

DEPARTMENT OF TEACHER EDUCATION (B.Ed.)

PROGRAMME OUTCOMES

The two-year B.Ed program aims to prepare individuals for careers in teaching by focusing on several key objectives. Firstly, it aims to develop a strong foundation in educational theory and practice, equipping students with essential pedagogical skills and knowledge of educational psychology. This prepares them to effectively manage classrooms, design curriculum, and employ various teaching methodologies tailored to diverse learner needs. Secondly, the program emphasizes subject-specific proficiency, ensuring that prospective teachers possess in-depth understanding and expertise in their chosen teaching subjects. This enables them to impart accurate and comprehensive knowledge to students at the school level.

On the completion of the course, the pupil-teacher-teacher shall:

PO1: Understand the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.

PO2: Apply knowledge and competencies of content and pedagogy to set goals and objectives for learning based on the set standard of a professional teacher.

PO3: Create a learning environment which integrates theory and practice.

PO4: Understand how children learn and develop; how they differ in their approaches to learning and create learning opportunities that are adapted to diverse learners and learning contexts.

PO5: Draw out latent talents and creativity through varied curricular and co- curricular programs.

PO6: Use effective and appropriate, verbal and non-verbal, written and media communication, techniques in the teaching, professional collaboration and interaction with stakeholders

PO7: Demonstrate the understanding of intellectual/ cognitive, social and emotional development and other characteristics of the diversity of learners and implement it in the classroom procedure, behavior management and organization of the learning environment.

PO8: Demonstrate critical awareness of professional ethics and an ability to engage in reflective practices.

PO9: Apply the meaningful learning experiences to seek better employment and generate resources for the economy.

PO10: Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical developments of the learner.

	<p>PO11: Engage in the process of self-directed learning through the use of innovative practices.</p> <p>PO12: Engage in culturally responsive teaching practices to nurture diverse learners.</p> <p>PO13: Demonstrate their commitment to continuous self-improvement by engaging in professional learning, collaborative practices and contribute to renewal of the teaching profession.</p> <p>PO14: Develop self-identity as a teacher through school-based experiences and reflective practices that continually evaluate the effects of his/her choices and actions.</p>
<p>PRPGRAMME SPECIFIC OUTCOMES</p>	<p>After completion of the course the students will be able to:</p> <p>PSO1:Design and implement effective lesson plans that incorporate diverse teaching strategies and cater to different learning styles and needs.</p> <p>PSO2:Demonstrate proficiency in assessing student learning through various evaluation methods, including formative and summative assessments.</p> <p>PSO3:Apply educational theories and principles to create inclusive classroom environments that support students' social, emotional, and cognitive development.</p> <p>PSO4:Develop and utilize educational resources and technology to enhance teaching and learning experiences in the classroom.</p> <p>PSO5:Facilitate the development of critical thinking and problem-solving skills among students through innovative instructional practices.</p> <p>PSO6:Collaborate with colleagues, parents, and community members to support student learning and address educational challenges.</p> <p>PSO7:Implement classroom management techniques that promote positive behavior, student engagement, and a conducive learning environment.</p> <p>PSO8:Reflect on teaching practices and student feedback to continuously improve instructional strategies and professional growth.</p>

	<p>PSO9: Integrate principles of child development and psychology into teaching practices to address diverse student needs and learning stages.</p> <p>PSO10: Conduct action research in educational settings to investigate teaching practices, student learning outcomes, and improve educational effectiveness.</p>
	COURSE OUTCOMES
COURSE (PAPER)	B.Ed. 1st Year
	<i>On completing the course, the pupil-teacher:</i>
PE 1: Education, School and Society	<p>CO1:-States narrow and broad meaning of education.</p> <p>CO2:-Analyses and explains the basic educational concepts, contexts as well as meaning, nature and process of education.</p> <p>CO3: Explains the foundations of education and the aims of education as recommended by different commissions on education policies and educational thinkers.</p> <p>CO4:-States the relationship between school and education, school and community; and among education society and culture</p> <p>CO5: Elaborate the linkage between education and national development.</p> <p>CO6:-Discusses the constitutional provisions for education in the context of national development, development of human resources and inclusive development.</p> <p>CO7:-Analyses the role of education as a sub-system of the social system and its role in social change and modernization.</p>
PE2: Childhood and Growing Up	<p>CO1:-Explain the concepts of growth and development of human child and the underline general principles of growth and development.</p> <p>CO2:-Specify the contexts and factors influencing development.</p> <p>CO3:-Explain the theories of socio-emotional, cognitive and language development and their education a implications.</p> <p>CO3:-Describe the developmental characteristics of childhood development and their bearing on school and classroom practices.</p> <p>CO4:-Elaborate the developmental characteristics, contextual needs and tasks during adolescence and the role of school and teachers in addressing the challenges during this period of development.</p> <p>CO5:-State the different forms and characteristics of individual</p>

