



Programme Learning Outcome and Course Learning Outcome

PROGRAM: BACHELOR OF EDUCATION PROGRAMME (B.ED.)

Program Learning Outcomes (PLO)

PLO 1: To develop professional and humane teacher and make them reflective practitioners

PLO 2: To develop concepts and ideas of educational theory, teaching competency, pedagogical skills and mastery is subject content.

PLO 3: To make teachers of the diversity of learners in all aspects in inclusive environment.

PLO 4: To comprehend the ideas regarding school education's governance, structure, and function.

PLO 5: To develop understanding regarding school management and community engagement through field-based activity.

PLO 6: To build skills of communication, critical thinking, teamwork, and teaching through nonconventional modes, art, self-expression and ICT

PLO 7: To promote the capability of imbibing values, duties and rights among student teachers as enshrined in the Constitution of India

Course Learning Outcomes (CLO)

COURSE CODE & HALF	COURSE NAME	COURSE OBJECTIVES
Course-I (1.1.1)	Childhood & Growing Up	
1 st Half	Development and its Characteristics	The student teachers will be able to: - 1. Explain the concept of growth and development and stages of development with special reference to the stage of adolescence. 2. Know about the developmental characteristics 3. Be aware of influence of heredity, environment including socio cultural factors on developmental process 4. Develop the skills of applying the principles of development in improving the teaching learning process.
2 nd Half	Aspects of Development	The student teachers will be able to: - 1. Know about various aspects related to development. 2. Acquainted with theories, types and factors of motivation, attention and interest. 3. Understand the nature of intelligence and know various theories related to it. 4. Develop skills for identifying and nurturing creativity.
Course-II (1.1.2)	Contemporary India and Education	
1 st Half	Education in Post-Independent India	The student teachers will be able to: - 1. Comprehend the various constitutional provisions 2. Develop the knowledge about the recommendations of various commissions and National Policies of Education.

		<p>3. Examine the problems and solutions of elementary and secondary education and find out probable solution.</p> <p>4. Acquire the skill to eradicate inequality, discrimination and marginalization in education.</p> <p>5. Develop an idea about National Values.</p>
2nd Half	Policy Framework for Education in India	<p>The student Teachers will be able to: -</p> <ol style="list-style-type: none"> 1. Realize the policy framework for Education in India 2. Know the contemporary issues in education Develop the knowledge about various policies on education 3. Examine the role and functions of different monitoring agencies of education 4. Understand community participation and development in education 5. Acquire skill to develop educational planning and management.
Course-IV (1.1.4)	Language across the Curriculum	<p>The student teachers will be able to:-</p> <ol style="list-style-type: none"> 1. Recognize nature, function and role of language across the curriculum. 2. Acquaint with obstacles in language usage while using the language and ways to overcome them. 3. Understand importance and use of first and second language, multilingualism and impact of culture. 4. Acquire knowledge about the communication process and verbal and nonverbal communication skills. 5. Familiarize the students with of barriers to (Listening, Speaking, Reading, Writing) LSRW skills and activities for developing these skills.
Course-V (1.1.5)	Understanding Discipline and Subjects	<p>The student teachers will be able to:-</p> <ol style="list-style-type: none"> 1. Know the basis of knowledge and branches of emerging knowledge. 2. Be aware of the emergence of various disciplines. 3. Develop among the teacher trainees an understanding of science as a discipline. 4. Understand nature of Mathematics as a discipline. 5. Develop among the teacher trainees an understanding of language as a discipline. 6. Develop among the teacher trainees an understanding of social science as a discipline.
Course EPC –1 (1.1EPC1)	Reading and Reflecting on Texts	<p>The student teachers will be able to: -</p> <ol style="list-style-type: none"> 1. Know the meaning, process, importance and characteristics of reading. 2. Appreciate and apply different levels, types, techniques and methods of reading. 3. Acquaint with the skills of reading different types of texts. 4. Develop different types of reading skills through various activities and met cognition 5. Learn the skills of reading comprehension and to enhance vocabulary. 6. Acquaint with the problems of reading across curriculum.
Course-III (1.2.3)	Learning and Teaching	
1st Half	Learning	<p>The student teachers will be able to: -</p> <ol style="list-style-type: none"> 1. Comprehend the range of cognitive capacities among learners. 2. Reflect on their own implicit understanding of the nature and kinds of learning. 3. Gain an understanding of different theoretical perspectives on learning 4. Demonstrate his/her understanding of different skills at different phases of instruction

