



FAZLANI AISHABAI & HAJI ABDUL LATIF CHARITABLE TRUST'S

AISHABAI COLLEGE OF EDUCATION

(Affiliated to S.N.D.T. Women's University)

Municipal School Building, J. J Hospital Compound, Gate no. 14, Byculla, Mumbai –400008.

CRITERION I: - CURRICULAR ASPECTS

Key Indicator – 1.1 Curriculum Planning

1.1.3

Programme Learning

Outcomes and Course

Learning Outcomes

THE PROGRAMME OF TWO-YEAR BACHELOR OF EDUCATION

B.Ed. Program is a set of twelve theory courses and practical work that are linked together meaningfully aiming at achieving excellence and competence in pedagogic practices and enabling the student teacher to become an efficient and effective school teacher. The said program will end in awarding a degree 'Bachelor of Education'.

PROGRAM LEARNING OUTCOMES (PLO)

The programme learning outcomes and course learning outcomes for the Aishabai College of Education programme, which are primarily stated and conveyed for instructors and B.Ed. students were the main emphasis of the institution's curriculum preparation.

Students will be able to achieve the following course learning outcomes on programme completion:

No.	The students will be able to:-
PLO 1	Acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools
PLO 2	Apply knowledge of various aspects of development of learner for planning learning experiences
PLO 3	Develop skills regarding various role of teacher in facilitating learning
PLO 4	Develop a conceptual Understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education
PLO 5	Apply constructivist and cooperative learning principles for teaching-learning process
PLO 6	Analyze contexts and the relationship between school curriculum, policy and learning

PLO 7	Apply knowledge of the cultures, policies and practices that need to create an inclusive school
PLO 8	Use information and communication technology for enhancing learning-teaching process
PLO 9	Use drama and art for development of personality of learners
PLO 10	Relate knowledge about gender, school and society with learning
PLO 11	Acquire basic Understanding about new trends in education
PLO 12	Develop professional attitude towards teaching

COURSE LEARNING OUTCOME FIRST YEAR B.ED.

F.Y.B.Ed. Perspectives in Education Course 1: Childhood and Growing Up

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Explain concept and stages of growth and development
CLO 2	Bring out relationship between development and environmental factors
CLO 3	Elaborate developmentally appropriate learning opportunities based on brain research
CLO 4	Explain relationship of development with learning
CLO 5	Organize activities according to different roles of learner
CLO 6	Explain physical, social, cognitive and moral development during later Childhood and adolescence.
CLO 7	Explain views of Piaget, Vygotsky on cognitive development
CLO 8	Compare development during psychosocial stages given by Erickson
CLO 9	Explain views of Kohlberg on moral development
CLO 10	Organize appropriate programs for development during later childhood and adolescence
CLO 11	Explain individual differences within and among the learners
CLO 12	Relate socio-cultural characteristics with individual differences

CLO 13	Cater to individual differences regarding multiple intelligences and emotional intelligence
CLO14	Design educational experiences for differently able learner
CLO 15	Design learning experiences for development of personality
CLO 16	Explain concept of adjustment and causes of maladjustment
CLO 17	Suggest ways to help learners with problems of adjustment
CLO 18	Explain implications of various learner characteristics affecting learning

F.Y.B.Ed. Course 2 Contemporary India and Education:

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Comprehend the clear picture of present Indian society
CLO 2	Understand the current problems in Indian Society.
CLO 3	Understand and express the role of a teacher and education in the social reformation.
CLO 4	Understand the importance of social values and their inculcation through education.
CLO 5	Understand the basic concept of education and its process
CLO 6	Think critically regarding the aspects of education as a system and their interrelationship
CLO 7	Think and express the philosophical perspectives of education
CLO 8	Understand the role philosophy in realizing the goals and Learning Outcomes of education.
CLO 9	Understand the thoughts of educational thinkers develop one's own philosophical approach regarding education.
CLO 10	Understand different concepts from educational sociology - Understand the relevance of democracy with education
CLO 11	Comprehend the importance of national integration and international Understanding
CLO 12	Understand the idea of multiculturalism and its significance in education
CLO 13	Understand the importance of the goals of education as incorporated in Indian constitution

CLO14	Understand the role of Universalization of School Education –
CLO 15	Understand the Idea of 'common school' system Understand Equality of Educational Opportunity
CLO 16	Understand the differential quality in schooling: Variations in school quality
CLO 17	Understand the Right to Education Bill

