FACULTY OF EDUCATION

PROGRAMME: **BACHELORS OF EDUCATION (B.Ed)**

Program Outcomes (PSO): At the end of the Programme the student teacher will be able

PO-1: to be empowered in subject content and pedagogy.

PO 2 To develop an understanding of the contemporary Indian Society, with special reference to education.

PO 3 to be able to interact with children from diverse socio economic and diverse back grounds.

PO 4 to be able to use learner centered teaching methods as such and with modification in future.

PO 5 to develop an understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum,

PO 6 to identify the challenging and overcoming gender inequalities in school, classroom, curricula, textbook, social institutions, etc.

PO 7 to create sensitivity about language diversity in classroom and its role in teaching learning process

PO 8 to enable student-teachers to acquire necessary competencies for organizing learning experiences,

PO 9 to develop competencies among student-teachers to select and use appropriate assessment strategies for facilitating learning,

PO 10 to engage student-teachers with self, child, community and school to establish close connections between different curricular areas,

PO 11 to enable student-teachers to integrate and apply ICT in facilitating teaching-learning process and in school management,

PO 12 to systematize experiences and strengthening the professional competencies of student teachers

PO 13 to provide first-hand experience of all the school activities

Program Specific Outcomes (PSO): At the end of the Programme the student teacher will be able to

PSO 1 recall and recognize some educational terminology, educationists, psychologists, some basic concepts, definitions of education, learning, teaching etc.,

PSO 2: 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.

PSO 6 applies the knowledge in the course of teaching in the schools.

PSO 7 applies various methods, strategies and approaches while teaching a lesson.

PSO 8 uses the techniques learnt during the programme in the profession.

PSO 9 Synthesize new methods, strategies, theories on the basis of the knowledge gained during the progamme.

PSO 10 appreciates the contributions of philosophers, educationists and sociologists for the development of educational theory and practice.

PSO 11 uses the ICT widely in all spheres of educational theory and practice

PSO 12 appreciates the role of ICT in making the educational more reachable, making the concepts easy, catering to the needs of the individual learning at their own pace.

PSO 13 develops the skill in both micro-teaching and macro teaching.

COURSE OUTCOMES:

COURSE I: PHILOSOPHICAL AND SOCIAL CONTEXTS OF EDUCATION

At the end of this course the student–teacher should be able to
CO 1. Recognize the types and functions of education.
CO 2. Appreciate the role of philosophy in solving the problems of education.
CO 3. Recognize the importance of philosophy for a teacher to discharge his/her duties effectively.
CO 4. Recognize the thought process of different schools of philosophy.
CO 5. Appreciate the contributions of different schools of thought.
CO 6. Appreciates the contributions of great philosophers and educationists.
CO 7. Compares the educational issues of ancient India, medieval India and modern India.
CO 8. Identify the importance of value propagation through teaching to the students.
CO 9. Recognize the facets and forms of knowledge.
CO 10. Establish the relationship between Sociology and Education.
CO 11. Apply the principles of 'social context of learning' in his/her teaching process.
CO 12. Establish the relationship between education and culture.
CO 13. Make an attempt to bring social change through the process of education.
CO 14. Reflect upon one's own identity as teacher.