

## **PROGRAM OUTCOMES**

### **Vision**

To prepare intellectually competent, socially concerned, morally upright and technically inclined teachers who act as catalyst to shape the destiny of India.

### **Mission**

To empower prospective teachers through continuum of knowledge and wisdom by equipping them with latest techniques assisted by technology.

## **PROGRAM SPECIFIC OUTCOMES**

Curriculum for two year B Ed programme is designed to enable the student teacher to:

- (a) Impart teacher training facilities to the wards/dependents of the Army personnel including the war widows.
- (b) Provide an environment to train teachers that is economically affordable yet qualitatively superior.
- (c) Equip trainee teachers with skill-sets that would enable them to integrate into the existing school system with ease.
- (d) Develop reflective practitioners in the teaching learning process.
- (e) Create teachers with high levels of sensitivities in the domain social and emotional intelligence.
- (f) Build on the qualities of National Integration, Tolerance, Justice, Fraternity, Liberty and Equality in the trainee teachers.
- (g) Inculcate spiritual values in teachers for their holistic development.
- (h) Provide opportunities to explore and discover integration of technology into the teaching learning process.
- (i) Acquire the knowledge, attitude and skills about the needs of differently-abled learners in inclusive and special schools.

**COURSE OUTCOMES-** In view of the Curriculum prescribed by GGSIPU following are the course outcomes:

- 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
- Critically 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.
- Enable student-teachers to understand the nature and structure of language.
- Help them appreciate the relationship between language, mind and society.
- Acquaint them with the process of language acquisition and learning.
- Support them in the understanding of different language skills and development of the same.
- Develop sensitivity and competency towards catering to a multilingual audience in Schools.
- Interrogate existing terminology, constructs and notions of pedagogic practice, such as child-centered learning, discovery learning, activity-based learning, intelligence (IQ) etc.
- Engage student-teachers with epistemological questions of subject matter and how they unfold in the study of pedagogical approaches.
- Understand the meaning, nature, scope, functions and principles of Educational Administration of a School.
- 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.
- Orient students with the concept of supervision and decision making.
- Acquaint the students with specific problems of school management.
- 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
- Synthesize their experiences and learning over a period of time
- 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.
- Create awareness in student-teachers with respect to the range of cognitive capacities and affective processes in human learners.
- Acquaint student-teachers with the different contexts of learning and situate schools as a special environment for learning.
- Enable them to reflect on their own implicit understanding of the nature and kinds of learning.
- Develop an understanding of different theoretical perspectives of learning with a focus on cognitive views of learning.
- Familiarize them with the concept and nature of Intelligence, Personality and Adjustment.
- Enable student teacher appreciate the relationship between Schooling, Education and Knowledge as given by different Indian and Western thinkers.
- Examine the different sources of knowledge and their kinds
- Familiarise students with the process of Constructions of Knowledge
- Critically analyse the role of Education in reproducing Dominance and Challenging Marginalisation with reference to Class, Caste, Gender and Religion.

- Sensitise the student-teachers with the need and relevance of Guidance and Counselling .
- Develop an understanding of the process of Guidance and Counselling
- Analyse the role of the teacher in the provision of Guidance and Counselling
- Develop basic understanding of different Art forms . 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
- Equip student. Teachers in the effective use of ICT tools, software applications and digital resources.
- Familiarise them with the understanding and skills of integration of ICT in teaching learning, evaluation and management of an institution.
- Acquire the skill of organising and creating her/his own digital resources.
- Sensitise them to practice safe, ethical and legal ways of using ICT.
- Enable them to use ICT for making classroom processes more inclusive and supportive in addressing multiple learning abilities.
- Observe children and the teaching learning process in a systematic manner.
- Learn to relate to and communicate with children.
- Learn the nuances of the practice of teaching in a School using appropriate methods, materials and skills
- Evaluate school textbooks and other resource material critically in the context of Children.s development and pedagogic approach used.
- Develop a repertoire of resources which can be used by the intern later in his/her teaching . Textbooks, children.s literature, activities and games, planning excursions
- Reflect critically on practice by visiting a learning centre.
- 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 Gender Studies based on the historical backdrop.
- 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
- Enable student teachers to understand the meaning of the term Curriculum.
- Sensitise them towards the conceptual linkages and distinctions between Educational aims, Curriculum framework, Curriculum development, curriculum transaction, curriculum evaluation and Pedagogy.
- Explore the role of School as an organization and it.s culture along with the teacher in operationalising and developing, a contextually responsive .Curriculum. Which fosters the spirit of Critical Pedagogy.
- Familiarize student-teachers with the recommendation of NCF 2005 and NCFTE2009 pertaining to Curriculum and Schooling.
- Familiarise student- teachers with the concept of Inclusive Education and appreciate its Philosophy in the context of Education for All.
- Identify and address the diverse needs of all learners.
- Acquaint with the trends and issues in Inclusive Education
- Develop capacity of student- teachers for creating an inclusive School
- Appreciate various inclusive practices to promote Inclusion in the classroom enable student-teachers to read and respond to a variety of texts in different ways and also learn to think together

