

CHILDREN T. T. COLLEGE,

DADABARI, KOTA (RAJ.)- 324009

PROGRAMME OUTCOME FOR B.ED.

On successful completion of the two-year B.Ed. programme, pupil teachers will be able to develop The process of attainment of POs starts from writing appropriate POs which are based on the Vision & Mission statements of the college and the respective programmes offered.

The discussions focus on the points whether course assessment methods taken up by the respective departments emphasize on the achievement of learning objectives stated in the form of Course Outcomes.

1. Teaching competency: Know, select and use of learner-centred teaching methods, understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum, necessary competencies for organizing learning experiences, select and use of appropriate assessment strategies for facilitating learning.
2. Pedagogical skills: Applying teaching skills and dealing with classroom problems.
3. Teaching through Nonconventional Modes: Evolving a system of education which enhances the potential of every learner to acquire, retain and transform knowledge leading to wisdom society through creative, experiential and joyful modes of learning.
4. Integration of Artificial Intelligence in Education: Transform the educational landscape by providing open access to quality, value based and socially relevant education to all by harnessing the disruptive potential of AI.
5. Critical Thinking: Analysis of Curriculum, construction of blue print, selecting appropriate teaching strategies according to needs of students and conducting action research to solve classroom problems.
6. Effective Communication: Presenting seminar before peer students and teachers and practicing communication skills through various linguistic activities and applying it for better classroom communication.
7. Sensitivity towards Inclusion: Identifying the diversities and dealing it in inclusive classrooms environment, guidance and counselling programmes for disabled students.
8. Content Analysis: Analyze the text-books and syllabus.
9. Effective Citizen Ethics: Understand different values, morality, and social service and accept responsibility for the society.
10. Self-directed Learning: Preparing scripts for seminars, lesson plans and online content.
11. Social Resilience: Understand about social entities and enable to tolerate absorb, cope up with adverse conditions of life.
12. Physical Development: Practice yoga, self-defence, sports and scouting-guiding.
13. Team Work: Enable to work as a member or leader in diverse teams and in multidisciplinary settings by following the principles of collaborative learning, cooperative learning and team teaching.


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PROGRAM SPECIFIC OUTCOMES (PSO)

Children T. T. College values the assessment of teaching and learning activities which is validated through distinct mechanisms. It follows two different strategies to validate Outcome Based Education through direct and indirect methods. In the first stage, Course Outcomes (COs) are mapped with the respective Programme Outcomes (POs) and Programme Specific Outcomes (PSOs). The mean value of mapping indicates how COs are related with POs and PSOs. In the second stage, the Course Outcomes with Programme Outcomes and Programme Specific Outcomes are validated through examination system. The course outcomes reflect different cognitive levels of each course. It is done on the basis of Revised Bloom's Taxonomy. The students' ability to remember and understand are tested through Multiple Choice Questions, Short Answer Questions, Quiz, Snap Test and Oral Test, whereas their ability to apply, analyse, evaluate and create are assessed through Essay Type Questions, Assignments, Practical Examinations, Field Report, Internship and Project Works.

1. Enable to comprehend the development in physical, cognitive, social and emotional areas, contemporary issues and educational policies of education system in India, teaching-learning methods, strategies, epistemological basis of education, school management, professional ethics and observation of school activities by school internship.
2. Understand the individual differences among students, measuring the attainment, evaluating progress, and assessing learning abilities, guidance programmes and administering psychological tools, ICT based Communication and teaching and lesson planning.
3. Practice teaching in Schools, inculcate the real experiences of classroom teaching and online teaching for remote areas' students by using ICT and its different tools and software.
4. Understand the classroom diversities and enable them to deal with diverse learners in inclusive classroom setup, education for human rights and women empowerment, environmental education and developing online content.
5. Understand basic concepts and ideas of educational theory.
6. Build understanding and perspective on the nature of the learner, diversity and learning.
7. Comprehend the role of the systems of governance and structural – functional provisions that support school education.
8. Develop understanding about teaching, pedagogy, school management and community involvement.
9. Build skills and abilities of communication, reflection, art, aesthetics, theatre, self expression for ICT.


