

**SOCIETY OF OUR LADY OF GRACE CONVENT
PUSHPANJALI COLLEGE OF EDUCATION**



**Programme Learning Outcomes &
Course Learning Outcomes**

**NAME OF THE PROGRAMME:
B.Ed Two Year CBCS**

Programme Learning Outcomes of the B.Ed Two Year CBCS Programme

After completion of the B.Ed. program, the student teacher will

1. Acquire conceptual understanding of the teaching learning process and its varied facets
2. Apply knowledge of various aspects of learner psychology for planning effective learning experiences
3. Develop skills required for effective classroom communication
4. Develop a conceptual understanding about issues related to education with respect to local, national and global context
5. Apply constructivist and cooperative learning principles for effective teaching-learning process
6. Deploy strategies to create an inclusive school
7. Use information and communication technology for enhancing learning-teaching process
8. Use drama and art for development of wholistic personality
9. Acquire an understanding of new trends in education
10. Demonstrate academic integrity and professional ethics suitable to the vocation of teaching
11. Develop research skills essential to build a dynamic classroom atmosphere

SEMESTER ONE

CC1: Childhood and Growing Up

Course Learning outcomes

The student teacher will

Unit 1	Growth and Development of a Child
CLO1	Elaborate the principles of growth and development
CLO2	Critically examine the Role of school in growth and development of a child.
Unit 2	Developmental Process
CLO3	Analyze Trends in development (Developmental direction, Differentiation and integration and Cumulative influence)
CLO4	Compare various trends in development
Unit 3	Context of Development:
CLO5	Critically analyse Child Development as a multidimensional concept within a pluralistic society (physical, Emotional and Social)
CLO6	Critically examine how poverty, caste, gender and tribal communities influence child development.
CLO7	Apply understanding of child development while designing lesson plans
CLO 8	Reflect over role of teacher in in ensuring holistic child development
Unit 4	Methods and Approaches of Studying Human development
CLO9	Elucidate various methods of studying human development
CLO10	Apply understanding of human development in designing learning experiences
Unit 5	Theoretical Perspectives
CLO11	Compare the salient features of various theories of development
CLO12	Apply the understanding of different theories in designing learning experiences
Unit 6	Self and Emotions
CLO 13	Analyse the role of teacher in ensuring healthy state of self and emotions
CLO 14	Suggest/ develop/ use strategies for healthy development of self
Assignments	
CLO 15	Design a Case study of any school which has a positive impact on the overall growth and development of its students
CLO16	Present a case study on overall development of an adolescent after using the observation approach to study the adolescent
CLO17	Present the biography of any one Psychologist using creative techniques
CLO18	Administer and interpret tests on Emotional Intelligence test , Test on Self-Esteem, Test on Self Efficacy

CC2: Knowledge and Curriculum

Course Learning Outcomes

The student teacher will

Unit 1	Perspectives of Knowledge and Education
CLO1	Elucidate meaning, characteristics and types of knowledge
CLO2	Elaborate the characteristics of education
CLO3	Distinguish between knowledge and training, teaching, information
CLO4	Apply the understanding of the above when designing learning experiences
Unit 2	Basis of Modern Child-Centred Education (Concept, Basis and Educational Significance)
CLO5	Elaborate the features of Activity Method as proposed by Mahatma Gandhi
CLO6	Elaborate the features of Discovery Method as proposed by John Dewey
CLO7	Elaborate the features of Dialogue Method as proposed by Paulo Friere
CLO8	Incorporate the understanding of the above methods in classroom practice
Unit 3	Social and Cultural Context of Education
CLO9	Critically analyse changes in education due to industrialisation, democracy and individual autonomy
CLO10	Examine the relation of Education in relation to equity, equality and social justice as proposed by Dr Babasaheb Ambedkar
CLO11	Examine the Interrelationship of education with reference to Nationalism (Krishnamurti) and Secularism (Tagore)
CLO12	Apply the understanding of the above views to resolve issues related to education
Unit 4	Curriculum – Concept, Types and Determinants
CLO13	Explore the Relationship of curriculum with Curriculum framework, Syllabus and Textbooks
CLO14	Elucidate Philosophical, Psychological, Sociological, Political Determinants of Curriculum
CLO15	Analyse the features of Subject-centred and child-centred curricula; Hidden curriculum and enacted curriculum
CLO16	Analyse curricula of different boards on basis of the understanding gained
Unit 5	Curriculum Development
CLO17	Elucidate the Principles of curriculum development
CLO 18	Explore the Process of curriculum development
CLO19	Examine the Participatory approach to curriculum development
Unit 6	Curriculum Implementation and Evaluation
CLO20	Examine the Teachers' role in generating dynamic curricular experiences
CLO21	Examine the approaches to effective curriculum construction
CLO22	Explore the role of MHRD and NCERT in curriculum reform
Assignments	
CLO23	Present creatively the philosophy and practice of education advocated by Gandhi, Dewey and Freire .
CLO24	Critically examine role of hidden curriculum with reference to school rituals, celebrations and rules & discipline