and appreciate that depending on the text and the purposes of reading, responses may be personal or creative or critical or all of these together.

- Develop meta-cognitive awareness in student-teachers 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.
- Appreciate the nature, purpose and need for guidance and counselling;
- Familiarize the responsibilities and moral obligation of a counsellor;
- Develop capacity of applying the techniques and procedures of guidance and counselling;
- Explore the sources of occupational information, their types and modes of dissemination;
- Understand the concept, importance and theories of career development.
- Enable student teachers to understand the need and importance of value-education and education for Human Rights as a duty.
- Enable the student teachers to understand the nature of values, moral values, moral education as a duty based as they are on the golden rule of religious education and its related moral training orient the student teachers with the basis of duty-conscious ethics and morality based on a rational understanding of moral personality development of oneself and the child.
- Enable them to understand the process of moral personality development vis-à-vis as a means of their cognitive and social development.
- Orient the student teachers to draw lessons from principles of life and converting them into moral learning towards moral education.
- Acquaint pupil teachers with the concept of holistic health.
- Enable them to understand the various dimensions & determinants of health.
- Acquaint them to school health program and its importance.
- Enable them to understand the need & importance of Physical Education.
- Develop organisation skills in organising inter house tournaments and sports meet.
- Understand the need and relevance of Yoga and develop the skills in yogic practices.
- Understand and reflect on the concept and characteristics of environmental education from various aspects.
- Develop awareness understanding and concern about environment and associated problems, and to develop knowledge, skills, attitudes, motivation and commitment to work individually and collectively towards their solutions and prevention of new ones.
- Do teaching learning about the environment, through the environment and for the environment.
- Develop special skill needed to link theoretical understanding with practical/applied aspects.
- Understand the need and importance of English language .
- Develop proficiency in the language.
- Be familiar with the psycholinguistics and sociolinguistics aspects of language.
- Enable the students to use technology to enrich language teaching.
- Be aware of the pedagogical practices required for teaching English on second language.
- Facilitate the effective use of learning resources.
- Encourage continuous professional development.
- Develop an appreciation of the role of English in both academics and life.
- Understand the nature of Mathematics.
- Understand the historical developments leading to concepts in modern Mathematics.
- Understand the learning theories and their applications in Mathematics Education.
- Improve the competencies in secondary level Mathematics.
- To understand the various instructional strategies and their appropriate use in teaching Mathematics at the secondary level.
- Understand the preparation and use of diagnostics test and organize remedial teaching.
- Apply appropriate evaluation techniques in Mathematics.

- Develop understanding about the basic differences between Social Studies and Social Sciences.
- Understand the need for teaching Social Sciences as an integrated discipline
- Develop the ability to justify the relevance of social Sciences in terms of Contemporary events.
- Gain knowledge about the different approaches associated with the discipline
- Develop certain professional skills useful for classroom teaching.
- Develop notion of Democracy, National integration etc. To student-teachers will develop the understanding of the nature of Accountancy As a subject at Senior Secondary Stage.
- Understand the rationale of including Accountancy in the school curriculum, make use of workbooks and practice sets for gaining practical knowledge of the world of Accountancy.
- Equip them with the essential qualities of an ideal Accounting teacher,
- Familiarize them with the techniques of evaluation in Accountancy.
- Develop in them the awareness about curricular innovations in Accountancy.
- Develop in the student-teachers an awareness why business studies is taught at +2 level.
- Develop an analytical ability to appraise the existing CBSE curriculum of Business Studies meant for +2 students, and its comparison with other school boards
- Familiarize with the nature of business studies being taught at the school level
- Be conversant with the different methods of teaching meant for teaching +2 students,
- Instil the competence of organizing co-curricular activities for enriching the subject matter of business studies,
- Develop the tools and techniques of evaluation for appraising and enhancing students knowledge in Business Studies,
- Develop awareness of curricular innovations in Business Studies.