

## SESSION (2019-2020)

### M.ED. (2-YEARS)

#### PROGRAMME OUTCOMES

On successful completion of the two-year M.Ed. programme, students will be able to develop-

- 1. Research skills:** Understand different research methods, Equipping students with relevant tools and techniques, Data collection and analysis by using statistical measures, use of conceptual understanding in practical research work and writing a research report.
- 2. Self-study:** Self-study component helps in self-directed learning as it gives opportunities to students to study in depth about a particular issue and gain knowledge.
- 3. Analytical and interpretative skills:** Enhance the analytical and interpretation skills of data. Students are well trained in using statistical measures, software's like: SPSS, MS-EXCEl etc.
- 4. Leadership and management skills:** The course focuses on formulating and implementing leadership and management skills. The course will provide the students with a systematic framework for understanding the school management and its different strategies.
- 5. Entrepreneurial skills:** Understand the concept of entrepreneurship and skill sets of an entrepreneur and develop skills for a business, exploration of different challenges of real-life situation.
- 6. Decision making skills:** Enable them to solve various problems of school management and classroom management.
- 7. Use of technology:** Understand the innovative technology and tools of ICT and their use in teaching learning environment. Use of ICT in research perspective, design and develop ICT integrated learning resources, analysis and interpretation of the research data with the help of ICT.
- 8. Relationship between school and society:** Understand the social norms and educate the students accordingly and expected change in society through education and values.
- 9. Social resilience:** Understand about social entities and enable to cope up with adverse conditions of life.
- 10. Effective citizen ethics:** Understand different values, morality and social service and accept responsibility for the society.

**11. Assessment skills:** Identify areas of primary and secondary education assessment, construction of tools, assess syllabi and text book of primary and secondary education.

**12. Structuring the curricula:** Understand the basis, principles and process of curriculum development at primary and secondary level.

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

- Understand the social structure, multiculturalism, socialization and social and education equity. Get involved with the various activities and system of teacher education.
- Comprehend the historical political and economy aspects of education, learn to apply various research methods and academic writing for educational research and ICT for research and innovative teaching methods.
- Appreciate about various philosophies and their role in education.
- Expose the aims, learning strategies, discipline and experiences of education and inculcate the entrepreneurship skills and self-development.

### **COURSE OUTCOMES FOR M.ED. (2-YEARS)**

#### **SEMESTER-I**

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

#### **(PAPER-I)**

#### **PHILOSOPHY 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.
- ◆ Analyse major modern educational philosophies and philosophers.
- ◆ Compare between different philosophies and their educational implications.
- ◆ Develop an appreciation for the role of philosophy in guiding the teaching learning process of education.

#### **(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 with socio-emotional climate in the classroom.

#### **(PAPER-III)**

## **INTRODUCTION TO EDUCATIONAL RESEARCH METHODOLOGY**

- ◆ Identify a research problem.
- ◆ Review the literature for research purpose.
- ◆ Represent data graphically.
- ◆ Formulate research questions.
- ◆ Compute descriptive statistics.

### **(PAPER–IV A (S))**

#### **a) INSTITUTIONS, SYSTEMS AND STRUCTURES AT SECONDARY AND SENIORSECONDARY 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
- ◆ Relate various models of curriculum assessment

### **PRACTICUM–I: COMMUNICATION AND EXPOSITORY WRITING**

- ◆ Describe the basics of communication
- ◆ Perform Expository writing
- ◆ Develop an ability to listen, converse, speak, present, explain and explicit their ideas

### **PRACTICUM–II: SELF DEVELOPMENT**

- ◆ 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
- ◆ Develop Self Concept

## **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.
- ◆ Explain the concept of cultural change, multiculturalism and dimensions of multiculturalism.
- ◆ Describe educational institution as an agency of socialization
- ◆ Analyse education from different sociological perspectives and theoretical framework.
- ◆ Reflect upon educational problems and issues related to the weaker sections of the society.
- ◆ Describe an education system as 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
- ◆ Identify various types of institutions in India
- ◆ Explain Contemporary concerns of policy practices
- ◆ Explore education system in India

### **(PAPER-IV)**

#### **FUNDAMENTALS OF TEACHER EDUCATION**

- ◆ Understand the objectives of NCF (2005) and NCFTE (2009).
- ◆ List the different modes of in-service teacher education
- ◆ Familiarize with different modes of pre service teacher education.
- ◆ Gain insight into the transactional approaches for foundational and developmental courses.
- ◆ Evaluate various components of a pre-service and in-service teacher education programs

**(PAPER–V)**

**STAGE SPECIFIC INTERNSHIP IN TEACHER EDUCATION INSTITUTION**

**(SECONDARY AND SENIOR SECONDARY STAGE)**

- ◆ Discover the real experiences of classroom teaching
- ◆ Prepare macro lesson plan
- ◆ Construct and use appropriate audio- visual teaching aids for effective teaching

**(PAPER–VI)**

**DISSERTATION (Formulation of Synopsis)**

- ◆ Compare different research methods
- ◆ Equip with relevant tools and techniques
- ◆ 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.
- ◆ Explain various issues and problems of educational research.
- ◆ Use different statistical techniques for analysis of data.

