

COURSE LEARNING OUTCOME (CLO) FOR B.Ed. COURSE

CHILDHOOD AND GROWING UP

The pupil teacher will be able to -

- Enable the student teacher to understand how varied socio - economic and cultural realities lead to different constructions of childhood and adolescence.
- Develop an understanding of how different cultures have different notions of childhood and adolescents and how urbanization, economic change impacts its construction.
- To develop an understanding of children of different age groups through close observation and interaction.
- Study significant theories of human development and analyze them critically for their relevance within the Indian context.
- Understanding the ways in which diverse needs of learners can be presented and understood and thus create a positive attitude towards inclusive education.

CONTEMPORARY INDIAN SOCIETY AND EDUCATION

The pupil teacher 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.
- To understand how poverty affects schooling prospects of children with special reference to migrant children'.

PERSPECTIVE IN EDUCATION

The pupil teacher will be able to -

- Reflecting on the meaning and purpose of education for one self and the society.
- Understanding the diversity in aims of education and the framework to negotiate this diversity.
- Developing a framework to understand the work of educational thinkers and policy documents.
- Understanding the economic and political context of the emergence of modern education.
- Reflecting on the critique of modern school education.

भाषा, शिक्षा और समाज

छात्राध्यापक सक्षम होगा -

- समझ और भाषा के बीच संबंध को समझना।
- समझ के विकास में भाषा की भूमिका को समझना।

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- विषयगत अवधारणाओं के विकास में भाषा की भूमिका को समझना।
- भारत और छत्तीसगढ़ के बहुभाषी परिदृश्य को समझना।
- बहुभाषावाद के शैक्षणिक पहलुओं को समझना।
- भाषा, बोली और मानकता के संदर्भ में भाषा से संबंधित राजनीतिक, सामाजिक और सांस्कृतिक पहलुओं को समझना।
- सामाजिक लिंग भेदभाव के संदर्भ में भाषा के सामाजिक और सांस्कृतिक पहलुओं को समझना।

PEDAGOGY OF LANGUAGE – ENGLISH

The pupil teacher will be able to –

- Understand the nature and system of language, language learning.
- develop a perspective on English as language in school curriculum in Indian contexts.
- Critically examine the beliefs and assumptions about language learning, methodologies of language teaching.
- appreciate the aims of language teaching in the context of English language and other Indian languages.
- Understand the different forms of literature.
- Understand the relation between language and literature.
- Develop an insight into symbiotic relationship between curriculum, syllabus and text book.
- Understand constructive approach to language teaching and learning.
- Develop creative activities and tasks for learners.
- Understand the process of language assessment.

PEDAGOGY OF MATHEMATICS

The pupil teacher will be able to –

- To help the student-teacher appreciate the nature of the subject along with the historical and social evolution and location of the discipline in the lives of the children.
- To develop an appreciation and understanding of the objectives of school mathematics.
- To develop an understanding of the fundamental concepts and ideas of mathematics. Be able to feel empowered to do and enjoy mathematics.
- To develop an insight about how children learn mathematics in diverse contexts and the challenges they face during the learning processes.
- To enable student-teachers to recognise that children know and can do mathematics and be able to identify their knowledge to build on their understanding of mathematics, and to believe in every child's capacities to engage in mathematics meaningfully.

PEDAGOGY OF SCIENCE

The pupil teacher will be able to –

- Understand science, its nature, its process and epistemic criteria
- Develop own perspective on the relevance of science and science teaching.
- Understand the aims and objectives of teaching science at various school stages.
- Understand the learning of science by children, what it means to know a scientific concept
- Develop the ability to design, manage and assess appropriate teaching-learning experiences in the context of school science.

PEDAGOGY OF SOCIAL SCIENCE

The pupil teacher will be able to –

- Understand the nature of the social science.
- Understand how children acquire their understanding of society and in what ways the teaching of social sciences can help them to review this understanding.
- Explore effective ways of engaging with diverse kinds of students and help them to develop conceptual tools and knowledge necessary for a better understanding of society.
- Understand the approaches to the teaching and learning of History and Geography.

HINDI LANGUAGE PROFICIENCY (ENGLISH)

The pupil teacher will be able to –

- To appreciate the significance of language in education in general and in a classroom in particular in interactions between learners and teachers.
- To identify and understand the elements of dialogue (listening & speaking) and reading comprehension.
- To enhance the ability of student-teachers to share ideas in oral and written form using multiple ways.
- To enable student-teachers to engage with reading variety of texts in diverse ways- fiction, poetry, biographies, ethnographies, field notes, narratives, expository texts, critical reviews, critique, summaries, paraphrase etc.
- To read and respond to debates, academic discourses, discussions, present, explain, dialogue, identifying key ideas.
- To listen to children and Infer from their oral responses and conversations.

