

Veer Narmad South Gujarat University, Surat

Bachelor of Education (B.Ed.)

2 years

Programme Outcomes

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

Programme Name	Programme Outcomes
PO 1	-Understand the concept, nature, principles, process, elements and the strategies of Education.
PO 2	-Understand various educational issues in the context of diverse socio cultural & Multilingual Indian Society.
PO 3	- Face the challenging of social, political and technological issues.
PO 4	- Equip with skills and competencies for changing technological needs and global concerns.
PO 5	-Build and Practice the values and ethics needed for teaching profession.

Programme Specific Outcomes

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

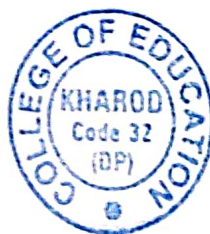
PSO 1	- Understand the nature, purpose, influencing factors and problems of secondary education in contemporary issues.
PSO 2	- Achieve excellence on academic, social, mental, physical, moral, and cultural fronts.
PSO 3	- Understand various level learners, their needs, and interest and peculiar problems in Inclusive classroom setup.
PSO 4	- Master the methods and techniques of teaching different subjects with innovative attitude.
PSO 5	- Use Information Communication Technology resources, on-line as well as off line for day-to-day classroom teaching.



FSO 6	- Develop problem solving ability through action research
FSO 7	- Connect theoretical curricular areas with practicum through field work and assignments
FSO 8	- Enhance their professional capacities through EPC courses (abilities of communication, reflection, art, aesthetics, theatre, self expression and ICT.)
FSO 9	- Understand the classroom diversities and deal with diverse learners in inclusive classroom setup, education for human rights and women empowerment, environmental education and developing online content.
FSO10	- Build skills and abilities of communication, reflection, art, aesthetics, theatre, self expression and ICT.
FSO 11	- Provide socially relevant education.

Course Outcomes

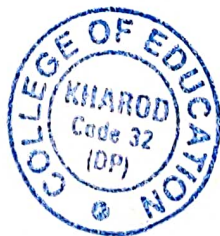
Course Name	Course Outcomes
101. Childhood and Growing up	<p>After completion of the course, the student teacher will be able to:-</p> <ul style="list-style-type: none"> - Understand children of different ages by interacting and observing them in diverse social, economic and cultural context. - Explain childhood, child development and adolescence. - Understand learning as divergent process. - Understand the role of the family and the school in the child and adolescence development. - develop critical understanding of the different Social, Educational and Cultural contexts at the core of the exploration of childhood. - develop an understanding of the different aspects of a Child with diverse abilities in the Social, Cultural and Political context of India. - understand the role of different agencies in the healthy development of children. - develop an understanding of the meaning and concept of Adult Education. - Understand with chief characteristics of an adult learner, different methods and evaluation techniques of adult learning.
102. Contemporary India and Education	<ul style="list-style-type: none"> - Understand the importance of Indian Education Systems. - Know the internal Educational Patterns and its components. - Understand the meaning, nature, scope, functions and principles of Educational Administration of a School.



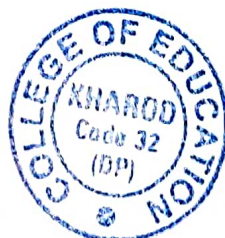
	<ul style="list-style-type: none"> - develop an understanding about various components of school Administration. - develop an understanding of leadership qualities and accountability to be maintained by the different school personnel like headmaster, teacher etc. - Understand the students with specific problems of school management.
103. Language Across the Curriculum	<ul style="list-style-type: none"> - Understand the nature and structure of language. - Appreciate the relationship between language, mind and society. - Understand the process of language acquisition and learning. - Develop the understanding of different language skill. - Develop sensitivity and competency towards catering to a multilingual audience in Schools.
104. Understanding Discipline & School Subject	<ul style="list-style-type: none"> -Understanding Education and its Definition, concept, aims in reference of School. - Understand the School-Education and its importance. -know about different Approaches within schools. - Understand various school subjects correlations.
EPC-1. Reading and Reflection on Text	<ul style="list-style-type: none"> - Able to read and respond to a variety of texts in different ways and also learn to think together and appreciate- - Develop meta-cognitive awareness to become conscious of their own thinking processes as they engage with diverse texts. - Enhance their capacities as readers and writers by becoming participants in the process of reading.
201. Teaching and Learning	<ul style="list-style-type: none"> - Gain an understanding of the concept, meaning, aims and functions of Education. - Reflect upon the thoughts of Indian and Western thinkers on Education and explore their implications for practices in schools. - Examine the issues and concerns of education in the socio-economic context of India. -Appreciate the need and relevance of the course in being a humane teacher. - Create awareness in student-teachers with respect to the range of cognitive capacities and affective processes in human learners. - Develop an understanding of different theoretical perspectives of learning with a focus on cognitive views of learning. - Familiarize with the concept and nature of Intelligence, Personality and Adjustment.
202 & 203. Pedagogy of a	<ul style="list-style-type: none"> - Understand the importance of various Teaching Methods & Techniques. - Develop creative designs and plans to teach pedagogical subjects to