IC1: Gender School and Society

Course Learning Outcomes

The student teacher will

Unit 1	Gender: Concept and Perspectives
CLO1	Critically analyse gender from sociological and psychological perspectives
CLO2	Develop sensitivity to gender based issues
Unit 2	Social Construction of Gender Identity
CLO3	Critically examine Influence of family, caste, religion, culture, region, the media and popular culture on gender identity
CLO4	Suggest ways to prevent Gender stereotyping
CLO5	Discuss depiction of women in mass media
Unit 3	Gender Issues and Provisions
CLO6	Critically examine issues such as dowry, gender based work place discrimination, sexual abuse, cyberbullying
CLO7	Develop a plan of action to create awareness among school students about cyberbullying
CLO8	Critically appraise various provisions made for empowerment of women
Unit 4	Gender Challenges and Education
CLO9	Analyse the role of schools, peers, teachers, curriculum and textbooks in addressing gender challenges .
CLO10	Appreciate the contribution of role models in women empowerment
CLO11	Critically analyse one textbook from gender perspective
Unit 5	Gender Jurisprudences in Indian Context
CLO12	Critically examine the provisions in various gender laws
CLO13	Examine the role of school in protection of children from sexual offences
Unit 6	Strategies for Gender Empowerment
CLO14	Examine The role of NGOs ,women's action groups and other bodies in striving towards gender equity
CLO15	Review India's efforts in promoting gender equality and empowerment
Assignments	
CLO16	Analyse a textbook from gender perspective and suggest suitable changes
CLO17	Undertake Case studies of groups/organizations working for women
CLO 18	Critically analyse depiction of women in mass media (ads/ serials/ films/ print media)
CLO 19	Visit and study the working of an organization working for women's welfare

SEMESTER TWO

CC3 Learning and Teaching

Course Learning Outcomes

The student teacher will

Unit 1	Concept of Learning
CLO1	Elucidate the characteristics and process of Learning & Teaching
CLO2	Elaborate attention and motivation as factors that affect learning
CLO3	Elucidate the effect of learning styles and multiple intelligences
Unit 2	Theories of Learning: (Principles & Educational Implications)
CLO4	Elucidate the behaviorist, cognitive and social learning theories
CLO5	Formulate learning experiences based on the above theories
Unit 3	Expanding Horizons of Learning
CLO6	Explain the meaning and implications of learning for transfer
CLO7	Elucidate Group Dynamics and Sociometry wrt their educational implications
CLO8	Explore Bruce Tuckman's Revised Model for Group Development
Unit 4	Teaching for All
CLO9	Critically examine the educational needs of differently abled learners
CLO10	Elaborate the concept and strategies for differentiated instruction
CLO11	Elaborate multicultural education wrt dimensions proposed by James Banks
CLO12	Plan learning experiences based on the understanding gained through above mentioned topics
Unit 5	Teaching for Effective Learning
CLO13	Elaborate the meaning and educational implications of Reflective and Critical Thinking
CLO14	Elaborate the meaning and educational implications of Creativity and Problem Solving
CLO15	Elaborate the meaning and educational implications of metacognition
Unit 6	Teaching as a Profession
CLO16	Elucidate Professionalism in Teaching wrt concept and principles
CLO17	Critically examine the evolving Roles of Teacher: Instructional Expert, Manager, Counselor and Practitioner-Researcher
CLO 18	Explore the Professional Competencies for Classroom Management wrt Prevention, Intervention & Remediation
Module 3	Internal assessment/ assignments
CLO19	Administer a psychological test and interpret its results
CLO20	Perform experiments related to psychology of learning and interpret the results