**(PAPER–II)**

**TRENDS IN TEACHER EDUCATION**

- ◆ Understand and appreciate the research perspective on various practices in teacher education.
- ◆ Understanding of various avenues of teacher's professional development
- ◆ Explain different policies of teacher education
- ◆ Describe structure and management of teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation
- ◆ Develop professional attitudes, values and interests needed to function as a teacher educator
- ◆ Summarize the issues, problems and concerns in teacher education

**(PAPER–III)**

## **CURRICULUM STUDIES**

- ◆ Understand the meaning of Curriculum.
- ◆ Outline various determinants of curricula
- ◆ Summarize 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**

- ◆ Understand types and approaches of curriculum development.
- ◆ Know various models and steps in curriculum development
- ◆ Develop a broad perspective on curriculum development

#### **Option: (ii) Secondary and Senior Secondary Stage**

##### **Specialisation Optional Course- Educational Planning, Economics and Policy**

- ◆ Describe 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**

- ◆ Describe the basic concept of Educational administration, Management and Leadership.
- ◆ Understand the basic principal of administration and Management.
- ◆ Explain 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.
- ◆ Conclude 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**

- ◆ Recognize diverse learners in inclusive classroom setup.
- ◆ Discover the real experiences of classroom teaching.
- ◆ Apply teaching skills and dealing with classroom problems.
- ◆ Develop teaching learning resources relevant to the needs of the learner

**(PAPER–VI)**

**DISSERTATION (Data Collection)**

- ◆ Understand different research methods
- ◆ Equip with relevant tools and techniques
- ◆ Write a research report.

**SEMESTER–IV**

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

**SPECIALISATION – OPTIONAL COURSES**

**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
- ◆ Discuss 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.

- ◆ Comprehend the need of planning and management for inclusive education.
- ◆ Appreciate the role of the concerned personnel for supporting inclusion for children with diverseneeds
- ◆ Recognize the needs of preparation of teachers for inclusion.

**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.
- ◆ Decide the need for promoting innovations in Inclusive Education.

**Paper-IV-B (S-v)**

**EDUCATIONAL TECHNOLOGY AND ICT**

**(a) ICT AND EDUCATIONAL TECHNOLOGY**

- ◆ Understand the role of mass-media in education.
- ◆ Evaluate the use of various teaching aids in classroom.
- ◆ Use modern innovations in teaching-learning process.

**(b) EDUCATIONAL TECHNOLOGY AND RECENT DEVELOPMENT**

- ◆ Explain theoretical perspective of educational technology as a field of study.
- ◆ Analyse situation as future practitioners related to systemic and institutional development.
- ◆ Develop certain competencies and skills related to instructional management and classroom practices.

**(c) LATEST TRENDS IN EDUCATIONAL TECHNOLOGY**

- ◆ Apply ICT tools in courseware design and conduction of research work
- ◆ Recognise the pattern of e-content design and its validation
- ◆ 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
- ◆ Equip with relevant tools and techniques
- ◆ Write a research report.

## B.ED. (2-YEARS)

### PROGRAMME OUTCOMES

On successful completion of the two-year B.Ed. programme, students will be able to develop-

**1. Teaching competency:** Know, select and use of learner-centred teaching methods, understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum, necessary competencies for organizing learning experiences, select and use of appropriate assessment strategies for facilitating learning.

**2. Pedagogical skills:** Applying teaching skills and dealing with classroom problems.

**3. Teaching Through Nonconventional Modes:** Evolving a system of education which enhances the potential of every learners to acquire, retain and transform knowledge leading to wisdom society through creative, experiential and joyful modes of learning.

**4. Critical Thinking:** Analysis of Curriculum, construction of blue print, selecting appropriate teaching strategies according to needs of students and conducting action research to solve classroom problems.

**5. Effective Communication:** Presenting seminar before peer students and teachers and practicing communication skills through various linguistic activities and applying it for better classroom communication.

**6. Sensitivity Towards Inclusion:** Identifying the diversities and dealing it in inclusive classrooms environment, guidance and counselling programmes for disabled students.

**7. Content Analysis:** Analyse the text-books and syllabus.

**8. Effective Citizen Ethics:** Understand different values, morality, social service and accept responsibility for the society.

**9. Social Resilience:** Understand about social entities and enable to cope up with adverse conditions of life.

**10. Physical Development:** Practice yoga and physical education games.

**11. Team Work:**Locate as a member or leader in diverse teams and in multi-disciplinary settings by following the principles of collaborative learning, cooperative learning and team teaching.

## **PROGRAMME SPECIFIC OUTCOMES**

1. To understand learner and his learning environment, contemporary India and education, school management, gender, school and society.
2. 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.
3. To 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.
4. To provide real experiences of classroom teaching and online teaching by using ICT and its different tools and software.
5. To 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.).