F.Y.B.Ed. Course 3 Critical Understanding of ICT:

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Describe the changing pattern of education due to ICT.
CLO 2	Explain the challenges in integrating ICT in school education
CLO 3	Explain the software and its uses in Education
CLO 4	Apply the ICT strategies in Teaching Learning process
CLO 5	Explain the Technological revolution & its impact on society.
CLO 6	State the development of Educational technology.
CLO 7	Elaborate the concept, importance, meaning & nature of ICT.
CLO 8	Explain the Need of Information & Communication Technology.
CLO 9	Describe the changing pattern of education due to ICT.
CLO 10	Explain the challenges in integrating ICT in school education.
CLO 11	Use of the online facilities available for Communication
CLO 12	Explain the meaning and characteristics of Computer.
CLO 13	Operate various hardware devices.

CLO14	Explain the software and its uses in Education
CLO 15	Analyze the teaching-learning as a communication process.
CLO 16	Apply the ICT strategies in Teaching Learning process.
CLO 17	Use of ICT in Teaching Learning
CLO 18	Explain the concept, need & uses of internet and intranet
CLO 19	Explain the advantage and disadvantage of social networking
CLO 20	Explain the role of teacher and student in teaching, evaluation, educational management, Classroom Environment & Infrastructure
CLO 21	Comply with the changing role of teacher due to ICT

F.Y.B.Ed. Course 4 Learning and Teaching

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Explain concept of learning
CLO 2	Explain types of knowledge and processes of knowing
CLO 3	Elaborate stages of teaching - develop insight into various roles of a teacher
CLO 4	Compare various views on human learning
CLO 5	Consider various roles of learner and teacher for planning of various learning situations
CLO 6	Elaborate principles of constructivist and cooperative learning-teaching - assisting learners to think inductively
CLO 7	Assisting learners to attainment concepts - assisting learners to organize/ structure information logically
CLO 8	Assisting learners to empathize with others - use simulations and games
CLO 9	Promote learning in groups
CLO 10	Facilitate information processing. - organize learning experiences to develop reasoning and problem solving
CLO 11	Develop self-learning skills
CLO 12	Plan for developing Creative thinking
CLO 13	Apply psychological principles for obtaining positive transfer of learning

F.Y.B.Ed. Course 5 Language across Curriculum

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Discuss basic nature and characteristics of language
CLO 2	Explain importance of phonetics of language - Elaborate relationship of language with society, culture, literature
CLO 3	Explain the significance of basic principle of linguistics
CLO 4	Explain the process of acquisition of language and stages of acquisition of knowledge
CLO 5	Apply the theoretical principles of Dewey, Piaget, Vygotsky, Chomsky in teaching-learning transaction
CLO 6	Explain functions of brain in language acquisition
CLO 7	Discuss place and importance of mother tongue, verbal intelligence
CLO 8	Explain the place of language in personality development
CLO 9	Discuss the impact of ICT on language and English on mother tongue
CLO 10	Explain the place of language and centrality of language in school curriculum
CLO 11	Discuss the Constitutional provisions and policies
CLO 12	Describe importance of language in every subject education
CLO 13	Explain the correlation of language with other subjects

CLO14	Discuss the Issue of medium of instruction and Semi English medium for Science.
CLO 15	Apply various methods of teaching in transaction of content
CLO 16	Explain the importance of four basic skills
CLO 17	Apply different techniques to enhance teaching learning transaction of language
CLO 18	Discuss various ways of enriching vocabulary - Explain functional purposes of learning language
CLO 19	Explain the characteristics of language teacher
CLO 20	Appreciate the language

F.Y.B.Ed. Course 6:1 Subject Education: English Language Education

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Explain the nature and structure of English Language
CLO 2	Express the importance of English Language as a means of communication.
CLO 3	Develop insight into major concepts, principles, perceptive and features of English Language at school level
CLO 4	Analyze features and principles of curriculum development of English Language
CLO 5	Understand the aims of English Language Education at school level
CLO 6	Plan for developing four Basic Skills of English Language through English teaching
CLO 7	Write instructional Learning Outcomes of teaching of a topic
CLO 8	Establish correlation of English with other school subjects and life situations
CLO 9	Design learning experiences for achieving various Learning Outcomes of English learning
CLO 10	Understand pedagogical shift in teaching of English Language
CLO 11	Use various methods and models of teaching in teaching of English Language
CLO 12	Facilitate self-learning of English - promote cooperative learning in learning of English
CLO 13	Explain concept of continuous and comprehensive evaluation