EC1: Pedagogy of School Subject: English

Course Learning Outcomes

The student teacher will

Unit 1	Basics of Academic Disciplines
CLO1	Explain the characteristics and classification of academic disciplines
CLO2	Critically analyse the place of English in the school curriculum
Unit 2	Role of English Language
CLO3	Explore the nature of Language
CLO4	Analyse the Importance of English language in day-to-day life
CLO5	Explore types of language registers
CLO6	Examine the Role of English Language in a multilingual Class room
Unit 3	Pedagogical Approaches & Techniques
CLO6	Apply Constructivist Approach (7E's), Communicative Approach (Concept & procedure) Inductive-deductive Approach to English teaching
CLO7	Apply expository and interactive techniques to the teaching of English
CLO8	Explore ways of appreciating poems
Unit 4	Pedagogical Bases
CLO10	Formulate aims and objectives for teaching topics in English
CLO11	Explore Palmer's principles of language teaching
CLO12	Correlate English with other subjects
CLO13	Use maxims of teaching while designing lesson plans
Unit 5	Professional Development of Teacher
CLO14	Analyse and address the challenges faced by English teachers
CLO15	Explore avenues for Professional Development of Teacher
CLO16	Critically appreciate contribution of Chomsky and R K Narayan
Unit 6	Learning Resources & Assessment in Language
CLO17	Explore role of libraries and e resources in language learning
CLO18	Explore Techniques of assessment
CLO19	Use ICT for language learning
Assignments	
CLO20	Analyse passages from different subject textbooks from the language point of view
CLO21	Review and present a paper on any one of R.K Narayan's Books

EC1: Pedagogy of School Subject: History

Course Learning Outcomes

The student teacher will

Unit 1	Basics of Academic Disciplines
CLO1	Explain the characteristics and classification of academic disciplines
CLO2	Critically analyse the place of Social Sciences in the school curriculum
Unit 2	Understanding History
CLO3	Analyse the nature of History
CLO4	Apply the Six Historical Thinking Concepts in context of a definite historical event
CLO5	Enumerate objectives of teaching History at Secondary and Higher Secondary levels
CLO6	Plan activities to inculcate values through History & Political science
Unit 3	Learning Resources
CLO6	Critically analyse a History Textbook
CLO7	Justify the use of audio-visual aids in teaching History
CLO8	Prepare appropriate teaching aids for History
CLO9	Elucidate the significance of field trips and visits to museums in teaching of History
CLO10	Appreciate the role played by museums and field visits in teaching History
Unit 4	Essentials of Curriculum transaction in History & Political Science
CLO11	Apply maxims of teaching History in actual classroom situation
CLO12	Correlate History with other subjects when delivering lessons or when discussing content
CLO13	Identify core concepts in History and plan for concept based learning and Generalization based teaching
Unit 5	Methods of Teaching (Process, Merits and Limitations)
CLO14	Plan (and deliver) lessons using conventional methods like storytelling and lecture cum discussion
CLO15	Plan (and deliver) lessons based on Project Method and Social Inquiry Model
CLO16	Plan (and deliver) lessons based on co-operative learning strategies
Unit 6	The History Teacher
CLO17	Elucidate qualities of effective History Teacher
CLO18	Identify avenues that foster professional growth of a History teacher

EC1: Pedagogy of School Subject: Science

Course Learning Outcomes

The student teacher will

Unit 1	Basics of Academic Disciplines
CLO1	Explain the characteristics and classification of academic disciplines
CLO2	Critically analyse the place of Science in the school curriculum
Unit 2	Place of Science in the Curriculum and Life
CLO3	Elucidate Meaning and Nature (Product & Process) of Science
CLO4	Elaborate Science Process skills - Basic and Integrated
CLO5	Elucidate Aims and Objectives of teaching Science at upper primary, secondary and higher secondary level as per NCF 2005
CLO6	Integrate values and value based experiences in teaching Science
Unit 3	Organisation of Science Curriculum
CLO7	Elucidate and apply maxims of teaching Science
CLO8	Examine internal and external Co-relation of Science with other subjects in the Curriculum
CLO9	Justify the need and importance of Infusing Global Perspective in Science Curriculum
CLO10	Elaborate Concentric and Topical approach in curriculum organization
CLO11	Apply knowledge of the above aspects while planning Science lessons
Unit 4	Science Teaching: Methods, Approaches and Tools
CLO12	Explore Lecture cum demonstration method, Project method, Problem Solving methods in teaching Science
CLO13	Understand and use the Inducto-deductive Approach while planning lessons
CLO14	Understand and use concept mapping in science
CLO15	Use the PEOR (i.e. Predict, Explain, Observe & React) approach
Unit 5	Learning Resources and Activity
CLO16	Critically analyse a Science textbook
CLO17	Elucidate the importance of science clubs and explore the role of the same
CLO 18	Elaborate the importance of Field visits in Science
CLO19	Explore the use of improvised apparatus , virtual laboratories, simulations in Science teaching
Unit 6	Science Teacher
CLO20	Justify need for professional growth of Science teacher and explore avenues for the same
CLO 21	Examine various aspects of planning and maintaining a Science laboratory
CLO22	Explore the laboratory method in teaching Science
CLO23	Justify the need for diagnostic testing and remedial teaching in Science

