

BHILAI MAITRI COLLEGE, RISALI SECTOR, BHILAI

PROGRAM LEARNING OUTCOMES FOR D.EL.ED

➤ **The objective of the program is**

- To develop concepts and ideas of education.
- Build an understanding of the philosophical dimension of education, basis of syllabus, and also the diversity in the background of learners.
- Comprehend the techniques of learning in children.

PROGRAM SPECIFIC OUTCOMES:

After the successful completion of the course, the students will be able to develop

PSO 1 : TEACHING COMPETENCY

- The students will be able to develop the ability to think independently and also master self study.
- The students will be able to understand the nature of students.
- The students will be able to select appropriate teaching aids and activities for disseminating knowledge.
- The students will be able to give ample opportunities to the children to express themselves.

PSO 2 : PEDAGOGICAL SKILLS

- The students will be able to develop their skill of explanation and writing.
- The students will be able to enhance the various facets of their personality ,expand their knowledge.

COURSE OUTCOMES:

CHILD DEVELOPMENT AND LEARNING

- The learners will be able to understand the concept and process of learning.
- The learners will be able understand the various ways of acquiring and learning styles of primary children .
- The learners will be able to understand physical, emotional ,social and intellectual development of children.
- The learners will be able to understand the adjustment of children with diverse needs.

KNOWLEDGE AND CURRICULUM

- The students will be able to understand the nature of knowledge ,create ,construct and validate knowledge linking with life.
- To develop curiosity about knowledge and education.
- To understand the concept and types of knowledge and change procedural knowledge into factual knowledge.

EDUCATIONAL TECHNOLOGY

- The students will be able to understand the utility of information technology and learn the techniques of learning and teaching technology.
- The students will be able to understand educational technology and communication.
- The students will be able to understand the importance of technology in evaluation.

TEACHING HINDI LEVEL 1

- The students will be able to know the importance of language in life.
- The students will be able to understand the process and components of language.
- The students will be able to know the role of teacher in learning the process of language.
- The students will be able to know the evaluation techniques in language.

TEACHING ENGLISH LEVEL 1

- The students will be to develop critical awareness of approaches, methods and principles of language ,learning acquisition in the student teachers .
- The students will be able to gain hands on experience in developing lesson planning of effective teaching .
- The students will be to make use of resources and materials for teaching and assessing young learners.
- To develop the language skills and knowledge of the student teacher to make use of English fluently.

TEACHING MATHEMATICS LEVEL 1

- The students will be able to understand the concepts ,nature ,importance and its characteristics of mathematics.
- The students will be able to develop thinking skills related to mathematics.
- The students will be able to know the importance to puzzles and other gaming techniques in disseminating knowledge of mathematics.

ENVIRONMENTAL TEACHING LEVEL 1

- The students will be able to understand the meaning of environment and its interaction with the society.
- The students will be aware and sensitized on the issues related to environment.

SCHOOL CULTURE, LEADERSHIP AND DEVELOPMENT

- The students will be able to understand the functioning process of education system of India.
- The students will be able to understand the interrelationship between school and community.
- The students will be develop skills of leadership and management and help in developing a progressive culture through innovative educational thoughts.

INDIAN EDUCATION IN CONTEXT OF MODERN WORLD

- The students will be able to comprehend the three main process-agriculture, industrialization and state. The concept of establishment of nation and democracy and its impact on education.
- To enable students to understand management of school, its structure and understand the importance of it.
- The students will be able to know how the schools tackled the social inequalities.

- The students will be able to critically analyze the resources, process and trials to deal with the challenges of education in free India.

COGNITION AND LEARNING IN SOCIAL AND CULTURAL CONTEXT

- The students will be able to know about cognition. They will be able to critically analyze the concepts of childhood.
- The students will be to understand the ways of learning in children in classroom situations.
- The students will be in a position to attain evaluation oriented goals.
- The students will be able to develop the capacity of logic, discussion and character.

DIVERSITY, INCLUSIVE EDUCATION AND GENDER

- The student will be able to develop an understanding of the diversity and equality.
- The students will be able to identifying the diversity and diagnosis the problem that arises around us.
- The student will be able to express their views by understanding the diversity and equality.