## **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
- ◆ Understand the role of teacher in holistic perspective of learner and learning
- ◆ Analyse the concept of inequality, marginalization and multi-culturalism and their effect on learning
- ◆ Distinguish the different learning approaches and their educational implications
- ◆ Summarize 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.
- ◆ Prepare the students to understand 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)**

- ◆ Classify different methods of teaching school subjects to student teachers.
- ◆ Develop understanding of the significance of that particular pedagogy subject in the present context.
- ◆ Correlate particular pedagogy subject with other school subjects.
- ◆ Outline aims and objectives of teaching of school subject.
- ◆ Acquaint student teachers with different techniques of evaluation.
- ◆ Prepare and use different teaching aids.

**(PAPER: VI)**

**LANGUAGE ACROSS THE CURRICULAM(CP-III)**

- ◆ Understand the concept of classroom transaction
- ◆ Recognize 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)**

- ◆ Discuss narrative text, autobiographical text and ethnographical text.
- ◆ Explain different types of Text
- ◆ Reflect upon different types of policy document

## **SEMESTER-II**

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

### **(PAPER: I)**

#### **UNDERSTANDING THE LEARNING PROCESS**

- ◆ Know 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.
- ◆ Select 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
- ◆ Explain 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)**

- ◆ Describe some important methodologies & techniques of teaching subject.
- ◆ 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.
- ◆ Know the concept of evaluation.
- ◆ Understand different types of test.
- ◆ Formulate macro lesson plan.
- ◆ Comprehend different types of micro teaching skills.

**(PAPER: VI)**

### **DRAMA AND ART IN EDUCATION (EPC-II)**

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

**(PAPER: VII)**

### **COMMUNICATION SKILLS**

- ◆ Construct a classroom climate that fosters learning, equity, and excellence and will use this knowledge to create a physical and emotional environment that is safe and productive.
- ◆ Understand and apply principles and strategies for communicating effectively in varied teaching and learning contexts.
- ◆ Apply appropriate instruction that actively engages students in the learning process.
- ◆ Use of technology to plan, organize, deliver, and evaluate instruction for all students.
- ◆ Analyse student performance and achievement; provide students with timely, high-quality feedback; and respond flexibly to promote learning for all students.

## **SEMESTER-III**

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

**(PAPER-I)**

### **School InternshipCPI(SI)&CPII(SI)**

- ◆ Be exposed to the real experiences of classroom teaching.

- ◆ Set up diverse learners in inclusive classroom setup.
- ◆ Apply teaching skills and dealing with classroom problems.

**(PAPER–II)**

**FILED ENGAGEMENT WITH COMMUNITY and CP FE-III**

- ◆ Develop an awareness and sensitivity.
- ◆ Progress the capacity to facilitate personal growth and social skills in their own students.
- ◆ Identify 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.
- ◆ Comprehend the gender discrimination in construction and dissemination of knowledge.
- ◆ Develop an awareness and sensitivity.

**(PAPER–II)**

**GUIDANCE AND COUNSELLING**

- ◆ 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–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**

- ◆ Explain School as a conducive learning environment.
- ◆ Describe the role of teacher and the principal in ensuring a vibrant school climate.
- ◆ Summarize the concept of Quality Enhancement and Management in school.

**(PAPER–V)**

**VOCATIONAL AND WORK EDUCATION CP -V (Option: i)**

- ◆ Describe education demands of the population, support professional, career development.
- ◆ Relate feed economy with qualified staff competitive both on local and international labour market.
- ◆ Support student mobility.
- ◆ Plan professional development of minority groups and create employment opportunities for them.
- ◆ Arrange competitiveness of employed be re-training and professional development

**HEALTH AND PHYSICAL EDUCATION CP- V (Option: ii)**

- ◆ State personal hygiene.
- ◆ Describe about the concept of health education.
- ◆ Explain the importance of balanced diet.
- ◆ Understand the techniques used to diagnose health.

**PEACE AND VALUE EDUCATION CP- V (Option: iii)**

- ◆ Describe the concept of peace education.
- ◆ Explain the dynamics of transformation of violence into peace.
- ◆ Generalize the significance of peace in Self-development.
- ◆ Familiarize the nature of conflicts and their resolutions.
- ◆ Use the knowledge, attitudes and skills needed to achieve and sustain a Global culture of peace.
- ◆ Appraise peace education in the curriculum.

**FOUNDATIONS OF CURRICULAM DEVELOPMENT CP- V(Option: iv)**

- ◆ Understand the concept of curriculum
- ◆ Differentiate curriculum and syllabus
- ◆ Discuss various Facets of curriculum
- ◆ Converse theories and types of curriculum
- ◆ Explain the process of curriculum development
- ◆ Discuss the role of school philosophy in developing curriculum
- ◆ Discriminate between centralized and de-centralized curriculum
- ◆ Confer the problem of curriculum load

**(PAPER–VI)**

### **Enriching Learning through ICT (EPC–III)**

- ◆ Describe about computer and its components.
- ◆ Prepare slide presentation.

### **(PAPER–VII)**

### **UNDERSTANDING THE SELF (EPC–IV)**

- ◆ Discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- ◆ Develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- ◆ Progress the capacity to facilitate personal growth and social skills in their own students.