EC1: Pedagogy of School Subject: Mathematics

Course Learning Outcomes

The student teacher will

Unit 1	Basics of Academic Disciplines
CLO1	Explain the characteristics and classification of academic disciplines
CLO2	Critically analyse the place of Mathematics in the school curriculum
Unit 2	Introduction to the Teaching of Mathematics
CLO3	Elucidate Meaning , Nature & scope of Mathematics
CLO4	Elucidate Aims and Objectives of teaching Mathematics at upper primary, secondary and higher secondary level as per NCF 2005
CLO5	Explore values in teaching of Mathematics
Unit 3	Essentials of Teaching Mathematics and Curriculum Transaction
CLO6	Elucidate and apply maxims of teaching Mathematics
CLO7	Critically examine Concentric and Topical approaches of teaching Mathematics
CLO8	Use Pedagogical Analysis ,Unit Planning &Lesson planning to prepare required plans for Mathematics teaching learning
Unit 4	Methods and Techniques of Teaching Mathematics
CLO9	Understand and use the inducto deductive approach in teaching Mathematics
CLO10	Use analytic synthetic approach in teaching mathematical proofs
CLO11	Use problem solving approach in teaching Mathematics
CLO12	Use lecture cum demonstration in teaching Mathematics
CLO13	Use drill and review in teaching Mathematics
CLO14	Elucidate the use of assignments in teaching Mathematics
Unit 5	Learning Resources
CLO15	Examine the significance of Mathematics laboratory
CLO16	Elucidate the importance of Mathematics club and explore the role of the same
CLO 17	Critically analyse a Mathematics textbook
CLO18	Explore digital resources like Geogebra & Virtual Manipulatives
Unit 6	Professional Development of Teacher
CLO19	Examine the competencies of a Mathematics teacher
CLO 20	Explore avenues for professional development of Mathematics teacher
CLO21	Appreciate the contribution of mathematicians Aryabhata, Ramanujan, Euclid, Pythagoras

EC1: Pedagogy of School Subject: Commerce

Course Learning Outcomes

The student teacher will

Unit 1	Basics of Academic Disciplines
CLO1	Explain the characteristics and classification of academic disciplines
CLO2	Critically analyse the place of Science in the school curriculum
Unit 2	Understanding Commerce Education and Curriculum
CLO3	Elucidate the meaning and nature of Commerce education
CLO4	Elucidate Aims and Objectives of teaching Commerce at upper primary, secondary and higher secondary level as per NCF 2005
CLO5	Explore values in teaching of Commerce
Unit 3	Essentials of Teaching Commerce and Curriculum Transaction
CLO6	Elucidate and apply maxims of teaching Commerce
CLO7	Explore the correlation of commerce with other subjects
CLO8	Elucidate and apply Principles of Commerce teaching
Unit 4	Learning Resources
CLO9	Explore how commerce club is a resource in teaching of Commerce
CLO10	Explore how Field visits to Bank, Multinational company, Stock exchange and Industries can help in teaching of Commerce
CLO11	Critically analyses a textbook of Commerce
CLO12	Analyse the use of Computer assisted learning, Social networking, Discussion forum, MOOCs, ICT tools in teaching Commerce
Unit 5	Methods of Teaching (Meaning, Procedure, Merits and Demerits)
CLO13	Understand and use Project, Problem Solving , Case study, Survey in teaching and learning of Commerce
CLO14	Explore the use of Seminar, Workshop, Discussion , Co-operative learning in teaching -learning of Commerce
CLO 15	Explore the use of innovative methods like -7 E's of Constructivism and Blended learning in teaching of Commerce
CLO16	Prepare and deploy lesson plans using the above mentioned methods
Unit 6	Professional Development of Teacher
CLO20	Elucidate the Multifarious role and challenges faced by a Commerce
CLO 21	Explore the Need and Avenues of Continuous Professional Development of Commerce teacher
CLO22	Justify the need for Diagnostic testing and Remedial teaching in Commerce