HINDI LANGUAGE TEACHING

- The student will understand the relationship between language and thought.
- The student will be able to understand the importance of teaching language learning in the classroom.
- The student will be able to develop the tendency to study with joy and enthusiasm.
- The student will be able to develop imagination, curiosity, logic and creativity.

ENGLISH LANGUAGE TEACHING

- The student will be able to develop language skill and knowledge for fluent English.
- The student will be able to develop different aspects of classroom management, procedure, and strategies of teaching English.
- The student will be able to make use of resources for teaching and assessing young learners.
- The student will be able to conduct classroom researches to handle classroom challenges.

SANSKRIT TEACHING

- The student will be able to develop linguistic skill.
- The student will be able to construct question answer and sentence making in Sanskrit.
- The student will be able to develop moral values.
- The student will be able to develop the ability to communicate in Sanskrit.

SOCIAL SCIENCE TEACHING

- The student will be able to understand earth as habitat for human and animal.
- The student will be able to get acquainted with their surrounding and understand interdependence of various states.
- The student will be able to actualize the values of Indian constitution and the importance in daily life.

Program Learning Outcomes for B.Ed

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

PO1. Teaching Competency:

- Know, select and use of learner-centered teaching methods.
- Organizing learning experiences.
- Use of appropriate assessment strategies for facilitating learning.

PO2. Pedagogical skills:

- Applying teaching skills and dealing with classroom problems.

PO3: Critical Thinking:

- Construction of blueprint, selecting appropriate teaching strategies according to needs of students.

Program Specific Outcomes for B.Ed

After the successful completion of the course, the students will be able to develop

PSO1

- To develop physical, cognitive and social areas.

PSO2

- To understand the individual differences among students by measuring the attainment, evaluating progress, and assessing learning abilities, guidance programs and administering psychological tools.

PSO3

- Practice teaching in schools. Inculcate the real experiences of classroom teaching.

PSO4

- Understand the classroom diversities and enable them to deal with diverse learners.

COURSE OUTCOMES FOR B.Ed:

PHILOSOPHICAL PERSPECTIVES OF EDUCATION

To enable the student-teacher to understand-

- The relationship between philosophy and education and implications of philosophy on education.
- The importance and role of education in the progress of Indian society.
- The contribution of great educators to the field of education;
- The need to study education in a sociological perspective. The process of social change and socialization in order to promote the development of a sense of commitment to the teaching profession and social welfare.
- Their role in creation of a new social order in the country and learn about various social welfare opportunities in which they can participate helpfully.
- The means and measures towards the promotion of national integration and protection of human rights.

LEARNER AND LEARNING PROCESS

To enable teacher trainees to-

- Acquire knowledge and understanding of stages of human development and developmental tasks with special reference to adolescent learners.
- Develop understanding of process of child learning in the context of various theories of learning.
- Understand intelligence, motivation and various types of exceptional children.
- Develop skills for effective teaching-learning process and use of psychometric assessment.

PEDAGOGY OF MATHEMATICS (PART I)

After completion of course the students will be able to-

- Develop insight into the meaning, nature, scope and objectives of mathematics education.
- Appreciate mathematics as a tool to engage the mind of every student;
- Appreciate mathematics to strengthen the student's resource;
- Appreciate the process of developing a concept;
- Appreciate the role of mathematics in day-to-day life;
- Learn important mathematics: mathematics is more than formulas and mechanical procedures;
- Channelize, evaluate, explain and reconstruct their thinking.
- See mathematics as something to talk about, to communicate through, to discuss among themselves, to work together on;
- Pose and solve meaningful problems;
- Appreciate the importance of mathematics laboratory in learning mathematics;
- Construct appropriate assessment tools for evaluating mathematics learning;
- Develop ability to use the concepts for life skills;
- Stimulate curiosity, creativity and inventiveness in mathematics;
- Develop competencies for teaching-learning mathematics through various measures;
- Focus on understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes; and
- Examine the language of mathematics, engaging with research on children's learning in specific areas.