	<p>differences and the ways of meeting the classroom issues arising out of the differences.</p> <p>CO6:- identify the learning needs during the different stages of development and adopt appropriate strategies in and out of school to meet the learning needs.</p>
<p>PE3: Learning and Teaching</p>	<p>CO1:-Discuss the broad perspectives of behaviouristic, social cognitive and constructivist views of learning and their educational implications.</p> <p>CO2:-Explain the process of learning as meaning making and the ways of facilitating meaningful learning in and out of the school.</p> <p>CO3:-Employ the processes of teaching and managing classroom situations for meaningful learning.</p> <p>CO4:-Elaborate the processes of preparation and continuing development of professional teacher in the context of a professional ethics of teaching profession.</p> <p>CO5:-Identifies the differential learning needs of the learners.</p> <p>CO6:-Distinguishes learning as transmission and reception vs. learning as construction.</p> <p>CO7:-Elaborates theoretical perspectives of learning including the constructivist perspective.</p> <p>CO8:-Explains nature and strategies of meaningful and concept learning, role of multiple intelligence.</p>
<p>PE4: Contemporary Concerns in Education</p>	<p>CO1:-Describe the prevailing social inequities, diversities and marginalization in India and their implication for education.</p> <p>CO2:-State the relevant Constitutional provisions, policy recommendations and the provisions in different acts relating to education specifically to school education.</p> <p>CO3:Explainthevariousconcernsandissuesofschooleducation</p> <p>CO4: State the roles of teachers in addressing the concerns and issues.</p> <p>CO5:-Develop a set of professional values required to address the issues and concerns through curricular, and co-curricular practices</p>
<p>B.CURRICULUM ANDPEDAGOGIC STUDIES (CPS)</p>	
<p>CPS2: Learning Assessment</p>	<p>CO1:-state nature, purpose and types of educational assessment and evaluation.</p> <p>CO2:-State the types and use of assessment and evaluation in classroom situation.</p> <p>CO3:- Develop and use different types of tools and techniques for continuous and comprehensive assessment of learning in the school situation.</p>

	<p>CO4: Explain the importance of assessment for learning and its processes for enhancing the quality of learning and teaching.</p> <p>CO5:-Analyze the trends and issues in learning and learner assessment.</p> <p>CO6:-Analyze and interpret results of the assessment using elementary statistical methods.</p>
<p>CPS3(a&b): Pedagogy of Mathematics</p>	<p>CO1:- Narrate the evolution and nature of Mathematics and its importance in the school curriculum in context of the recent curricular reforms.</p> <p>CO2:-Specifies the objectives of teaching and learning mathematics at the secondary and higher secondary levels of school education.</p> <p>CO3:-Use various methods and approaches of teaching and learning mathematics</p> <p>CO4:-Plan lessons in Mathematics using traditional and Constructive isapproaches for effective classroom transactions.</p> <p>CO5;-Develop and collect activities and resource materials for their use in enhancing the quality of learning Mathematics at the secondary level.</p> <p>CO6:- Develops long term and short term plans for conducting continuous and comprehensive assessment of and for students learning mathematics at the school stage.</p> <p>CO7: Explain the concepts in Mathematics included in the secondary school curriculum and make pedagogical analysis of those concepts.</p>
<p>CPS3 (a&b): Pedagogy of Biological Science</p>	<p>CO1:-State the nature and importance of Biological Science and its relevance in secondary school curriculum in context with recent curriculum reforms in School Curriculum.</p> <p>CO2:-Use various methods and approaches to teaching-learning Biological Science suitable for the secondary school classes.</p> <p>CO3:Plan units' lessons in Biological Science using traditional and constructivist approaches for effective classroom transactions.</p> <p>CO4:-Develop and collect activities and resource materials from surrounding and everyday experiences for their use in enhancing quality of learning of Biological Science at the secondary level</p> <p>CO5:-Use appropriate tools and techniques for continuous and comprehensive assessment of learning in Biological Science.</p>