IC2: Educational Management

Course Learning Outcomes

The student teacher will

Unit 1	Concept of Educational Management
CLO1	Elucidate the concept and meaning of educational management
CLO2	Apply the principles of Management by Henry Fayol to educational settings
CLO3	Explore Concept of Systems Thinking and Systems Approach to Educational Management
Unit 2	Educational Institution – Organisational perspective
CLO4	Elaborate the concepts of Organisational Culture and Organisational Climate
CLO5	Distinguish between Organisational Culture and Organisational Climate
CLO6	Elucidate Functions of Management
CLO7	Elaborate and apply Peter Senge's Model of Learning Organisation
Unit 3	Organizational Management
CLO8	Elucidate the concept and process of Quality Management
CLO9	Examine and apply the indicators of Quality Management
CLO10	Elucidate need and process of Human Resource Management
CLO11	Elucidate need and process of Change Management
Unit 4	Human Resource Management
CLO12	Explore and explain the functions of leadership
CLO13	Examine various Leadership Styles
CLO14	Explore and apply various Leadership Skills
Unit 5	Educational Administration
CLO15	Explore and apply principles of timetable construction
CLO16	Elucidate the process of staff meetings
CLO17	Examine the issue of absenteeism and suggest remedies for the same
Unit 6	Educational Administration in India
CLO18	Analyse the educational administrative set up in India
CLO19	Compare the various aspects of different Boards of Education
CLO20	Explore and explain the Functions of NCERT, MSCERT
Assignments	
CLO21	Critically analyse a school time table
CLO22	Prepare a report of a school activity on basis of principles of management

SEMESTER THREE

CC4: Assessment for Learning

Course Learning Outcomes

The student teacher will

Unit 1	Concept of Assessment
CLO1	Elucidate Meaning, Nature, Functions of Assessment
CLO2	Examine Perspectives of Assessment (Assessment for learning, Assessment of learning & Assessment as learning) and apply the same
CLO3	Analyse different Types of Assessment
Unit 2	Essentials of Assessment
CLO4	Examine the Relationship between aims and objectives,
CLO5	Apply Criteria for writing statements of objectives.
CLO6	Apply the understanding of Cognitive, Affective and Psychomotor domains of learning to classroom processes
CLO7	Examine how different domains lead to holistic personality
Unit 3	Trends and Issues of Assessment
CLO8	Explore and apply various aspects of Continuous and Comprehensive Assessment
CLO9	Compare Internal Assessment and External Examination
CLO10	Examine Psycho-social concerns of Assessment
CLO11	Suggest remedies for issues in assessment
Unit 4	Instruments of Assessment
CLO12	Elucidate Characteristics of a good measuring instrument
CLO13	Elaborate the various features and uses of Tools and Techniques of Assessment
CLO14	Critically examine different types of Achievement Tests
Unit 5	Differentiated Assessment Strategies
CLO15	Elucidate Meaning and purpose of Teacher assessment, Self-assessment and Peer assessment
CLO16	Differentiate between Criterion Referenced Tests and Norm Referenced tests
CLO17	Explore the use of Records used in Assessment
Unit 6	Feedback Mechanism & Reporting
CLO18	Apply various Criteria of Constructive feedback
CLO19	Explore and apply different types of Reporting
CLO20	Apply statistics for interpreting test results.
Assignments	
CLO21	Design, administer and analyse the results of a Unit test
CLO22	Study and Compare the implementation of Continuous and Comprehensive Assessment of different school boards

EC3: Pedagogy of School Subjects: CLOs as in Semester Two

SEMESTER THREE

IC3: Language Across Curriculum

Course Learning Outcomes

The student teacher will

Unit 1	Language and its Function
CLO1	Elucidate the Concept of language
CLO2	Elaborate the Characteristics of Language
CLO3	Elucidate the Functions of Language
Unit 2	Multilingualism and its Implications in the Indian Classroom/Context
CLO4	Critically examine Multilingualism in the Indian Context
CLO5	Explore means for developing socio-linguistics awareness in the Indian classroom
CLO6	Critically examine state policies on language and education
CLO7	Explore how to use multilingualism as an asset in the classroom
Unit 3	Language Acquisition Theory
CLO8	Critically examine Environmental Skinners Theory Language Acquisition
CLO9	Critically examine Biological – Chomsky’s Theory on Language Acquisition
CLO10	Critically examine The Deficit Theory
CLO11	Compare the above theories
Unit 4	The Nature of Classroom Discourse, Oral Language in the Classroom
CLO12	Explore Class room discourse, nature and its types
CLO13	Examine Importance of oral language in the classroom
CLO14	Explore how to engage learners in language learning through questioning and discussion based learning
Unit 5	Reading and Writing across Content Areas
CLO15	Identify nature of texts and language structures
CLO16	Explore Techniques to enhance reading comprehension
CLO17	Explore ways to develop different types of writing skills
Unit 6	Language across Curriculum
CLO18	Examine role of language in Education & Training, Research
CLO19	Explore the Relationship of language to content-based instruction
CLO20	Analyse the relationship between language and Medium of instruction
Assignments	
CLO21	Prepare a lesson plan incorporating the different types of questions
CLO22	Rewrite a unit from a prescribed text book in the form of a dialogue appropriate for a multilingual class in the target language

