

## PROGRAMME OUTCOMES OF THE B.Ed. COURSE

1. Be empowered in subject content and pedagogy.
2. To develop an understanding of the contemporary Indian Society, with special reference to education.
3. To be able to interact with children from diverse socio economic and diverse back grounds.
4. To be able to use learner centered teaching methods as such and with modification in future.
5. To develop an understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum.
6. To identify the challenging and overcoming gender inequalities in school, classroom, curricula, textbook, social institutions, etc.
7. To create sensitivity about language diversity in classroom and its role in teaching-learning process.
8. To enable student-teachers to acquire necessary competencies for organizing learning experiences,
9. To develop competencies among student-teachers to select and use appropriate assessment strategies for facilitating learning,
10. To engage student-teachers with self, child, community and school to establish close connections between different curricular areas,
11. To enable student-teachers to integrate and apply ICT in facilitating teaching-learning process and in school management,
12. To systematize experiences and strengthening the professional competencies of student teachers, and to provide first-hand experience of all the school activities.

## **B.Ed. I Semester**

### COs of the course “Gender, School and Society” B-4

- CO 1 Develop an understanding of education as an agenda for the nation state and its policy visions and efforts in evolving a national system of education.
- CO 2 Engage with the discourses on contemporary Indian society and education.
- CO 3 Acquire conceptual tools of critical analysis and the experience of engaging with diverse communities.
- CO 4 Develop an understanding of development, learning and uniqueness of the growing child in diverse socio-cultural contexts.
- CO 5 Critically examine key universal constructs in developmental psychology and educational psychology.
- CO 6 Develop the potential for perspective building located in the Indian socio-cultural context.
- CO 7 Analyze the structure of knowledge as reflected in disciplinary streams and subjects.
- CO 8 Build knowledge understanding and sensitivity of different perspectives in the area of education of children with disabilities.
- CO 9 Develop an understanding of the concept of assessment and its practices.

### COs of the course “Assessment for Learning”

- CO 1 Develop an understanding of education as an agenda for the nation state and its policy visions and efforts in evolving a national system of education.
- CO 2 Engage with the discourses on contemporary Indian society and education.
- CO 3 Acquire conceptual tools of critical analysis and the experience of engaging with diverse communities.
- CO 4 Develop an understanding of development, learning and uniqueness of the growing child in diverse socio-cultural contexts.
- CO 5 Critically examine key universal constructs in developmental psychology and educational psychology.
- CO 6 Develop the potential for perspective building located in the Indian socio-cultural context.
- CO 7 Analyse the structure of knowledge as reflected in disciplinary streams and subjects.
- CO 8 Build knowledge understanding and sensitivity of different perspectives in the area of education of children with disabilities.
- CO 9 Develop an understanding of the concept of assessment and its practices.

### **Pedagogy Courses**

### COs of the course “Stream-based Pedagogy of Language”

- CO 1 Develop an understanding of the pedagogic challenges posed by the subject comprising of a broad disciplinary stream.
- CO 2 Describe the pedagogic needs of a subject within the stream chosen under Pedagogy I, at all stages of secondary education.
- CO 3 Re-engage with the nuances of the discipline and its prevalent conceptualisations and practices.

### COs of the course “Stream-based Pedagogy of Science”

- CO 1 Develop an understanding of the pedagogic challenges posed by the subject comprising of a broad disciplinary stream.
- CO 2 Describe the pedagogic needs of a subject within the stream chosen under Pedagogy I, at all stages of secondary education.
- CO 3 Re-engage with the nuances of the discipline and its prevalent conceptualisations and practices.

### COs of the course “Stream-based Pedagogy of Mathematics”

- CO 1 Develop an understanding of the pedagogic challenges posed by the subject comprising of a broad disciplinary stream.
- CO 2 Describe the pedagogic needs of a subject within the stream chosen under Pedagogy I, at all stages of secondary education.
- CO 3 Re-engage with the nuances of the discipline and its prevalent conceptualisations and practices.

### COs of the course “Stream-based Pedagogy of Social Science”

- CO 1 Develop an understanding of the pedagogic challenges posed by the subject comprising of a broad disciplinary stream.
- CO 2 Describe the pedagogic needs of a subject within the stream chosen under Pedagogy I, at all stages of secondary education.
- CO 3 Re-engage with the nuances of the discipline and its prevalent conceptualisations and practices.

### COs of the course “Stream-based Pedagogy of Commerce”

- CO 1 Develop an understanding of the pedagogic challenges posed by the subject comprising of a broad disciplinary stream.
- CO 2 Describe the pedagogic needs of a subject within the stream chosen under Pedagogy I, at all stages of secondary education.

CO 3 Re-engage with the nuances of the discipline and its prevalent conceptualisations and practices.

COs of the course “Subject-based Pedagogy of English”

CO 1 Develop an understanding of the pedagogic challenges posed by the subject comprising of a broad disciplinary stream.

CO 2 Describe the pedagogic needs of a subject within the stream chosen under Pedagogy I, at all stages of secondary education.

CO 3 Re-engage with the nuances of the discipline and its prevalent conceptualisations and practices.

COs of the course “Subject-based Pedagogy of Hindi”

CO 1 Develop an understanding of the pedagogic challenges posed by the subject comprising of a broad disciplinary stream.

CO 2 Describe the pedagogic needs of a subject within the stream chosen under Pedagogy I, at all stages of secondary education.

CO 3 Re-engage with the nuances of the discipline and its prevalent conceptualisations and practices.

COs of the course “Subject-based Pedagogy of Sociology”

CO 1 Develop an understanding of the pedagogic challenges posed by the subject comprising of a broad disciplinary stream.

CO 2 Describe the pedagogic needs of a subject within the stream chosen under Pedagogy I, at all stages of secondary education.