	CO6:State the concepts in Biological Science included in the secondary school curriculum and make pedagogical analysis of those concepts
CPS3(a&b): Pedagogy of Language (Odia)	CO1:-State the importance and place of Odia as mother tongue in school curriculum. CO2:-Use of various strategies for facilitating the acquisition of language skills in odia. CO3: Apply appropriate pedagogic approaches to transact different types of lessons in Odia. CO4: Prepare appropriate tools for comprehensive assessment of learning in odia. CO5: Explain the fundamentals of Odia linguistics and their relevance in teaching learning Odia. CO6: Plan appropriate pedagogic treatment of the prescribed textual contents (in Odia) of classes IX and X.
CPS3 (a&b): Pedagogy of Language (English)	CO1:-Analyze the issues relating to importance and place of English in school curriculum, acquisition of skills in English, realization of aims and objectives of learning English and language policy as conceived in NPE,1986andNCF–2005. CO2:-Use various methods, approaches and strategies for teaching-learning English and transact various types of lesson plans covering all aspects of English language following different approaches. CO3:-Develop test items to assess learning in English and provide feedback as well as prepare enrichment materials. CO4:-Use the understanding of phonetics for facilitating students' speaking in English CO5:-Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction.
	COURSE ENHANCING PROFESSIONAL CAPACITIES(EPC)
EPC-3: Fine Art	CO1:-Explain different Art forms. CO2:-Prepare two dimensional and three dimensional teaching aids CO3:-Collect materials from the locality and prepare low cost and no cost teaching aids. CO4:-Organize exhibitions of different Art forms. CO5:-Expresses ideas and emotions about different aspects of life through different art forms. CO6:-Appreciates and experiments with different art forms.. CO7:-Combines the knowledge of art with daily life through different media and techniques.

<p style="text-align: center;">EPC4: Physical Education and Yoga</p>	<p>CO1:-Understand the importance of Physical Education in Human life.</p> <p>CO2:-List the different programmes of Physical Education.</p> <p>CO3:-Practice Yoga for peaceful and harmonious living.</p> <p>CO4:-Enumerate the relationship between Yoga and goals of life.</p> <p>CO5:-Analyzes the concept of holistic health, its various dimensions and determinants for all round development.</p> <p>CO6:-Builds right habits about exercise, games and sports, sleep, rest and relaxation.</p> <p>CO7:-Discusses various policies and programs related to health, physical education and yoga.</p>
<p>D. OPTIONAL COURSES FOR SKILL DEVELOPMENT (OCSD)</p>	
<p style="text-align: center;">OCSD-1: Fruit and Vegetable Preservation</p>	<p>CO1:-Develop economic values through fruit and vegetable preservation</p> <p>CO2:-Gain knowledge about fruit preservation industry</p> <p>CO3:-List different type of preservatives for different types of preservation</p> <p>CO4:-Use fruits and vegetables appropriately by avoiding wastage and spoilage.</p>
<p style="text-align: center;">OCSD-2: Spinning and Weaving</p>	<p>CO1:-Explain process of cotton processing for Khadi</p> <p>CO2:-Master the skill of spinning and weaving</p> <p>CO3:-Develop proficiency in spinning yarn of counts (10-25)</p> <p>CO4:-Organize exhibitions of different spinning and weaving materials</p> <p>CO5:-Appreciate use of khadi in daily life.</p>
<p style="text-align: center;">OCSD-3: Tailoring</p>	<p>CO1:-Stitch, mend and cut the garments accurately</p> <p>CO2:-Develop aesthetic and creative abilities through tailoring</p> <p>CO3:-Design different garments</p> <p>CO4:-Organize exhibition in various type of designed garments</p>
<p style="text-align: center;">OCSD-4: Woodwork</p>	<p>CO1:-Lists different types of timbers for preparing various finished products</p> <p>CO2:-Describes process of protecting wooden materials</p> <p>CO3:-Describes different types of tools and their safe uses</p> <p>CO4:-Prepares wooden Products like pointer, duster, black board, chair, table stool etc.</p>
<p>B.Ed. SECOND YEAR</p>	