SEMESTER FOUR

CC5: Contemporary India and Education

Course Learning Outcomes: The student teacher will

Unit 1	Understanding and Addressing Diversity in Indian society
CLO1	Differentiate between diversity, stratification and marginalisation in contemporary India
CLO2	Explore characteristics of linguistic, regional and religious diversity
CLO3	Analyse Challenges and explore Role of Education wrt Linguistic diversity, Regional and Religious Diversity
Unit 2	Addressing Inequality of Indian society: Nature, Challenges and Role of Education
CLO4	Critically examine Stratification of Indian Society wrt to Caste, Class and Gender
CLO5	Examine the position of Marginalized groups(SC/ST/OBC/EBC/NT) in Indian society
CLO6	Analyse the Role of Education with respect to addressing the needs of stratified and marginalized groups
Unit 3	Constitutional Values and Stratification, Marginalisation and Diversity
CLO7	Critically examine Constitutional Values like democracy, socialism and equality for reducing stratification and marginalisation
CLO8	Explore the relationship between Education and Fundamental Rights& Duties
CLO9	Explore Directive Principles of state policy wrt stratification & marginalisation
Unit 4	Policies and Role of Education
CLO10	Critically examine Naye Taleem to integrate life, work and education
CLO11	Examine RTE Act 2009 wrt Universalisation of Education
CLO12	Analyse RMSA and explore its Recommendations for Secondary Education
Unit 5	Education Commission & Recommendations
CLO13	Critically Examine National Policy of Education – 1986
CLO14	Critically Examine National Curricular Framework, 2005
CLO15	Critically Examine National Curriculum Framework for Teacher Education, 2009
Unit 6	Emerging Trends
CLO16	Explore avenues in Open & Distance Learning
CLO17	Examine Globalization, Liberalization& Privatization with their implications
CLO18	Critically examine Role of Mass Media in Education
Assignments	
CLO19	Conduct street plays on role of education in addressing the problem of social exclusion/ inequality
CLO20	Critically analyse an educational film based on marginalization

SEMESTER FOUR

EC3: Environmental Education

Course Learning outcomes

Unit 1	Concept of Environment, Eco System and Ecology
CLO1	Elucidate the concepts related to ecosystem and ecology
CLO2	Elaborate the features of food web and Ecological Energy Dynamics
CLO3	Apply the understanding of ecosystem to find solutions to local issues
Unit 2	Major Environmental Issues: Meaning, Causes, Effects and Remedies
CLO4	Elucidate the causes and effects of climate change, loss of biodiversity, biomagnification, eutrophication, urban sprawl
CLO5	Discuss various aspects of genetic engineering
CLO6	Connect various environmental issues with local situation
Unit 3	Development of Environmental Education
CLO7	Deliberate on the outcomes of Stockholm conference (1972), Intergovernmental conference (1977), Kyoto Protocol (2005), Tbilisi + 30 (2007).
CLO8	Appreciate the Principles & Significance of Environmental Education
CLO9	Apply Multidisciplinary and Interdisciplinary approaches of Environmental Education
Unit 4	Initiatives for Environment Assessment
CLO10	Explain the steps and significance of environmental assessment
CLO11	Elucidate the characteristics and functions of environmental management
CLO12	Examine the various aspects of an environment audit
Unit 5	Sustainable Environmental Management
CLO13	Analyse the principles and Appreciate the need for sustainable development
CLO14	Elucidate sustainable practices like Rain water Harvesting, Mangrove Management, Solid Waste Management
CLO15	Explore Indigenous Technical Knowledge as a sustainable Practice
Unit 6	Environmental Initiatives, Projects and Laws
CLO16	Examine various environmental movements and projects such as Tarun Bharat Sangh , Narmada Bachao Andolan, Tiger Project, Ganga Action Plan,
CLO17	Analyse Wild-life Protection Act-1972, Environment Protection Act, 1986 and Noise Pollution Act-2000
Assignments	
CLO18	Carry out case studies relating to environment issues
CLO19	Explore the work done by institutions involved in environmental conservation
CLO20	Carry our activities like terrace gardening, paper recycling