PEDAGOGY OF BIOLOGICAL SCIENCE (PART I)

After Completion of Course the Students will be able to-

- Develop insight on the meaning and nature of biological science for determining aims and strategies of teaching-learning;
- Appreciate that science is a dynamic and expanding body of knowledge;
- Appreciate the fact that every child possesses curiosity about his/her natural surroundings;
- Identify and relate everyday experiences with learning biological science;
- Appreciate various approaches of teaching-learning of biological science;
- Explore the process skills in science and role of laboratory in teaching-learning;
- Use effectively different activities/experiments/demonstrations/laboratory experiences for teaching-learning of biological science;

- Integrate the biological science knowledge with other school subjects;
- Analyse the contents of biological science with respect to its branches, process skills, knowledge organisation and other critical issues;
- Develop process-oriented objectives based on the content themes/units;
- Identify the concepts of biological science that are alternatively conceptualised by teachers and students in general;
- Explore different ways of creating learning situations for different concepts of biological science;
- Formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary stages, facilitate development of scientific attitudes in learners;
- Examine different pedagogical issues in learning biological science;
- Construct appropriate assessment tools for evaluating learning of biological science;
- Stimulate curiosity, inventiveness and creativity in biological science;
- Develop ability to use biological science concepts for life skills; and
- Develop competencies for teaching-learning of biological science through different measures.

PEDAGOGY OF PHYSICAL SCIENCE (PART I)

After completion of course the students will be able to-

- Gain insight on the meaning and nature of physical science for determining aims and strategies of teaching-learning;
- Appreciate that science is a dynamic and expanding body of knowledge;
- Appreciate the fact that every child possesses curiosity about his/her natural surroundings;
- Identify and relate everyday experiences with learning physical science;
- Appreciate various approaches of teaching-learning of physical science;
- Understand the process of science and role of laboratory in teaching-learning situations;
- Use effectively different activities/demonstrations/laboratory experiences for teaching-learning of physical science;
- Integrate physical science knowledge with other school subjects;
- Analyse the contents of physical science with respect to its branches, process, skills, knowledge organisation and other critical issues;
- Develop process-oriented objectives based on the content themes/units;
- Identify the concepts of physical science that are alternatively conceptualised by teachers and students in general;
- Explore different ways of creating learning situations in learning different concepts of physical science;
- Formulate meaningful enquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary school science/physics and chemistry;
- Facilitate development of scientific attitudes in learners;
- Examine different pedagogical issues in learning physical science; and
- Construct appropriate assessment tools for evaluating learning of physical science.

PEDAGOGY OF SOCIAL SCIENCE (PART I)

After completion of course the students will be able to-

- Develop an understanding of the nature of Social Sciences, both of individual disciplines comprising Social Sciences, and also of Social Sciences as an integrated/ interdisciplinary area of study;
- Acquire a conceptual understanding of the processes of teaching and learning Social Sciences;
- Enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes;
- Acquire basic knowledge and skills to analyse and transact the Social Sciences curriculum effectively following wide-ranging teaching-learning strategies in order to make it enjoyable and relevant for life.
- Sensitize and equip student teachers to handle social issues and concerns in a responsible manner, e.g., preservation of the environment, disaster management, promoting inclusive education, preventing social exclusion of children coming from socially and economically deprived backgrounds, and saving fast depleting natural resources

PEDAGOGY OF LANGUAGE (ENGLISH) (PART I)

After completion of Course the student will be able to-

- Understand the different roles of language;
- Understand the relation between literature and language;
- Understand and appreciate different registers of language;
- Develop creativity among learners;
- Understand the role and importance of translation;
- Examine authentic literary and non-literary texts and develop insight and appreciation;
- Understand the use of language in context, such as grammar and vocabulary;
- Develop activities and tasks for learners;
- Understand the importance of home language and school language and the role of mother tongue in education;
- Use multilingualism as a strategy in the classroom situation;
- Develop an understanding of the nature of language system;
- Understand about the teaching of poetry, prose and drama;
- Identify methods, approaches and materials for teaching English at various levels in the Indian context;
- Understand constructive approach to language teaching and learning;
- Develop an insight into the symbiotic relationship between curriculum syllabus and Textbooks;
- Develop and use teaching aids in the classroom both print and audio-visual material, and ICT (internet and computer technology);
- Understand the process of language assessment;
- Understand need and functions of language lab;
- Sensitize teacher-students about emerging issues, such as right to education for children, peace and environment education in context with language teaching; and familiarize students with our rich culture, heritage and aspects of our contemporary life.
- Language classroom and texts have a lot of scope to make students sensitive towards Surroundings, people and the nation.

