

D.El.Ed. Programme Outcomes (POS)

After completion of the programme, student-teachers will be able:

- PO1: To ensure all teachers have the knowledge, attitudes and teaching skills.
- PO2: Ensuring that teacher education and professional development is coordinated, coherent and adequately resourced.
- PO3: Promoting a culture of reflective practice and research among teachers
- PO4: To make the trainees to capable to face the challenges of the present time, progressive and forward looking teacher with a broader vision.
- PO5: To make the teachers with the theoretical knowledge of the theories of education/teaching/learning need to update themselves with the latest developments in the field of education and technology and integrate the same in their class room teaching.
- PO6: Understand various aspects of growth and development.
- PO7: Enable them to understand the child's behaviour.
- PO8: Understand the developmental needs of childhood and pre-adolescence.
- PO9: understand the concept of integrated personality.
- PO10: Make use of theoretical understanding of the child in various teaching learning situations.
- PO11: Interactive processes wherein group reflection, critical thinking and meaning making will be encouraged.
- PO12: Effective use and utilization of Information Communication Technology resources, on-line as well as off line for day-to-day classroom teaching, remedial instruction and for providing challenging learning to the precious.
- PO13: Develop understanding about teaching, pedagogy, school management and community involvement.

D.El.Ed. Course Outcomes

I. Foundation Course

1. Foundation paper-I: Education and teacher in the emerging Indian society This course seeks to facilitate the student teachers to:

- CO1: Understand the nature and composition of contemporary Indian society.
- CO2: Acquaint them with the constitutional framework, policies and implications for education.
- CO3: Develop an understanding of the trends, issues and challenges facing Indian Society.
- CO4: Understand the diversity in society (gender, caste, class, religion, language and region) and inclusive classroom.
- CO5: Reflect on the relationship between education and society.

2. Foundation Paper-II : Education and Psychology This course seeks to facilitate the student teachers to:

- CO1 : Understand the nature and process of learning and its implications for teaching.
- CO2 : Organize learning processes in the classroom.
- CO3 : Understand behavioral problems of children.

CO4 : Appreciate the phenomenon of diversity among children and adopt various measures for the promotion of inclusion.

CO5 : Understand how children learn language.

CO6 : Appreciate the need and importance of guidance and counselling in present day schools.

3. Foundation Paper-III : School Organization Guidance& Counseling This course seeks to facilitate the student teachers to

CO1 : Familiarized with the structures and processes of the Indian Education System in general and of Jharkhand in particularly.

CO2 : Develop a basic understanding of school as learning organization and its management with specific reference to elementary education.

CO3 : Understand different leadership styles and approaches.

CO4 : Develop an understanding of the kind of leadership required for initiating and bringing desired change in a school.

CO5 : Reflect on the concepts of Self Development, Professional Ethics and Accountability.

CO6 : Develop an understanding of the skills of effective classroom management.

CO7 : Learn how to develop and implement the institutional plan and school development plan.

CO8 : Appreciate the importance of ICT enabled 'School Management Information system' (SMIS).

CO9 : Engage with the community for the management and development of school.

3. Foundation Paper: IV: Education Technology and Evaluation This course seeks to facilitate the student teachers to

CO1 : Differentiate between technology in education and technology of education.

CO2 : Appreciate the importance of I.C.T and e-learning in education.

CO3 : Identify /develop /select and use need based technology in teaching-learning situations.

CO4 : Make use of multiple technologies for effective communication.

CO5 : Make intelligent use of localized and contextualized teaching aids for enhancement of learning among students.

II Content cum Methodology

Fifth paper Hindi (I & II year)

CO1 भाषा संरचना में हिन्दी भाषा तत्वों का ज्ञान देना।

CO2 श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।

CO3 हिन्दी भाषा शिक्षण प्रणालियों के उपयोग का ज्ञान देना।

CO4 हिन्दी की विद्याओं एवं उनके व्यावहारिक शिक्षक की संस्थितियों का ज्ञान देना।

CO5 हिन्दी भाषा शिक्षणमें दृश्य-श्रव्य उपकरणों के व्यावहारिक उपयोग का ज्ञान देना।

CO6 हिन्दी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विद्याओं का ज्ञान देना।

Sixth paper English- (I & II year)

This course seeks to facilitate the student teachers

CO1 : Appreciate the importance of learning English as a second language.

CO2 : Understand the nature and characteristics of English language usage.

CO3 : Create learning environment conducive to English language learning.

CO4 : Teach receptive and productive/expressive skills.