SEMESTER FOUR

IC4: Creating an Inclusive School

Course Learning Outcomes: The student teacher will

Unit 1	Understanding Inclusion
CLO1	Differentiate between diversity, disability and inclusion
CLO2	Explore Need of Inclusion from Educational, Social, Economic, Humanitarian, Democratic and legal perspectives
CLO3	Critically examine Models of Inclusion (Charity Model, Functional Model and Human Rights Model).
Unit 2	Nurturing Inclusion
CLO4	Explore Concept of children with special needs and their types
CLO5	Explore Characteristics of disabilities-sensory, neuro-developmental, loco-motor and multiple disabilities
CLO6	Explore ways to cater to special needs for children with Sensory, neuro-developmental, loco-motor and multiple disabilities
Unit 3	Policies Promoting Inclusion
CLO7	Analyse the recommendations of International Policies and Significance of the policies: Salamanca 1994, UNCRPD, EFA (MDG)
CLO8	Examine national policies that promote inclusion
CLO9	Explore Educational concessions, facilities and provisions for CWSN
Unit 4	Curricular Issues
CLO10	Critically examine Disability wise curricular adaptations / modifications in Instructions.
CLO11	Explore and devise Strategies for differentiating content in an inclusive classroom
CLO12	Explore Alternative means for assessment and evaluation in an inclusive classroom
Unit 5	Inclusion in Classrooms
CLO13	Analyze Attitudinal, Social and Infrastructural Barriers and Facilitators of Inclusion
CLO14	Identify platforms for Use of ICT in Inclusive classrooms
CLO15	Prepare Individualised Educational Plan
Unit 6	Functionaries in Inclusive Settings
CLO16	Critically examine Profile and Role of General teacher and Resource teacher
CLO17	Examine Role of NGO in supporting inclusive school
CLO18	Analyse Pre-support and pre-vocational training programme for children with special needs
Assignments	
CLO19	Prepare a Case study of a Learner with Special needs
CLO20	Prepare a scrap book showing different ICT technologies to cater to needs of children with special needs

Course Learning Outcomes for Project Based Courses

SEMESTER ONE	
Community Work : The student teacher will	
CLO 1	Develop sensitivity towards social issues
CLO 2	Interact and provide support to inmates of social institutions like orphanages, homes for the aged, centres for persons with special needs
CLO 3	Collaborate with and assist NGOs working for sustainable development
Co Curricular activities : The student teacher will	
CLO 4	Participate in co-curricular activities and develop skills like planning, leadership, organizational skills, time management, inter personal communication and collaborative work
SEMESTER TWO	
Internship in School (3 weeks): The student teacher will	
CLO 5	Observe and report activities organized in schools
CLO 6	Observe and critically appraise lessons given by peers
CLO 7	Observe and critically appraise lessons given by school teachers
CLO 8	Plan and deliver five lessons in Pedagogy One
CLO 9	Assist school teachers in school related tasks such as substituting a teacher in his/her absence, assisting in co curricular activities and supervision.
SEMESTER THREE	
Internship in School (11 weeks): The student teacher will	
CLO 10	Plan and deliver 15 lessons (10 in pedagogy one + three co teaching lessons + two theme based lessons)
CLO11	Conduct VENTEL Activities in connection with some lessons
CLO12	Conduct a test in school and analyse the results
CLO13	Maintain Reflective Journal with reference to internship program
SEMSTER FOUR	
Internship for 4 weeks :The student teacher will	
CLO14	Plan and conduct five lessons in Pedagogy Two + five co teaching lessons in Pedagogy One
CLO15	Develop learning resources used for teaching learning
CLO16	Maintain Reflective journal with reference to internship program
Action Research: The student teacher will	
CLO17	Conduct action research on a topic of educational significance
Community Work : The student teacher will	
CLO18	Collaborate with schools or an NGO for conducting community work

