance of self-concept & self-esteem. CO7. Identify & apply life skills. CO8. Make an attempt to be a good social science teacher.
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			<p>CO9. Apply the principles of social context in teaching learning process.</p> <p>CO10. Compares social issues of rural & urban areas.</p> <p>CO11. Make an attempt to bring social change through teaching learning.</p> <p>CO12. Acquire the qualities, role & responsibility to be a good teacher.</p>
29		Course Outcomes BED 210: Basic of Research	<p>CO 1. Basic research methodology.</p> <p>CO 2. Illustrate various solutions related to educational problem.</p> <p>CO 3. Define the educational problem.</p> <p>CO 4. List objectives for educational problem.</p> <p>CO 5. Construct tool for data collection</p> <p>CO 6. Interpret appropriately data collected</p> <p>CO 7. Compute various measures of statistics.</p> <p>CO 8. Compare the various groups of data collected.</p> <p>CO 9. Explain the most probable solutions.</p> <p>CO 10. Explain the concept, need and meaning of counseling.</p>
30		Course BED 211:- Drama and Art in Education: 2 credits	<ol style="list-style-type: none"> 1. Recognise the self. 2. Realizes the form of self-expression. 3. Enhances the creativity. 4. Appreciates the drama. 5. Appreciates the novel. 6. Recognises script writing.
31		BED 212: Open Course or Entrepreneurship Development	<ol style="list-style-type: none"> 1. Understand education as a tool to empower teacher. 2. Build self-awareness among the novice teacher about the professional opportunities. 3. Develop professional competencies of the student teachers.