<p>PE5: Knowledge and Curriculum</p>	<p>CO1:-State and explain the nature of knowledge. CO2:-Describe the process of constructing knowledge. CO3:-Differentiate different types of curriculum. CO4:Explain the processes and principles of curriculum planning development CO5:-Elaborate the transaction, evaluation and renewal processes of curriculum.</p>
<p>PE6: Educational Management</p>	<p>CO1:-Spell out the structure of educational management at different levels—from national to institution level CO2:-Explain the implications of various policies and provisions in respect to educational management. CO3:-Identify and utilize various resources for effective school functioning. CO4:-Actively participate in the preparation of school development plan CO5:-Explain the role of monitoring and feedback mechanism for effective school functioning.</p>
<p>PE7a: Creating an Inclusive School</p>	<p>CO1:-Explain the changing concepts related to inclusive education. CO2:-Elaborate the different categories of children with special needs, their problems in schooling and need of inclusive education to address their educational problems. CO3:-State the barriers of inclusion in the existing schools. CO4:-State the characteristics and dimensions of an inclusive school CO5:-Describe the process of developing an inclusive school.</p>
<p>PE 7b: Gender, School and Society</p>	<p>CO1:-State the key concepts related to the gender issues. CO2:-Identifies key gender issues in school, curriculum, textbooks and pedagogical process. CO3: Understands the ways to address gender issues in and out of school context.</p>
<p>PE8a: Action Research and Innovation</p>	<p>CO1:-Explain the concept, need and importance of action research and its differences with the pure and applied researches in Education. CO2:-Conduct action research selecting and using the appropriate methods. CO3:-Follow the approved format and style in reporting the action research CO4:-Evaluate an action research project in terms of its objectives, processes and implications</p>
<p>PE8b: Guidance and Counseling</p>	<p>CO1:-State the concept, need and principles of guidance. CO2:-Explain the role of school in organizing different guidance programs. CO3:-Use various tools and techniques of guidance in appropriate contexts. CO4:-Narrate the process, tools and techniques of counseling. CO5:-Explain the qualities and role of a school counselor.</p>

B.CURRICULUM AND PEDAGOGIC STUDIES (CPS)	
CPS1: Language across the Curriculum	<p>CO1:-Identify the language back grounds of students and facilitate their movement from home/regional language to standard language.</p> <p>CO2:-Analyze the nature of classroom discourse and devise strategies to improve communication skills of students.</p> <p>CO3:-Develop the appropriate skills of reading and writing among the learners and facilitate reading writing connection.</p> <p>CO4:Envision their roles as facilitator of learners' language enrichment irrespective of the subjects they teach.</p> <p>CO5:-Demonstrates better communication skills.</p> <p>CO6:-Uses different strategies and approaches for language and curriculum transactions in the classroom.</p>
CPS3 (a&b): Pedagogy of Physical Science	<p>CO1: State the nature and importance of physical science and its relevance in secondary school curriculum.</p> <p>CO2:-Determines the aims and objectives of learning physical science.</p> <p>CO3:-Use various methods and approaches to teaching-learning Physical Science suitable for the secondary school classes.</p> <p>CO4:- Plan lesson in physical science for effective class room transactions.</p> <p>CO5:Develop and collect activities and resource materials for the enhancing the quality of learning of Physical Science at the secondary level.</p> <p>CO6:- Use appropriate tools and techniques for continuous and comprehensive assessment of learning in Physical Science.</p>
CPS3 (a&b): Pedagogy of Social Science (History and Political Science)	<p>CO1:-State the meaning, scope and importance of History and political science</p> <p>CO2:-Specify the skills and competencies to formulate specific learning outcomes for different History and Political Science lessons</p> <p>CO3:-Identify the different methods and skills of teaching History and Political Science for transacting the contents effectively.</p> <p>CO4:-Explain the importance of time sense and prepare/ utilize timelines for effecting teaching of History</p> <p>CO5:-Prepare Unit Plans and Lesson Plans in History and Political science.</p> <p>CO6:-Develop diagnostic achievement test, administer them and analyses the results for providing feedback</p>
C.ENGAGEMENT WITH THE FIELD	
Courses on Enhancing Professional Capacities (EPC)	
EPC-1: Critical Understanding of ICT	<p>CO1:- Describe a computer system</p> <p>CO2:- Describe the working of a computer</p> <p>CO3:- Operate the windows operating system</p> <p>CO4:- Use word processing package</p>