Course Learning Outcomes for Ability Courses

SEMESTER ONE	
Ability Course 1: Critical Understanding of ICT	
Unit 1: Understanding of ICT in Education	
The learner will	
CLO1	Explore the significance of ICT in education
CLO2	Explore how ICT facilitates the role of teacher as Administrator, Facilitator and Evaluator
CLO3	Explore Legal and ethical issues in the use of ICT
Unit 2: Designing Technology Integrated Learning Experiences	
The learner will	
CLO4	Apply ADDIE Model to design instruction
CLO5	Develop Learning Resources on a topic using ICT tools
CLO6	Use an LMs for peer teaching
Unit 3: Emerging Trends in E-learning	
The learner will	
CLO7	Explore mobile applications for learning
CLO8	Explore web2.0 tools for learning
CLO9	Create and use a blog for education
CLO10	Explore OERs and MOOCs for learning
Unit 4: Use of ICT in Evaluation, Administration and Research	
The learner will	
CLO11	Explore platforms to create e portfolios
CLO12	Use Online Repositories & Online Libraries for educational purposes
CLO13	Develop Online and offline assessment tools

SEMESTER FOUR

Ability Course 2: Reading and Reflecting on Texts

Unit 1: Diversity of Text – Meaning, Significance and Reflection

The learner will

CLO1	Explore Diverse Text Forms
CLO2	Examine various text forms of educational significance
CLO3	Make connections between Socio-cultural Diversity and Texts

Unit 2: Reading for Understanding – Strategies and Steps of Reading

The learner will

CLO4	Analyse a text using Davis' nine components
CLO5	Explore the practical use of reading strategies
CLO6	Use reflection during the various phases of reading

Unit 3: Reading for Writing

The learner will

CLO7	Recreate and rewrite texts from new perspectives
CLO8	Critically analyse a given text
CLO9	Indulge in reflective writing
CLO10	Review a book of educational significance

Unit 4: Reading beyond Texts-Making Connections

The learner will

CLO11	Make connection of given text to self and to the world
CLO12	Connect Visual to Word and Word to Visual.
CLO13	Explore educational documents

AUDIT COURSE: DRAMA AND ART IN EDUCATION**Unit 1: Introduction to Concepts of Drama and Art****The learner will**

CLO1	Explore various forms of visual and performing art
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CLO2	Analyse elements of art and drama
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CLO3	Analyse stagecraft and audience etiquettes
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Unit 2: Application of Drama and Art in Academics**The learner will**

CLO4	Explore the Functions of Drama and Art
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CLO5	Analyse how to integrate Drama and Art in the school curriculum
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CLO6	Develop aesthetic sensibility through Drama and Art
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Unit 3: Drama and Art for Pedagogy**The learner will**

CLO7	Analyse how Drama and Art can be used for self-realization
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CLO8	Analyse how Drama and Art can be used for children with special needs
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CLO9	Analyse how Drama and Art can be used for creative expression
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CLO10	Use puppets to teach in class
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Unit 4: Drama and Art for Social Intervention**The learner will**

CLO11	Analyse social and environmental issues through drama and art
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CLO12	Explore local culture through drama and art
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CLO13	Explore global culture through drama and art
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CLO 14	Organize cultural festivals with emphasis on art
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Course Learning Outcomes for Value Added Courses

Value Added Course VAC1: E Content Development	
	At the end of the course, the learner will
CLO1	Create a digital book
CLO2	Upload content on a padlet
CLO3	Generate his/her own padlet
CLO4	Compose a digital poster on a theme relevant to education
CLO5	Create a thinglink on a subject related topic by embedding various learning resources
CLO6	Create evaluation tools using H5P platform
CLO7	Create interactive videos using Edpuzzle or H5P
CLO8	Create and use an online quiz on Kahoot
CLO9	Identify and use e resources to enhance the effectiveness of learning
CLO10	Create videos using screen capture tools like Screencastomatic
CLO11	Use the above mentioned resources in classroom teaching

Value Added Course VAC2: Apps in Education	
	At the end of the course, the learner will
CLO1	Collaborate with peers to generate a resource using Google documents
CLO2	Collaborate with peers using Google Slides
CLO3	Create and use a quiz using Google Forms
CLO4	Create a blog on Blogger
CLO5	Efficiently use apps like Jamboard, Answergarden and Mentimeter to have online discussions
CLO6	Create resources using augmented reality apps like Arlopa
CLO7	Use platforms like Wordwall and Classtools.net for gamification
CLO8	Effectively use various e learning tools and platforms in classroom teaching

Value added Course in English Grammar

Expected Course Outcomes: At the end of this course the students will be able to

- **Recognize and understand the meaning** of grammatical structures in written and spoken form.
- **To use** grammatical structures meaningfully and appropriately in oral and written production.
- **Self-correct** grammatically when using English Language.