2nd Half	Teaching for Learning	The student teachers will be able to: - 1. Understand the process of teaching. 2. Understand and efficiently used different models of teaching. 3. Engage in teaching with proper approach. 4. Develop skills required for teaching.
Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	
Pedagogy of Language Teaching	Bengali, English, Sanskrit, Hindi, Urdu & Arabic	The student teachers will be able to: - 1. Merit effective and constructive acquaintance with the basic foundations of Language teaching in India and West Bengal 2. Acquire practical expertise in pedagogical analysis and develop behavioural competencies in teaching skills 3. Apply principles abstracted from the study of various methods and approaches as regards purpose and procedure of planning lesson 4. Work out and practice strategies for teaching language skills and communication skills 5. Credit working acquaintance with concepts of language learning assessment 6. Turn in to resourceful user of different kinds of Language Test 7. Become efficient in construction of Test and Test Items 8. Explore and experience various resources for target language learning 9. Try out various means of organizing various resources for target Language Learning
Pedagogy of Social Science Teaching	History, Geography, Political Science, Economics, Education, Commerce, Philosophy, Sociology, Fine Arts, Music, Psychology	The student teachers will be able to :- 1. Appreciate the significance of teaching Social Science. 2. Be acquainted with the approaches & Methods of Teaching Social Science. 3. Be used to the application of knowledge and skills in Social Science. 4. Be acquainted with various practical aspects of Social Science.
Pedagogy of Science Teaching	Physical Science, Life Science, Computer Science & Application	The student teachers will be able to :- 1. Appreciate the significance of teaching Science. 2. Be acquainted with the Approaches & Methods of Teaching Science. 3. Be used to the application of scientific knowledge and skills. 4. Be acquainted with various practical aspects of science.
Pedagogy of Mathematics Teaching	Mathematics	The student teachers will be able to :- 1. Understand the nature of mathematics and mathematics education 2. Know the Objectives of teaching mathematics and the principles of the preparation of relevant curriculum and text books. 3. Understand Teaching methodologies in mathematics education. 4. Apply Mathematics education in cross-cultural perspectives. 5. Understand the Assessment and evaluation in the teaching learning of mathematics.

Course-VIII-(A) (1.2.8A)	Knowledge and Curriculum- Part-I	The student teachers will be able to :- 1. Introduce themselves to perspectives in education focusing on epistemological, philosophical and sociological bases of education. 2. Distinguish between knowledge and skill, teaching and training, knowledge and information and reason and belief. 3. Understand education in relation to constitutional goal, social issues and modern values. 4. Understand the concept, scope and objectives of education. 5. Realize the concepts of curriculum and syllabi. 6. Design curriculum in the context school experiences, evaluation, power, ideology, process and practice & its transactional modes.
Course-IX (1.2.9)	Assessment for Learning	
1st Half	Assessment of the Learning Process	he student teachers will be able to :- 1. Get basic knowledge of assessment for learning. 2. Know the process of evaluation and it uses. 3. Write educational objectives. 4. Know different techniques of evaluation, tools of evaluation and their uses. 5. Know different characteristics of instruments of evaluation. 6. Know different types of teachers made tests and will construct them. 7. Compute simple statistics to assess the learning.
2nd Half	Assessment of the Learning System	The student teachers will be able to :- 1. Understand different aspects of the complexities of the learning system. 2. Know various school records designed for specific purposes. 3. Understand the relationship between school and the community. 4. Acquire knowledge about physical, infrastructural and human resources available in the schools. 5. Understand the curricular process in the school. 6. Evaluate the school effectiveness and other functional aspects of the schools. 7. Explore the students support services available and achievements of the schools.
CourseEPC-2 (1.2EPC2)	Drama and Arts in Education	The student teachers will be able to :- 1. Understand the use of ‘Drama’ as Pedagogy. 2. Use ‘Role play’ technique in the teaching learning process. 3. Understand the importance of dramatic way of presentation. 4. Integrate singing method in teaching learning process. 5. Understand various ‘Dance forms’ and their integration in educational practices. 6. Use art of drawing and painting in teaching learning process. 7. Develop creativity through different creative art forms. 8. Understand the efficacy of different art forms in education.
Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II	