	<p>CO5:-Use internet for educational purpose</p> <p>CO6:-Use the word processing package in education</p> <p>CO7:-Appreciate the use of ICT in teaching and learning</p> <p>CO8:-Acquire the skill of trouble-shooting whenever there are problems in the working of computer</p>
EPC-2: Understanding the Self	<p>CO1:- Explain that any Self is a human resource to exercise all the resources: cognitive, affective and psychomotor.</p> <p>CO2:- Realize that the Self does not have independent existence but related to Nature, other selves and the ‘Unknown’ causing it and this great design of the Universe.</p> <p>CO3:- Perform one’s function to the possible extent as any part of the Nature is silently doing so; thereby developing self-actualization and self-esteem.</p> <p>CO4:- Realizethatoneisresponsibleasapersonandasateacherfortheintegrated development of oneself and one’s pupils: Physical, cognitive, social, emotional, aesthetic, moral and spiritual developments.</p> <p>CO5:- Realize the commonness and uniqueness prevalent in Nature and human nature and feel equality as the reality and contribute to the furtherance of evolution at mental level.</p> <p>CO6:- Elaborates the concepts of ‘self’ and ‘identity’ and identifies the factors that shape the understanding of ‘self’.</p> <p>CO7:- Develops effective communication skills including the ability to listen, observe etc.</p> <p>CO8:- Appraises the critical role of teachers in promoting the ‘self’ and student’s wellbeing.</p>
SCHOOL INTERNSHIP: 1ST YEAR & 2ND YEAR	
SCHOOL INTERNSHIP IP <i>(PART-I & II)</i>	<p>CO1:-Developing professional capacities, teacher sensibilities and sustained engagement of student-teachers (prospective teachers) with learners and schools.</p> <p>CO2:-Equipping the student-teachers with required skills and competencies to cater to diverse needs of the learners in schools</p> <p>CO3:-Exposing the student-teachers to multicultural contexts of the society which influence the school environment and its functioning</p> <p>CO4:-Validating the theoretical understanding of the student-teachers developed through various perspective and pedagogic courses</p> <p>CO5:- Enabling the student-teachers internalize the role of a teacher—as a facilitator of learning, class room manager, resource mobilizer and manager, innovator, evaluator of learner performance, planner and organizer of other curricular activities, mentor and counselor for children, service provider for the community and parents, developer and</p>

	<p>evaluator of curriculum text books and other TLMsetc.</p> <p>CO6:-States clearly the general and specific objectives of teaching the subject, the different units, and the individual lessons.</p> <p>CO7:-Plans and organizes classroom for elementary level students.</p> <p>CO8:-Assess students' progress at different stages of learning.</p> <p>CO9:-Appraises peer teaching.</p> <p>CO10:-Conducts action research.</p> <p>CO11:-Plans, organizes and guides various co-curricular activities, which are important constituents of a rich education for the citizens of tomorrow.</p> <p>CO12:-Plans and organizes classroom for elementary level students.</p> <p>CO13:-Assess students' progress at different stages of learning.</p> <p>CO14:-Appraises peer teaching.</p> <p>CO15:-Conducts action research.</p> <p>CO16:-Plans, organizes and guides various co-curricular activities, which are important constituents of a rich education for the citizensof tomorrow.</p>
COMMUNITY ACTIVITY	
<p>COMMUNITY ACTIVITY (PART-I & II)</p>	<p>CO1:-Develops understanding of social realities working within the society or community.</p> <p>CO2:-Develops the dignity of labor among student-teachers.</p> <p>CO3:-Spreads awareness regarding various educational problems and needs of the society.</p> <p>CO4:-Creates interest in social and economic reconstruction of the country.</p> <p>CO5:- Executes actions leading to sustainable development.</p> <p>CO6:-Builds the personality of the student teacher through community service.</p>