CO5 : Evaluate students' oral and expressive skills.

CO6 : Develop and use teaching learning material appropriately.

CO7 : Use CCE for assessing children's learning in English.

Seventh Paper:

**Sanskrit/Bengali/Urdu/Mundari/Santhali/Ho/kharia/kurukh/Nagpuri/ Kurmali/
Khortha/ Panchpargania. (I & II year)**

CO1 : Develop an understanding of the nature of language system.

CO2 : Understood the importance of home language and school language and role of mother tongue in education.

CO3 : To be able to use multilingualism as a strategy in the classroom situations.

CO4 : Identify methods, approaches and materials for teachings.
Sanskrit/Bengali/Urdu/Mundari/Santhali/Ho/kharia/kurukh/Nagpuri/ Kurmali/ Khortha/
Panchpargania.

Eighth paper:- Mathematics (I & II year) This course seeks to facilitate the student teachers to:

CO1 : To Analyze the factors that affect the process of acquisition of mathematical knowledge

CO2 : To appreciate the ways in which children understand mathematical concepts.

CO3 : To develop skills, insights, and attitudes for mathematical learning.

CO4 : To make use of effective strategies for the teaching of mathematics.

CO5 : Understand the relation between mathematical knowledge and its application to deal with the various situations that come across in life.

Ninth Paper: Environmental studies -1-Social science (I & II year)

CO1 : Understand the significance of teaching of Social Studies at elementary level.

CO2 : Reflect on principles and approaches of curriculum construction in social studies

CO3 : Use different methods of teaching Social Studies.

CO4 : Explain the role of social studies in the promotion of national integration and international Understanding

CO5 : Critically examine the role of current events in the context of teaching of Social Studies.

CO6 : Develop skills to gather, interpret and analyse data.

CO7 : Critically analyse Social Studies school curriculum, syllabus and textbooks.

CO8 : Understand the importance and use of different audio-visual aids and ICT in the teaching of Social Studies.

CO9 : Understand and use with different techniques of evaluation.

CO10 : Assess children's learning using different modes of evaluation under CCE.

Tenth Paper: Environmental studies -2 General science (I & II year) This course seeks to facilitate the student teachers to:

CO1 : Reflect on the concept of environmental studies (EVS).

CO2 : Appreciate the need and importance and preservation of physical and social environment.

CO3 : Understand the major content areas of EVS curriculum.

CO4 : Organize the classroom transaction of EVS in the light of recommendations of NCF-2005.

CO5 : Organize transaction of content in an inclusive learner friendly environment.

CO6 : Use CCE for the assessment of children's learning in EVS.

III Practical Eleventh paper:

Teaching Practice After completion of the course, student-teachers will be able to:-

CO1 : Develop an ability to substantiate perspectives and theoretical frameworks studied with field based experiences that are provided.

CO2 : Understand creative ways of tracking students' progress.

CO3 : Develop a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills.

CO4 : Develop an ability to cater to diverse needs of learners in schools.

CO5 : Experience and understand the real world of teaching with the help of systematic supervisory support and feedback.

CO6 : Develop the ability to write a reflective journal that would facilitate to consolidate and reflect on teaching experience.

Twelfth Paper: - Computer (I & II year) After completion of the course, student-teachers will be able to:-

CO1 : To understand the basic concepts of the computer and it can be utilized in the journey of the teaching practices.

CO2 : To make the trainee teacher become capable for utilizing the modern technology of education as well as to open the door of the world wide education

Thirteenth Paper: - Work Experience and Physical education (I & II year) After completion of the course, student-teachers will be able to:-

CO1 : Acquire knowledge and develop skills for the teaching of Health and Physical Education.

CO2 : Integrate Health Education with other school subjects.

CO3 : Have basic information about communicable and non-communicable diseases, understand modes of their transmission and know about prevention/treatment.

CO4 : Develop an understanding of children's emotional and health needs.

CO5 : Understand the importance of Yoga Education (Ashtang Yoga) and practice yoga.

CO6 : Understand the concept of stress and learn the ways and means to cope up with it.

CO7 : Understand the need of Health Education for a teacher.

Fourteenth Paper: Community Life (I & II year)

CO1 : Describe the concept of community as a miniature society.

CO2 : Analyze the role of community in the context of elementary education.

CO3 : Explain the linkages between community & school.

CO4 : Discuss the influence of community on the language development of the learner.

CO5 : Illustrate the influence of community on the cultural development of the learner.

CO6 : Relate the influence of community on the life skill development of the learner.