Pedagogy of Language Teaching	Bengali, English, Sanskrit, Hindi, Urdu & Arabic	The student teachers will be able to :- 1. Design appropriate teaching–learning strategy/approach suited to particular content. 2. Be at home with the principles of constructing content analysis of school curriculum. 3. Use ICT and various teaching aids in teaching of Languages. 4. Understand the historical development of Language Teaching. 5. Develop various skills related to language learning. 6. Prepare a blueprint before entering into a class.
Pedagogy of Social Science Teaching	History, Political Science, Economics, Commerce, Sociology, Music, Psychology, Geography, Science, Education, Philosophy, Fine Arts,	The student teachers will be able to :- 1. Be aware of teaching & learning of the subject concern. 2. Examine critically the major concept, ideas, principles & values relating the subject concern. 3. Engage the students into the methods of Teaching & learning the subject. 4. Provide the students authentic historical knowledge with the proposed content & make them to be component to do pedagogical analysis of the subject.
Pedagogy of Science Teaching	Life Science, Physical Science, Computer Science and Application	The student teachers will be able to : 1. Be aware of teaching & learning of the subject concerned. 2. Examine critically the major concept, ideas, principles & values relating to the subject concerned. 3. Engage the students into the methods of Teaching & learning the subject. 4. Make them competent to do the pedagogical analysis of the Subject concerned.
Pedagogy of Mathematics Teaching	Mathematics Education	The student teachers will be able to :- 1. Know about Mathematics curriculum and text-book preparation. 2. Know how does Practical activities associated with mathematical concepts. 3. Understand about assessment and evaluation related to mathematics teaching-learning. 4. Apply the Concept of Pedagogical analysis of mathematics content of school level mathematics curriculum and learning designing. 5. Understand about Simulated and integrated lesson.
Course-VI (1.4.6)	Gender, School and Society	The student teachers will be able to :- 1. Develop gender sensitivity among the student teachers. 2. Understand the gender issues faced by the schools. 3. Understand the paradigm shift with reference to gender studies. 4. Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).
Course-VIII(B) (1.4.8B)	Knowledge and Curriculum- Part-II	The student teachers will be able to :- 1. Realize the concepts of curriculum and syllabi. 2. Discover the relationship between power, ideology and curriculum. 3. Design curriculum in the context of school experiences, evaluation, power, ideology, process and practice & its transactional modes.

