



D.El.Ed.- Programme Outcomes

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 महत्त्व, 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.