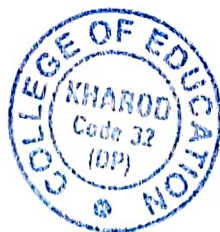
School Subjects	<p>understanding the diverse need of the learners.</p> <ul style="list-style-type: none"> - Understand the concepts of pedagogical subjects - Interrogate existing terminology, constructs and notions of pedagogic practice, such as child-centered learning, discovery learning, activity-based learning, intelligence (IQ) etc. - Understand epistemological questions of subject matter and how they unfold in the study of pedagogical approaches.
204. Assessment for Learning.	<p>After completion of the course, the student-teachers will be able to:-</p> <ul style="list-style-type: none"> - Understand meaning and purpose of assessment and its role. - Discuss Assessment, evaluation, test, examination, measurement, continuous and comprehensive assessment and grading. - Comprehend the Process of Assessment and its tools and techniques. - Describe the Quantitative and qualitative aspects of assessment. - Understand the Purposes of reporting, Teacher competencies in assessment tools, Data analysis, feedback and reporting. - Psycho-social and political dimensions of assessment and dynamic assessment processes. - Understand the critical role of assessment for more confident and creative learners and in enhancing learning.
EPC-2. Drama & Art in Education.	<ul style="list-style-type: none"> - Develop basic understanding of different Art forms ñ impact of Art forms on the human mind. - Enhance artistic and aesthetic sensibility of learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression. - Develop skills for integrating different Art forms across school curriculum at secondary level. - Create awareness of the rich cultural heritage, artists and artisans.
301. Knowledge & Curriculum	<ul style="list-style-type: none"> - Understand meaning of Epistemological terminologies and Understand their similarities and differences between them. - Familiarize with ideologies related to child centered education. - Understand the changes in education in the context of society, culture and modernization - Familiarize with the perspectives of Education - Understand various school activities and class room interaction with reference to multi culture and democracy - Understand the National, Global & Secular paradigms of education - Plan the activities to make value based education
302	<p>Creating</p> <ul style="list-style-type: none"> - Develop understanding the culture, policy and way of functioning of an



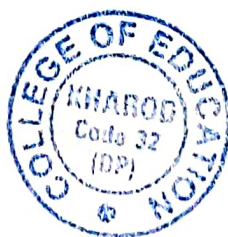
Inclusive Schools	<p>inclusive school</p> <ul style="list-style-type: none"> - Examine the definitions of 'deficiency' and 'Inclusion' in the psychosocial contexts of equal education. - Analyse the policies & initiative programmes related to inclusion - Know the obstacles related to the policies and methods regarding 'Learning and Participation' in the inclusive school. - Identify and address the diverse needs of all learners. - Develop capacity for creating an inclusive School. - Appreciate various inclusive practices to promote Inclusion in the classroom.
EPC-3. Critical Understanding of ICT	<ul style="list-style-type: none"> - Understand the effective use of ICT tools, software applications and digital resources. - Familiarize them with the understanding and skills of integration of ICT in teaching learning, evaluation and management of an institution. - Develop the skill of organising and creating her/his own digital resources. - Practice safe, ethical and legal ways of using ICT. - Use ICT for making classroom processes more inclusive and supportive in addressing multiple learning abilities.
EPC-4. Understanding the Self	<ul style="list-style-type: none"> - Familiarize with the methods of Self-Value Development. - Understand the concept of Self & Society. - Evaluate the Self in terms of a Teacher, Guardian and the Management Members. - Develop life skills to understand self. - Develop the capacity for sensitivity, sound communication and ways to establish peace and harmony. - Develop the capacity to facilitate personal growth and social skills in their own students. - Recall and reflect on their own educational journeys and become conscious of factors that have shaped their aspirations and expectations. - Become more conscious of their responses to experiences, observations of life situations, as also of ideas and issues that arise in their minds, and to thus develop their capacity for reflection.
401. Gender, School & Society	<ul style="list-style-type: none"> - Sensitize towards Gender Inequality in the society. - Familiarize with the Institutes creating Gender Inequality - Ponder and act in direction of Gender Inequality remove. - 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. - Develop an understanding of the paradigm shift from Women studies to