Course-X (1.4.10)	Creating an Inclusive School	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Sensitise to the concept of inclusive education and social inclusion 2. Familiarize with the legal and policy perspectives behind inclusion in education 3. Understand the types, probable causes, preventive measures and characteristics of different types of disability. 4. Understand Street children, platform children, and orphans, children born and brought up in correctional homes, child labour and other socioeconomically backward children. 5. Know how inclusion can be practiced in mainstream class.
Course-XI (1.4.11) Optional	Health and Physical Education	<p>The student teachers will be able to:-</p> <ol style="list-style-type: none"> 1. Build a scenario of Health Education in India. 2. Develop a Knowledge Base of the Most Common and Uncommon Diseases in India; their Diagnosis & Remediation. 3. Learn the Tech Related Health Risks & Learn How to Fix These. 4. Study the Health Education Vision & Mission of India
Course-XI (1.4.11) Optional	Peace & Value Education	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Understand the meaning and role of peace education and value education in present context. 2. Understand the components of peace education. 3. Understand different perspectives of peace education. 4. Be acquainted with methods and evaluation of value education.
Course-XI (1.4.11)	Guidance and Counselling	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Understand guidance and counselling in details. 2. Understand the mental health. 3. Develop the knowledge about adjustment and maladjustment. 4. Acquire skill to develop tools and techniques. 5. Understand the idea about Abnormal Behaviour and Mental illness.
Course-XI (1.4.11) Optional	Work & Vocational Education	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Make a teacher-trainee aware of the modern approaches to teaching of Work Education in the perspectives of its development from traditional approaches. 2. Make the teacher-trainee acquainted with the basic skills required for the inculcation of the modern approaches to teaching of Work Education. 3. Make the teacher trainees aware of different methods of teaching suitable to different topics of Work Education. 4. Make the teacher trainees acquainted with the ways and means for managing class-room from the stand point of inclusive education.
Course-XI (1.4.11) Optional	Yoga Education	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Understand the concept and principles of Yoga 2. Understand the ancient system of yoga 3. Develop awareness about the historical aspects of Yoga 4. Learn some meditational practices and techniques 5. Learn to maintain a healthy condition of body and mind 6. Learn the utility of yoga in modern life

Course-XI (1.4.11) Optional	Environmental & Population Education	<p>The student teachers will be able to:-</p> <ol style="list-style-type: none"> 1. Understand the concept of population and environmental education 2. Know the objectives and methods of teaching environmental and population 3. Be aware of population and environmental education policies 4. Help teachers students analyse the various issues related to population and environmental education.
CourseEPC-3 (1.4EPC3)	Critical Understanding of ICT	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Understand the social, economic, security and ethical issues associated with the use of ICT. 2. Identify the policy concerns for ICT. 3. Describe a computer system. 4. Operate the Windows and/or Linux operating systems. 5. Use Word processing, Spread sheets and Presentation software. 6. Acquire the skill of maintaining the computer system and the skill of trouble shooting with the help of Anti-Virus and Other tools. 7. Operate on Internet with safety 8. Elucidate the application of ICT for Teaching Learning. 9. Develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups.
CourseEPC-4 (1.4EPC4)	Yoga Education: Self Understanding and Development	<p>The student teachers will be able to :-</p> <ol style="list-style-type: none"> 1. Understand the meaning and importance of self-concept and self- esteem. 2. Be aware of different factors related to self-concepts and self-esteem. 3. Understand the concept and importance of yoga and well-being. 4. Be sensitized about the interrelationships of yoga and well-being. 5. Record a brief history of the history of development of yoga through the ages. 6. Discuss how yoga and yoga practices are important for healthy living. 7. Explain some important principles of yoga. 8. Know and develop their personality through various practices.

PROGRAM: MASTER OF EDUCATION PROGRAMME (M.ED.)

Program Learning Outcomes (PLO)

PLO 1: To acquire a professional understanding of philosophical, psychological, sociological and technological perspectives of education.

PLO 2: To develop professional competencies related to teaching, research, technology and 21st Century skills

PLO 3: To develop and execute academic administration and management capacities.

PLO 4: To guide student-teachers in their academic and cocurricular activities.

PLO 5: To develop skills to implement appropriate assessment strategies through suitable quantitative and qualitative techniques.

PLO 6: To be acquainted with the changes in the education system with constantly changing technological needs and global concerns.

PLO 7: To develop commitment towards values, duties and rights as enshrined in the Constitution of India

Course Learning Outcomes (CLO)