हिंदी भाषा का शिक्षण (भाग I)

- भाषा के अलग-अलग भूमिकाओं को जानना;
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना;
- भाषा के स्वरूप और व्यवस्था को समझना;
- स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना;
- भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना;
- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना;
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना;
- भाषा और साहित्य संबंध को जानना;
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना;
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना;
- भाषायी बारीकियों के प्रति संवेदनशील होना;
- अनुवाद के महत्व और भूमिका को जानना;
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना;
- बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के मौके जुटाना;
- भाषा के मूल्यांकन की प्रक्रिया को जानना;
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना; एवं
- भाषा सीखने –सिखाने के सृजनात्मक दृष्टिकोण को समझना।

SOCIOLOGICAL PERSPECTIVES OF EDUCATION

After completion of Course the student will be able to-

- To Understand the social diversity in the state and the class room and its implication for teaching;
- To Understand and be able to use some key concepts relating to social stratification;
- To Understand the nature of caste and changes occurring in it; to focus attention on the scheduled castes and their education;
- To Understand the problems faced by the tribal communities and the issues in education of tribal children; and
- To Understand how poverty affects schooling prospects of children with special reference to migrant children.

CURRICULUM AND KNOWLEDGE

To enable the teacher trainees to-

- Understand the nature of curriculum and its relation to syllabi, text books and class room practices;
- Understand the nature of knowledge, moral values and skills;
- Examine the place of work in education;
- Understand the implications of constructivism for education; and
- Develop and apply a framework for studying curriculum documents.

EDUCATIONAL AND MENTAL MEASUREMENT

- To acquaint the student teacher with the basic scientific concepts and practices in educational and mental measurement;
- To enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures;
- To develop skills and competencies in the student teacher for the use of the techniques in the field;
- To enable the student teacher to interpret the result of educational measurement; and
- To enable the student understand about various educational and mental measurement tools.

EDUCATIONAL TECHNOLOGY AND MANAGEMENT

- To obtain a total perspective of the role of technologies in modern educational practices;
- To equip the student-teacher with his various technological applications available to him/her for improving instructional practices;
- To help the teacher to obtain a total gender of his role of scientific management in education;
- To provide the teacher the skills required for effective instructional and institutional management; and
- To develop the professional skills required for guiding pupils in the three initial areas educational, penal and victual.

EDUCATIONAL ADMINISTRATION & MANAGEMENT

- To acquaint the student teachers with the concept and concerns of educational administration;
- To develop an understanding of the role of headmaster and the teacher in school management;
- To enable the students to understand to concept of importance of communication and its possible barriers in educational administration;
- To enable the student teacher to critically analyse the administrative scenario in relation to the functioning of the other secondary schools of the area.
- To acquaint the student teacher with the scientific practices of educational management and keep him to apply it in work situation.

ARTS EDUCATION

- To work together on small and large projects;
- To encourage students to free expression and creativity;
- To acquaint students with basic elements of design;
- To develop an insight towards sensibility and aesthetic appreciation;
- Joyful experience; and
- To develop a perspective of artistic and creative expression.

ASSESSMENT IN LEARNING

After completion of course the students will be able to-

- Gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm) become cognizant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination;
- Be exposed to different kinds and forms of assessment that aid student learning;
- Become the use of a wide range of assessment tools, and learn to select and construct these appropriately; and
- Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

GENDER, SCHOOL AND SOCIETY

- Understanding the role of culture (apart from biology) as determinants of gender distinction in social living;
- Awareness of factors that shape gendered roles in Indian society;
- Understand the problems of girl child education in our society;
- Developing a critical perspective on gender-based discrimination and its effects;
- To provide an introduction to and the development of an understanding of feminist approaches to the social and cultural construction of gender;
- To develop a critical understanding of intersectionality, including an awareness of gender and its complex intersections with other social and cultural categories, including but not limited to caste, tribe, class, sexuality and ability; and
- To equip the teacher with the ability to create more meaningful and gender just experiences for her students.