भाषा प्रवीणता (हिन्दीभाषा)

छात्राध्यापक सक्षम होगा –

- मातृभाषा के महत्व का ज्ञान होता है।
- हिन्दी भाषा के प्रति जागरूक होते हैं।
- भाषा संबंधी त्रुटि को जानकर सुधार होता है।
- छात्राध्यापक हिन्दी भाषा की स्थिति और भूमिका को जानेंगे।
- औपचारिक, अनौपचारिक भाषा के प्रति संलग्न होते हैं।

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- हिन्दी (मौखिक और लिखित) भाषा के प्रकारों का ज्ञान होता है ।
- भाषा के बिना हम दैनिक कार्य नहीं कर सकते हैं ।
- हिन्दी भाषा विद्यार्थी समाज में ही भाषा सीखता है व प्रयोग करता है। जिससे उसकी भाषा विकसित होती है।
- छात्राध्यापक भाषा की भूमिका को जानेंगे ।

LEARNING AND TEACHING

The pupil teacher will able to –

- Understand how children learn and analyse the factors that influence their learning.
- Understand different theoretical approaches to learning and be able to critique them for their relevance and application in education.
- Study how children think and the role of language in thinking.
- Provide opportunities for learning for children and adolescents from diverse backgrounds and levels of motivation.

GENDER SCHOOL AND SOCIETY

The pupil teacher will able to –

- 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.
- To equip the teacher with the ability to create more meaningful and gender just experiences for her students

CURRICULUM AND KNOWLEDGE

The pupil teacher will able to –

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

ASSESSMENT FOR LEARNING

The pupil teacher will able to –

- Gain a critical understanding of Issues in assessment and evaluation (from a constructivist paradigm).
- assessment is to review the work and the worth of the learner and distances itself from understanding the context in which the child is learning.

- This support would include giving constructive feedback to the child through various mechanisms.
- The course would help would be teachers understand the role and need for feedback both to the students and their guardians.

SCHOOL, CULTURE, MANAGEMENT AND TEACHERS

The pupil teacher will able to –

- This course seeks to provide the student-teachers a framework to understand the functioning of school as an organization and explore possibilities for improving its functioning.
- The student teachers need to understand not only the provisions under law and the principles behind them but also be able to critique them and work out alternatives. This course will offer such a possibility.

ENRICHING LEARNING THROUGH ICT

The pupil teacher will able to –

- Acquire knowledge of computers, its accessories and software.
- Understand the basics (fundamental) of preparing a computer.
- Appreciate the role of computer education in the context of modern technological society.
- Develop understanding of computers and their application in education.
- Acquire sufficient knowledge of handling computers with a view to impart computers independently at school level.
- Use computer-based learning packages and organize effective classroom instructions.
- Acquire necessary skills in using of modern word processing software.
- Develop skills of creating and managing simple databases and handling of computers

SELF, IDENTITY AND THE TEACHER & ART AND DRAMA IN EDUCATION - II

The pupil teacher will able to –

- To learn to be self critical, questioning and reflective about one's thoughts, actions and reactions.
- To develop insight into the various dimensions of the self: emotions, stereotypes, prejudices, perceptions and assumption about and attitude towards people, children and social issues.
- To develop insight into children's ways of thinking and learning and to explore ways to bridge the gap between adult and child.
- To cultivate positive attitudes and sensitivity towards each other, towards children and education.
- To develop skills for effective communication and the capacity to listen, empathize and relate.
- To build a sense of awareness about the natural world and recognize harmony and beauty of the nature.

EXPLORING LIBRARY AND OTHER LEARNING RESOURCES

The pupil teacher will able to –

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- To make students teachers aware of the importance of school library
- To develop interest for guiding school students in the use of library
- To develop in student teachers the skill for promoting reading habits among students.

HEALTH AND WELL-BEING (THROUGH YOGA, COMMUNITY PRAYER AND OTHER PHYSICAL ACTIVITIES)

The pupil teacher will able to –

Awareness of health issues and maintenance of personal health are important factors in the lives of student-teachers, since these sustain a sense of balance, well-being and energy levels. These should be focused during the two years of B.Ed. programme.

SCHOOL INTERNSHIP & OBSERVATION

School internship is the way to teach trainees about-

- Their responsibility, discipline and work experience.
- Their knowledge and also help to improve them in their subjective areas.
- New experience in teaching.
- School interns develop feeling of togetherness and about team work.
- To build their personality.
- Understand Children and the teaching learning Process in a systematic manner.
- Learn to relate to and communicate with children.
- Evaluate school textbooks and context of children's development and pedagogy approach used.
- Learn the nuances of the practice of teaching in a school using appropriate methods materials & skills.