COURSE CODE	COURSE NAME	COURSE OBJECTIVES
Course- 2.1.1	Educational Studies	After completion of the course the students will be able to: 1. Understand the nature of education as a discipline/an area of study. 2. Examine issues related to education as interdisciplinary knowledge. 3. Understand the socio-cultural context of education. 4. Reflect on the multiple contexts in which the school and teacher education institutions are working. 5. Understand the basic concepts/issues of education with reference to kind of concerns the NCF (2005) has raised. 6. Discuss the emerging dimensions of school and teacher education.
Course - 2.1.2	Historical, Political and Economic Perspectives of Education	After completion of the course the students will be able to: 1. Develop an understanding about the historical evolution of education in our country (ancient, medieval and emergence of modern system of education). 2. Develop a grasp of political perspectives of Indian system of education 3. Learn about group diversity and its implication to education 4. Understand the economics of education in Indian context 5. Grasp the implication of Human Resource and Human Development Index
Course- 2.1.3	Psychology of Learning and Development	After completion of the course the students will be able: 1. To understand the process of development of a child. 2. To understand the theories of Learning and their Utility in the Teaching Learning Process. 3. To understand the Changing Concept of Intelligence and its application.

		<p>4. To enable the learner to understand implication of psychological theories for education.</p> <p>5. To develop the understanding of the theories of Personality and their use in the development of learner's Personality, measurement of personality.</p>
Course - 2.1.4	Pre-service and In-service Teacher Education	<p>After going through this course, the student teachers shall be in a position:</p> <ol style="list-style-type: none"> 1. To critically analyse the needs and relevance of pre-service and in-service teacher education programmes in the context of quality enhancement of school system vis-a-vis development of professionalism among school teachers. 2. To understand the logistics involved in organisation of teacher education curriculum and its implementation. 3. To comprehend the dynamics of various schemes and programmes meant for professional development of in-service teachers and its impact.
Course - 2.1.5	Communication and Expository Writing	<p>After completion of the course the students will be able understand:</p> <ol style="list-style-type: none"> 1. Meaning of effective and understandable writing 2. Meaning and essence of Nature, Purpose, Perspective, sensitivity to Catch and Hold attention, connectivity and relation and use of clarity, brevity, 3. Organize simple academic representation to express and appreciate the sense of effective writing.
Course - 2.1.6	Self-Development Through Yoga Education	<p>After going through this module, the students will be able to:</p> <ol style="list-style-type: none"> 1. Illustrate the yogic concept of personality in terms of Pancakośa and Triguna theories. 2. Explain the meaning and dimensions of an integrated personality. 3. Explain how the practice of yoga can help you develop an integrated personality. 4. Discuss the concept of stress in terms of its causes, symptoms and consequence. 5. Relate the role or contribution of yoga practices in coping with stress. 6. Elucidate the concept if self-development and the role of human values
Course - 2.2.1	Philosophical Perspectives of Education	<p>After completion of the course the students will be able to:</p> <ol style="list-style-type: none"> 1. Develop an understanding about the contribution of Philosophy to education as a discipline; 2. Develop capacity to grasp the Indian Philosophy of Education 3. Acquaint themselves with the educational contributions of some great Thinkers (both Western & Indian) on education 4. Understand, interpret and evaluate the concepts related to social philosophy of education; 5. To develop knowledge about Education & Society. 5. To enable learners to correlate Education & Sociology; 6. To understand sociological theories and its practices in our educational system.

<p>Course - 2.2.2</p>	<p>Sociological Perspectives of Education</p>	<p>Objectives of the course are It is expected that on completion of the paper, the students will be able to:</p> <ol style="list-style-type: none"> 1. Comprehend Sociological Foundations of Education 2. Familiarize with the sociological inquiry and its relevance in the process of education 3. Interpret social structure, culture and social inequality in Indian society 4. Recognize the role of Education in a changing social context 5. Provide an understanding of certain current problems and issues of Education in the social context. 6. Recognize the contribution of Sociology towards the Discipline, Education 7. Recognize the relevance of Educational Sociology as forming ground of the discipline, 'Education'. 8. Analyze the sociological and cultural dimensions of Education and the related issues in pretext of present era.
<p>Course - 2.2.3</p>	<p>Introduction to Research Methodology</p>	<p>Objectives of the course are:</p> <ol style="list-style-type: none"> 1. To develop the concept of research methodology and its importance in education 2. To learn about different types of research and research design. 3. To understand the various aspects of research process 4. To know about sampling and tools of data collection. 5. To understand descriptive and inferential statistics and learn their application
<p>Course - 2.2.4</p>	<p>Inclusive Education and Gender Issues in Education</p>	<ol style="list-style-type: none"> 1. To acquire the concept, Need, Importance and Objectives of inclusive education. 2. To explain the Concept, Identification, Causes Prevention and Remedies for Various Disabilities. 3. To analyse Special Education, Integrated Education and Inclusive Education practices and identify and utilize existing resources for promoting Inclusive practice. 4. To acquire basic knowledge on Teaching Learning Strategies, Vocational Training, Curriculum Adjustment for Disabled 5. develop understanding and familiarity with key concepts like gender, gender bias, gender stereotyping, empowerment, gender parity equity and equality patriarchy and feminism 6. learn landmarks in connection with gender and education from the perspective of historical development and contemporary period. 7. Understand the gender issues in school, curriculum and textual materials 8. Understand how gender, power and sexuality relate to education in terms of access, curriculum and pedagogy.