COMPUTER EDUCATION

To enable the teacher-trainees:

- To appreciate the role of computer education in the context of modern technological society;
- To develop understanding of computers and their application in education;
- To acquire sufficient knowledge of handling computers with a view to impart computers independently at school level;
- To use computer based learning packages and organize effective classroom instructions;
- To acquire necessary skills in using of modern word processing software; and
- To develop skills of creating and managing simple databases and handling of computers.

INCLUSIVE EDUCATION

The students will be able to-

- Demonstrate knowledge of different perspectives in the area of education of children with disabilities;
- Reformulate attitudes towards children with special needs;
- Identify needs of children with diversities;
- Plan need-based programmes for all children with varied abilities in the classroom;
- Use human and material resources in the classroom;

- Use specific strategies involving skills in teaching special needs children in inclusive Classrooms;
- Modify appropriate learner-friendly evaluation procedures;
- Incorporate innovative practices to respond to education of children with special needs;
- Contribute to the formulation of policy; and
- Implement laws pertaining to education of children with special needs.

TEACHING OF VALUES

- To understand the nature and sources of values, and disvalues.
- To understand the classification of values under different types.
- To appreciate educational values like democratic, secular, and socialist.

Program Outcome For M.Ed

PO1: Research Skills: Understand different research methods, equipping scholars with relevant tools and techniques, Data collection and analysis by using statistical measures, use of conceptual understanding in practical research work and writing a research report.

PO2: Self Study: Self study component helps in self-directed learning as it gives opportunity to student to study in depth about a particular issue and gain knowledge.

PO3: Analytical and Interpretative skills: Scholars are well trained in using statistical measures.

PO4: Leadership and Management Skills: To provide the students with a systematic framework for understanding the institutional management and its different strategies.

PO5: Use of Technology: Understand the innovative technology and tools of ICT and their use in teaching learning environment.

PO6: Effective Citizen Ethics: Understand different values, morality, social service and accept responsibility for the society.

PO7: Social Resilience: Understand about social entities and enable to cope up with adverse conditions.

PO8: Decision Making Skills: Enable them to solve various problems of classroom management.

Program Specific Outcome For M.Ed

PSO1: Understand the social structure, multiculturalism, socialization and social and education equity.

PSO2: Understand the historical political and economy aspect of education, learn to apply various research methods and academic writing for educational research.

PSO3: Understand about various philosophies and their role in education. Expose the aims, learning strategies, discipline and experiences of education, Inculcate self development.

PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Objectives of the course:

- To develop understanding of the interrelationship between Philosophy and
- To develop appreciation of the basic tenets, principles and developments of the Major Indian Schools of Philosophy and Educational thoughts of Indian
- To develop the appreciation of the basic tenets principles and development of the major Western Schools of Philosophy.
- To develop the understanding of interrelationship between Sociology and Education.
- To develop appreciation of education as a means of social reconstruction
- To understand the bearing of various Political & religious ideologies on Education.

EDUCATIONAL TECHNOLOGY

- To enable the learner to become effective user of technology in Education
- To acquaint the learner with the challenges and opportunities emerging in integrating new technology in Educational process.
- To make the student familiar with new trends, techniques in education along with e learning.
- To enable the student to become good PR actioner of Educational technology and e-learning.

TEACHER EDUCATION

To enable the students

- To understand the concept of teacher Education
- To develop necessary skills
- To develop insight into the problems of teacher Education at different levels.
- To develop experimental attitude in teacher Education.
- To understand new trends, and techniques in teacher Education.

STRENGTHENING LANGUAGE PROFICIENCY (ENGLISH LANGUAGE)

- Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's facility in the language of instruction is thus a vital need of student teachers, irrespective of the subject areas that they are going to teach.
- This course is visualised as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction. It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course.
- It is also intended that the student teachers will develop a taste for and abilities in reading and making meaning of different kinds of texts.
- They will also learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts. Overall, areas of language proficiency which are emphasised are those that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals.

EXPLORING LIBRARY AND OTHER LEARNING RESOURCES (PRACTICUM)

Student-teachers are expected to take some initiative in pursuing interests outside the formal course work from a range of available resources. Some of these resources are as follows:

- The institute library
- Websites on the internet
- Local events and facilities, as well as local issues (in the neighborhood or town)
- Members of local community
- Visiting resource persons.