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COURSE OUTCOME

CHILDHOOD AND GROWING UP

Objectives: The student teacher will be able:

1. To develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds
2. To read about theories of child development, childhoods and adolescence as constructed in different social economic and cultural settings.

CONTEMPORARY INDIA AND EDUCATION

Objectives: The student teacher will be able:

1. To understand the diversity, inequality and marginalisation in society and the implications for education.
2. To understand the concept of policy frameworks for public education in India. To understand critically the policy perspectives of education.

LEARNING AND TEACHING

Objectives: The student teacher will be able:

1. To develop scientific attitude for the process of teaching & learning.
2. To explain the relationship among variable in teaching learning process.
3. To reflect on their own implicit understanding of the nature and kinds of learning.
4. To appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teacher's.

LANGUAGE ACROSS THE CURRICULUM

Objectives: The student teacher will be able:

1. To understand children's language background for effective teaching and learning.
2. To create sensitivity to the language diversity that exists in the classroom.
3. To enhance the theoretical understanding of multilingualism in the classroom.
4. To understand function of language and how to use it as a tool.

UNDERSTANDING DISCIPLINES AND SUBJECTS

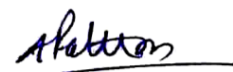
Objectives: The student's teacher will be able:

1. To reflect on the nature and role of disciplinary knowledge in the school curriculum.
2. To know the paradigm shifts in the nature of disciplines.
3. To study the methods of study and validation of knowledge in changing scenario.
4. To know a school subject and how the context was selected, framed in the syllabus and how it can be transformed so that the learner construct their own knowledge through it.

GENDER, SCHOOL AND SOCIETY

Objectives: The student teacher will be able:

1. To know the difference between gender and sex.
2. To develop basic understanding and familiarity with key concepts – gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism.
3. To know the learning and challenges of gendered roles in society.
4. To study various aspects of gendered roles, relationship and ideas in textbooks and curricula.
5. To study the overview of girl education in India.
6. To acquaint with gender just education and ways & means to promote.
7. To know the process of gender sanitization in teaching learning process.



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KNOWLEDGE AND CURRICULUM

Objectives: The student teacher will be able:

1. To know the perspectives in education.
2. To focus on epistemological base of education between knowledge and skill teaching and training Knowledge and information and reason and belief to engage with the enterprise of education.
3. To discuss the basis of modern child centered education.
4. To identify relationship between the curriculum framework and syllabus.
5. To help prospective teachers to take decision about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual underpinning that inform it.
6. To focus on social base of education.
7. To help prospective teachers to understand the process of curriculum development.

Assessment for Learning

Objectives: The student teacher will be able:

1. To understand assessing children's progress, both in term of their psychological development and the criteria provided by the curriculum.
2. To know the critical role of assessment in enhancing learning.
3. To know the constructivist paradigm of learning and assessment.
4. To acquaint with the importance of feedback in the process of assessment.
5. To know the practicality of learning centred assessment.
6. To prepare prospective teachers to critically look at the prevalent practices of assessment.
7. To prepare students teachers to facilitate better learning and prepare more confident and creative learner.
8. To understand the policy prospective on examinations and evaluation and their implementation practices.

Creating an Inclusive School


Objectives: The Student teacher will be able:

1. To understand concept, meaning and significance of inclusive education.
2. To bring about an understanding of the cultures' policies and practices that need to be addressed in order to create in inclusive school.
3. To learn the definition of disability and inclusion within an educational framework so as to identify the dominating threads that contribute to the psychological construct of disability and identity.
4. To appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
5. To screen out and identify special needs of children for developing a brooder plan to foster the need of the diverse inclusive class. To develop critical understanding of international acts, policies and educational provision for children with special needs.
6. To develop the ability to conduct and supervise action research activities.

GUIDANCE AND COUNSELLING

Objectives: The student teacher will be able:

1. To develop an understanding of the concepts of guidance and counselling.
2. To develop an understanding of educational, vocational and personal guidance.
3. To know the various types of guidance and counselling programme.
4. To study the essential guidance and counselling services.
5. To acquaint the students with the testing devices and techniques of guidance.
6. To know the recent trends, issues and challenges in guidance and counselling.


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