<p>Course - 2.2.5</p>	<p>Curriculum Studies</p>	<p>On completion of this course the Prospective Teacher Educators will be able to:</p> <ol style="list-style-type: none"> 1. Understand the concept, nature and forms (types) of curriculum 2. Understand the foundations, basics of foundation and determinants of curriculum 3. Understand and apply various principles of curriculum development 4. Know the various stakeholders their role and manner of participation in curriculum development 5. Identity criteria and instruments of curriculum evaluation 6. Differentiate between formative and summative evaluation 7. Undertake the evaluation of various curriculum instruments- text- books, work books and teachers guide and laboratory manuals. 8. Describe issues in curriculum planning and evaluation 9. Explain the role of headmaster, teachers and school in successful implementation / transaction of curriculum.
<p>Course - 2.2.6</p>	<p>Internship in Teacher Education Institutions</p>	<p>After going through this course, the student teachers shall be in a position to:</p> <ol style="list-style-type: none"> 1. Be sensitive about the processes involved in various kinds of activities performed by the pupil teachers of in-service programmes. 2. To analyse involvement of pupil teachers in organising various curricular activities in a teacher education institution. 3. To develop competencies in organising various kinds of teacher education curriculum specific activities. 4. To develop an understanding of the needs and relevance of in-service teacher education practices.
<p>Course - 2.3.1</p>	<p>Specialization Courses in Elementary or Secondary Education</p> <p>Group A-Institutions, System and Structure</p> <p>Group B-Stage Specific Status Issues and Concerns</p> <p>Group C- Policy and Practice Relating to Curriculum, Pedagogy and Assessment</p>	<p>The objectives of the course are to help students-</p> <ol style="list-style-type: none"> 1. Analyze organizational structure of Elementary Education and role of various organizations, institutions and agencies in Elementary Education 2. Understand the functioning of various support services at Elementary Level 3. Develop critical understanding about issues and challenges in elementary education 4. Understand the significance of EMIS and Research in bringing positive changes in elementary education 5. Provide opportunity to develop critical understanding about significance of transitions in elementary education
<p>Course - 2.3.1. S.C</p>	<p>Specialization Courses in Secondary and Higher Secondary Education</p> <p>Group A- Institutions, System and structure</p> <p>Group B- Stage Specific Status Issues and Concerns</p>	<p>After completion of the course the prospective teacher educators will be able to:</p> <ol style="list-style-type: none"> 1. understand the status of secondary and higher secondary education in India 2. know different commissions and policies on secondary and higher secondary education in India 3. analyze the issues of secondary and higher secondary education in different aspects 4. interpret the outcome of different programmes in different levels. 5. examine condition of teacher education programmes in secondary and higher secondary level investigate the