This component is aimed at developing a sense of initiative, imagination and discernment of learning potential of the resources available in their surroundings.

INTRODUCTION TO RESEARCH METHODOLOGY IN

To enable the students to

- To understand the concept of research and educational research.
- To understand the types and methods of educational research,
- To understand the steps involved in educational research,
- To understand the use of different tools and techniques in educational research
- To use the library, Internet services and other sources of knowledge for educational research Purposes.
- To understand the procedure to conduct the research in the educational field.
- To understand the nature of issues and problems faced by the State System of education and to find out the remedies to solve them.
- To understand the role and use of statistics in educational research.
- To select the appropriate statistical methods in educational research.
- To review the educational research articles.
- Use computers for data analysis.

PSYCHOLOGICAL PERSPECTIVES OF EDUCATION

To enable students:

- To develop understanding of the Psychological basis of Education
- To understand the Cognitive, Affective and Psychomotor development of adolescents and youth.
- To develop the understanding of the theories of Personality and their use in the development of learner's Personality, measurement of personality.
- To understand the Changing Concept of Intelligence and its application.
- To understand the theories of Learning and their Utility in the Teaching Learning Process.
- To understand the Concept and Process of teaching.

EDUCATIONAL GUIDANCE AND COUNSELLING

- To acquire the students with the concepts, needs and viewpoints about Guidance and Counselling and the underlying principles in reference to normal children as well as in reference to children with special needs.
- To acquire the students with the organizational framework and procedures of Guidance-Services in educational institutions.
- To acquire the students with the tools and techniques required for providing guidance and counselling services to students.

EDUCATION FOR THE DIFFERENTLY ABLED

- To enable the learner to understand the concept of Inclusive, Integrated and special education, need of special education and its practices.
- To understand the various suggestions of recent commissions of education for the differently abled for realizing the concept of universalisation of education.
- To enable the learner with the new trends in education for the differently abled with respect to the curriculum.
- To enable the learner to identify the specific needs characteristics and modalities of identification of various types of differently abled.
- To enable the learner with the educational programmes, equipment's and aids for the differently abled.

HISTORY AND DEVELOPMENT OF EDUCATION IN INDIA

- To be acquainted with the salient features of education in India in Ancient & Medieval times.
- To be acquainted with the development of education in British India.
- To be acquainted with the development of education in Independent India, including significant points of selected Education.
- To be acquainted with current issues and trends in Education.

ADVANCED EDUCATIONAL STATISTICS

To enable the students

- To understand the role and use of advanced Statistics in educational research.
- Select appropriate statistical methods in educational research
- To understand various Statistical measures for interpretation of data.
- To interpret the Statistical data.

EDUCATIONAL ADMINISTRATION AND MANAGEMENT

- To enable the learner to become effective manager of teaching /Administration of Education.
- To enable learner to become & agents of change in various aspects of education i.e. classroom management, curriculum construction, examination systems, Educational policies.
- To acquaint the learner with the challenges and opportunities emerging in the management and administration in education.
- To acquaint the learner with the Central and State machinery for educational administration and management.
- To make the students understand about the finance, management of Education.
- To make the student familiar with the new trends and techniques of education.
- To enable the students to get some insight into supervision, inspection and know trends of development
- To development an understanding of the planning of education in India and its socioeconomic context.

GENDER PERSPECTIVES AND EDUCATION

Aims of the Course

This course will enable the students to

- Develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
- Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period;
- Learn about gender issues in school, curriculum, textual materials across disciplines, Pedagogical processes and its intersection with class, caste, religion and region; and
- Understand how gender, power and sexuality relate to education (in terms of access, Curriculum and pedagogy).

CURRICULUM DEVELOPMENT

- To understand the concept and principles of curriculum development.
- To understand and appreciate curriculum as a means of development of the individual.
- To gain insight in to the development of new curriculum.
- To understand the Foundations of curriculum development.
- To appreciate the need for continuous Curriculum reconstruction.
- To help the student to develop skills in framing curriculum for subjects of teaching, analysing curriculum for teaching-learning process and developing course contents in the subjects of teaching.