	<p>Gender Studies based on the historical backdrop.</p> <ul style="list-style-type: none"> - Reflect on different theories of Gender and Education and relate it to power relations. - Analyse the institutions involved in Socialisation processes and see how socialisation practices impact power relations and identity formation
402. Knowledge * Curriculum	<ul style="list-style-type: none"> - Understand the concept of curriculum - Understand the various interpretation of curriculum - Understand the steps and process of curriculum construction - Become familiar with the basis of curriculum - Understand the role of curriculum in teaching learning process - Able to clarify the interrelation among curriculum, syllabus & text book - Evaluate co-curricular activities with reference to new society formation - Understand the co-relation among power, principles and curriculum - Become familiar with comparative analytical process - Develop the skill of curriculum evaluation.
403. Guidance & Counseling	<ul style="list-style-type: none"> - Understand the concept of Guidance and Counselling. - Understand the types of Guidance and Counselling. - Know the competencies of the Guidance and Counselling. - Familiarize with the techniques and tools of Guidance and Counselling and their uses. - Know the role of a teacher for the professional guidance to the students. - Identify the students facing the specific problems and provide the required guidance.
403. Environmental Education	<ul style="list-style-type: none"> - Understand the environment meaning, importance and its elements. - Understand natural resources, its sustainable use and its conservation. - Know the bio-diversity. - Understand the growing energy needs for increasing population. - Understand the deferent types of pollution and its cusecs. - Understand the universal problems of environment.
403. Population Education	<ul style="list-style-type: none"> - Gain knowledge regarding the present situation related to population. - Understand the meaning and importance of Population Education - Develop the understanding of the scope of Population Education. - Evaluate the result and effect of population growth on society - Know the factors which are affecting population growth - Know the effect of population growth on Health and Nutrition. - Know trends of Population growth in Gujarat and India. - Develop understanding of various methods and techniques about Population Education.
403. Education and	<ul style="list-style-type: none"> - Understand the basic scientific concepts and practices in the educational



Mental Measurement	<p>and mental measurement.</p> <ul style="list-style-type: none"> -Develop skills and competencies in the student teachers for the use of techniques in the field. -Interpret the result of educational measurement - Tabulate and to find out some standard meaning from the raw score by using statistical procedure. - Use of measuring devices.
403. Value Education	<ul style="list-style-type: none"> -Develop the theoretical understanding of values. - Understand the importance of values in self – development. - Understand the concept of Value Education. - Know the internal conflicts among values and the remedies for them. - Familiarize with the methods of Value Development. - Evaluate the values of a Teacher, Guardian and the Management Members
403. Vocational Education	<ul style="list-style-type: none"> - Know the meaning and concept of vocational education. - Know the objectives and goal of vocational education. - Understand the principles and need of vocational education. - Know the problems and contemporary trends of vocational education. - Know the programmes and institutions of vocational education. - Understand the need of vocational education with reference to 21th century.
403. Health and physical education	<ul style="list-style-type: none"> - Understand the characteristics of physically fit & mis-fit person. - Prepare a report from the discussion with doctor about maintaining physical health - Arrange yoga workshops - Arrange demonstration / exhibitic on de addiction - Arrange a discussion on understanding sex education - Arrange meditation workshops - Plan and implementation of Sports Day.
403. Education for peace	<ul style="list-style-type: none"> - Take experiments and projects for contribution of peaceful and non-violent society. - Know and understand the concept of peace. - Know and apply the strategies to remove the conflicts emerge at personal and social level. -Understand and live the importance of loving and peaceful relationship among people in the institutions. -Develop the attitude and skills for removing conflicts.
Field Work / Practicum	<ul style="list-style-type: none"> - Visits to schools and other field sites, and the analysis of a variety of records of learning and teaching. Examples of children's work records that capture a variety of images of learning and teaching. - Measuring Intelligence of the pupil's by use of Intelligence tests.



	Preparation of lesson plans in terms of Micro, Simulated and Mega lessons.
School Internship	<ul style="list-style-type: none"> -The Student teachers will be equipped to cater to diverse needs of learners in schools. - To know about real situation in classroom teaching and familiar with school environment. - To Writing a reflective journal on observation of regular class room teaching with respect to pedagogical practices and class room management techniques used by the teachers. - To Reflection on roles and responsibilities of different school staff and Critical study of the infrastructural facilities, namely Library , Laboratories, Playground, Canteen, Sports facilities, Seminar Halls, Auditorium etc which are available in the school. - To undertake the field activities pertaining to the practicals during internship.
Viva-Voce	<ul style="list-style-type: none"> -To share reflections about their learning and their growth in the Habits of Mind. - A teacher can interview a student, or students can interview classmates. -To Set aside time at the end of a learning sequence of lesson, a unit, a school day, or a school year to question each other about what has been learned. - To Guide students to look for ways they can apply their learning to future settings. - Interviews also provide teachers and students with opportunities to model and practice a variety of habits: listening with understanding and empathy, thinking and communicating with clarity and precision, and questioning and posing problems.



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Principal
College of Education
Kharod, Ta. Ankleshwar