	Group C- Policy and Practice Relating to Curriculum, Pedagogy and Assessment	<p>emerging needs of teacher education programme at secondary and higher secondary level.</p> <ol style="list-style-type: none"> 6. develop critical understanding about current status of Secondary education in India 7. understand policy perspectives in decentralization of administration and management of secondary and senior secondary education 8. understand organizational structure and functions of institutions in administration and management of Secondary education at various levels 9. analyze various secondary education curricula exist in India and review with a focus on its criticality 10. develop perspective of inclusive education 11. analyse the role of various organisations, institutions and agencies in Secondary Education 12. develop perspective on transition from elementary education to secondary education
Course - 2.3.2	Advanced Research Methods (Including Statistical Techniques)	<p>After completion of the course the students will be able to-</p> <ol style="list-style-type: none"> 1. To develop understanding and skills in using various quantitative and qualitative techniques of data analysis. 2. To develop understanding and skills to analyze & interpret data. 3. To develop competencies in Research reporting& Research Synthesizing.
Course - 2.3.3	Internship	<p>After going through this course, the student teachers shall be in a position to:</p> <ol style="list-style-type: none"> 1. Be sensitive about the processes involved in various kinds of activities performed by the pupil teachers of in-service programmes. 2. To analyse involvement of pupil teachers in organising various curricular activities in a teacher education institution. 3. To develop competencies in organising various kinds of teacher education curriculum specific activities. 4. To develop an understanding of the needs and relevance of in-service teacher education practices.
Course- 2.3.4	ICT in Education	<p>The objectives of the course –</p> <ol style="list-style-type: none"> 1. To understand the Concept, need and importance of ICT. 2. To prepare the students to become ICT skilled teachers. 3. To get acquainted with ICT supported teaching learning strategies. 4. To prepare the students to select to appropriate ICT facilities. 5. To get acquainted with the new trends in ICT. 6. To comprehend the meaning of system and instructional systems. 7. To realize the importance of instructional systems.

Course - 2.3.5	Dissertation Related Work	<p>After completing this component of dissertation, the prospective teachers will be able to-</p> <ol style="list-style-type: none"> 1. understand the purpose and importance the review of related studies in any kind of research. 2. analyse the existing research and be able to establish the need of their study in the background of studies reviewed. 3. learn how to organize the review chapter/section 4. learn basic criteria for selection of tool(s) from the available standardized tools. 5. learn guidelines, principles and procedures for the development of various tools. 6. understand the various intricacies of data collection. 7. learn to tabulate data according to the objectives of the study
Course - 2.4.1	Perspectives, Issues and Research in Teacher Education	<p>After going through this course, the student teachers will be in a position to:</p> <ol style="list-style-type: none"> 1. Develop a holistic perspective of teacher education in the country 2. Analyse the implications of education policies on reforms in teacher education and its norms and guidelines. 3. Identify the problems of teacher education programmes and teacher effectiveness. 4. Understand the significance of research for knowledge generation in the area of teaching and teacher development with methodical perspectives
Course - 2.4.2	Title: Education Policy, Economics of Education and Educational Planning (In the context of Elementary Education or Secondary Education)	
Course - 1. E	Educational Policy in the context of Elementary Education	<p>The objectives of the course are to enable students:</p> <ol style="list-style-type: none"> 1. Understand the concept of Educational Policy 2. Develop concept into dynamics of policy 3. Learn about determinants of educational policy in Elementary Education 4. Know about schemes and programmes in five-year plans 5. Develop insight into various problems of Elementary Education
Course - 2. E	Economics of Education (In the Context Elementary Education)	<p>After completion of the course student will be able to:</p> <ol style="list-style-type: none"> 1. To make the resource development. 2. To understand the extent various types and levels students understand the concepts of economics of education, economic development human capital, and human of education contribute to economic development. 3. To know and understand how to forecast human power, estimate cost- benefits of education, and analysis of cost-effectiveness in Elementary Education 4. To comprehend the processes of generating and utilizing sources and resources of finances for education
Course- 2.4.2.3. E	Educational Planning in the context of Elementary Education	<p>After completion of the course student will be able to:</p> <ol style="list-style-type: none"> 1. Define Educational Planning 2. Types of Educational Planning 3. Approaches of Educational Planning 4. Methodology of Educational Planning