CO 3 Re-engage with the nuances of the discipline and its prevalent conceptualisations and practices.

COs of the course “Computer and Web Technologies in Education”

CO 1 Develop an understanding of the nature and evolution of the disciplines / areas in the context of education.

CO 2 Develop sensitivity towards the specific needs / problems / challenges in the area. CO 3 Become aware of the fundamentals of Computers and Web Technologies in Educational Context.

CO 4 Reflect upon the application of Educational Technology in the field of education.

COs of the course “Education and Technology”

CO 1 Develop an understanding of the nature and evolution of the disciplines / areas in the context of education.

CO 2 Develop sensitivity towards the specific needs / problems / challenges in the area. CO 3 Become aware of the fundamentals of Computers and Web Technologies in Educational Context.

CO 4 Reflect upon the application of Educational Technology in the field of education.

### COs of the course “Art Education”

- CO 1 Develop an understanding of the nature and evolution of the disciplines / areas in the context of education.
- CO 2 Develop sensitivity towards the specific needs / problems / challenges in the area. CO 3 Become aware of the fundamentals of Computers and Web Technologies in Educational Context.
- CO 4 Reflect upon the application of Educational Technology in the field of education.

### COs of the course “Yoga”

- CO 1 Develop an understanding of concepts in aesthetics and their application in different domains of art, such as visual art, theatre, and in the sphere of India’s heritage crafts.
- CO 2 Develop sensibility and aesthetic appreciation in any art form.
- CO 3 Recognise, understand and appreciate ICT as an effective learning tool for learners and as a support to teachers.
- CO 4 Develop conceptual understanding of dimensions of technology and their educational viability.
- CO 5 Demonstrate use of audio-visual and computer – based media.
- CO 6 Develop an understanding of teacher as a communicator and communication as a factor in the institutional ethos.
- CO 7 Understand and apply communication through different media.
- CO 8 Develop language proficiency in oral and written modes: narrating, describing, analysing.
- CO 9 Understand and develop the professional and personal self of a teacher through specific inputs on Yoga.

### **Practicum Courses**

#### COs of the course “Field Observation”

- CO 1 Develop an ability to substantiate perspectives and theoretical frameworks studied with field based experiences that are provided.
- CO 2 Understand creative ways of tracking students’ progress.
- CO 3 Develop a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills.
- CO 4 Develop an ability to cater to diverse needs of learners in schools.
- CO 5 Experience and understand the real world of teaching with the help of systematic supervisory support and feedback.
- CO 6 Develop the ability to write a reflective journal that would facilitate to consolidate and reflect on teaching experience.

#### COs of the course “School Internship”

- CO 1 Develop an ability to substantiate perspectives and theoretical frameworks studied with field based experiences that are provided.
- CO 2 Understand creative ways of tracking students' progress.
- CO 3 Develop a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills.
- CO 4 Develop an ability to cater to diverse needs of learners in schools.
- CO 5 Experience and understand the real world of teaching with the help of systematic supervisory support and feedback.
- CO 6 Develop the ability to write a reflective journal that would facilitate to consolidate and reflect on teaching experience.

COs of the course "Philosophy of Education"

- CO 1 Understand and build perspective in foundational areas of Education.
- CO 2 Develop a holistic understanding of Education.
- CO 3 Develop the ability to read relevant literature critically and understand the theoretical basis of different ideas.
- CO 4 Engage in meaningful debates and discussions for building ideas and concepts in Education.

COs of the course "Sociology of Education"

- CO 1 Understand and build perspective in foundational areas of Education.
- CO 2 Develop a holistic understanding of Education.
- CO 3 Develop the ability to read relevant literature critically and understand the theoretical basis of different ideas.
- CO 4 Engage in meaningful debates and discussions for building ideas and concepts in Education.

COs of the course "Curriculum Research and Development"

- CO 1 Understand and build perspective in foundational areas of Education.
- CO 2 Develop a holistic understanding of Education.
- CO 3 Develop the ability to read relevant literature critically and understand the theoretical basis of different ideas.
- CO 4 Engage in meaningful debates and discussions for building ideas and concepts in Education.

COs of the course "Language Education"

- CO 1 Study a chosen area of Education in depth.
- CO 2 Build skills related to the chosen area.
- CO 3 Understand the applications of the chosen area of study.
- CO 4 Develop research interest in the specialized area.
- CO 5 Read critically available texts and literature in the chosen area.

COs of the course “Knowledge, Curriculum and Pedagogy”


- CO 1 Study a chosen area of Education in depth.
- CO 2 Build skills related to the chosen area.
- CO 3 Understand the applications of the chosen area of study.
- CO 4 Develop research interest in the specialized area.
- CO 5 Read critically available texts and literature in the chosen area.

COs of the course “Art Education: Theoretical Construct”

- CO 1 Study a chosen area of Education in depth.
- CO 2 Build skills related to the chosen area.
- CO 3 Understand the applications of the chosen area of study.
- CO 4 Develop research interest in the specialized area.
- CO 5 Read critically available texts and literature in the chosen area.

**Program Specific Outcomes (PSO)**

- PSO 1 Understand basic concepts and ideas of educational theory.
- PSO 2 Build understanding and perspective on the nature of the learner, diversity and learning.
- PSO 3 Comprehend the role of the systems of governance and structural – functional provisions that support school education.
- PSO 4 Develop understanding about teaching, pedagogy, school management and community involvement.
- PSO 5 Build skills and abilities of communication, reflection, art, aesthetics, theatre, self expression and ICT.

  
(डॉ. व्ही.के. मिश्रा)  
प्राचार्य  
नेताजी सुभाष महाविद्यालय  
बेलभाज, अमनपुर, जि. रायपुर (छ.ग.)