Course - 2.4.2.1. S	Educational Policy in the context of Secondary Education	The objectives of the course are to enable students 1. Understand the concept of Educational Policy 2. Develop concept into dynamics of policy 3. Learn about determinants of educational policy in Secondary Education 4. Know about schemes and programmes in five-year plans 5. Develop insight into various problems of secondary Education
Course - 2.4.2.2. S	Economics of Education (In the Context Secondary Education)	After completion of the course student will be able to: 1. To make the resource development. 2. To understand the extent various types and levels students understand the concepts of economics of education, economic development human capital, and human of education contribute to economic development. 3. To know and understand how to forecast human power, estimate cost- benefits of education, and analysis of cost-effectiveness in Secondary Education 4. To comprehend the processes of generating and utilizing sources and resources of finances for education
Course- 2.4.2.3. S	Educational Planning the context of Secondary Education	After completion of the course student will be able to: 1. Define Educational Planning 2. Know about Types of Educational Planning 3. Understand the Approaches of Educational Planning 4. Learn about Methodology of Educational Planning
Course - 2.4.3	Title: Educational Planning, Educational Management and Educational Administration, Leadership in the Context of Elementary Education OR Secondary Education	
Course - 2.4.3.1.E	Educational Planning in the context of Elementary Education	After completion of the course student will be able to: 1. Define Educational Planning 2. Types of Educational Planning 3. Approaches of Educational Planning 4. Methodology of Educational Planning
Course - 2.4.3.2. E	Educational Management and School Leadership (In the Context Elementary Education)	The objectives of the course are the following: 1. The student teachers will be able to understand the concepts of educational management. 2. They will be able to develop concepts of human resources, financial resources with special reference to Elementary Education. 3. They will gain insight into the Educational Management and its different aspects 4. They will acquire knowledge about different issues related to management of Elementary Education
Course- 2.4.3.3. E	Educational Administration in the context of Elementary Education	After completion of the course student will be able to: 1. Define Educational Administration. 2. Know Types of Educational Administration. 3. Learn about Educational Administration in India. 4. Understand problems related to educational administration.
Course- 2.4.3.1. S Education	Educational Planning in the context of Secondary	After completion of the course student will be able to: 1. Define Educational Planning 2. Types of Educational Planning 3. Approaches of Educational Planning 4. Methodology of Educational Planning

Course -2.4.3.2. S	Educational Management and School Leadership (In the Context Secondary Education)	The objectives of the course are the following: 1. The student teachers will be able to understand the concepts of educational management. 2. They will be able to develop concepts of human resources, financial resources with special reference to Secondary Education. 3. They will gain insight into the Educational Management and its different aspects. 4. They will acquire knowledge about different issues related to management of Secondary Education
Course- 2.4.3.3. S	Educational Administration (in the context of Secondary Education)	After completion of the course student will be able to: 1. Define Educational Administration. 2. Know Types of Educational Administration. 3. Learn about Educational Administration in India. 4. Understand problems related to educational administration.
Course- 2.4.4. E	Educational Technology and ICT in Elementary Education	1. Differentiate various terminologies associated with educational technology 2. Appreciate the emergence and evolution of various educational media 3. Explain various approaches to educational technology 4. Describe the integration of technology for pedagogy, assessment, administration and Continuing Professional Development (CPD) in Elementary Education 5. Analyse and apply principles and practices associated with technology enhanced learning 6. Assess various problems and issues related to information and communication technologies and its integration in education
Course- 2.4.4. S	Educational Technology and ICT in Secondary and Higher Secondary Education	1. Differentiate various terminologies associated with educational technology 2. Appreciate the emergence and evolution of various educational media 3. Explain various approaches to educational technology 4. Describe the integration of technology for pedagogy, assessment, administration and Continuing Professional Development (CPD) in Secondary and Higher Secondary Education. 5. Analyse and apply principles and practices associated with technology enhanced learning 6. Assess various problems and issues related to information and communication technologies and its integration in education
Course - 2.4.5	Dissertation (Report Writing and Viva Voce)	