CLO14	Develop indicators for performance assessment in English Language Education
CLO 15	Construct various tools for formative and summative evaluation in English Language Education
CLO 16	Understand importance of and ways to develop professionally as a good English teacher
CLO 17	Plan for action research related to English Language Education

F.Y.B.Ed. Course 6:6: Subject Education: Urdu Language Education

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Explain changing role of a teacher
CLO 2	Elaborate knowledge, competencies and commitment required for becoming a teacher
CLO 3	Elaborate the nature and the structure of Urdu
CLO 4	State the importance of learning Urdu
CLO 5	Explain features of present school curriculum of Urdu
CLO 6	Analyze the content of Urdu
CLO 7	Write instructional Learning Outcomes of teaching of a topic
CLO 8	Establish correlation of Urdu with other school subjects and life situations
CLO 9	Prepare year plan, unit plan and lesson plan
CLO 10	Apply various methods, models and devices useful to design learning experiences
CLO 11	Bring flexibility in designing and executing Urdu education to cater for individual needs
CLO 12	Prepare, select and use various learning resources to enhance learning experiences
CLO 13	Explain concept and importance of continuous and comprehensive evaluation

CLO14	Use various tools of summative and formative evaluation
CLO 15	Get feedback through using various evaluation tools
CLO 16	Enrich knowledge from various sources
CLO 17	Conduct research project

F.Y.B.Ed. Course 6:7: Subject Education: Mathematics Education

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Explain the nature and structure of Mathematics
CLO 2	State the aims of Mathematics education
CLO 3	Plan for imbibing values through Mathematics teaching
CLO 4	Elaborate on skills, competencies and commitment required for becoming a mathematics teacher
CLO 5	Write instructional Learning Outcomes of teaching of a topic
CLO 6	Analyze features of existing curriculum of Mathematics in the light of NCF 2005 and principles of curriculum development
CLO 7	Establish correlation of Mathematics with other subjects
CLO 8	Explain importance and characteristics of planning
CLO 9	Plan for teaching major concepts, principles and theories of Mathematics at school level
CLO 10	Design and implement co-curricular activities for Mathematics learning
CLO 11	Use various methods and models of teaching Mathematics
CLO 12	Promote construction of knowledge

CLO 13	Facilitate self-learning of Mathematics
CLO14	Promote cooperative learning
CLO 15	Use various learning resources
CLO 16	Explain concept of continuous and comprehensive evaluation
CLO 17	Construct the test items (open-ended and structured) in Mathematics for administration of tests to the learners
CLO 18	Construct various tools for formative and summative evaluation in Mathematics
CLO 19	Suggest various activities for teachers to develop professionally
CLO 20	Plan for an action research
CLO 21	Organize various social activities for development of mathematical attitude and popularizing Mathematics education

F.Y.B.Ed. Course 6:8: Subject Education Commerce Education

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Explain the nature and structure of Commerce
CLO 2	Understand the aims of Commerce education
CLO 3	Write instructional Learning Outcomes of teaching of a topic
CLO 4	Establish correlation of Commerce with other subjects
CLO 5	Explain the types, importance and characteristics of planning
CLO 6	Design co-curricular activities for Commerce learning
CLO 7	Use various methods and models of teaching
CLO 8	Promote construction of knowledge
CLO 9	Facilitate self-learning of Commerce
CLO 10	Promote cooperative learning
CLO 11	Use various learning resources
CLO 12	Explain concept of continuous and comprehensive evaluation
CLO 13	Construct various tools for formative and summative evaluation in Commerce

CLO14	Understand importance and ways to develop professionally
CLO 15	Plan for an action research

F.Y.B.Ed. Course 7:1: Subject Education: Book keeping and Accountancy Education

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Explain the nature and structure of Book Keeping and Accountancy
CLO 2	Understand the aims of Book Keeping and Accountancy education
CLO 3	Write instructional Learning Outcomes of teaching of a topic
CLO 4	Establish correlation of Book Keeping and Accountancy with other subject
CLO 5	Explain the types , importance and characteristics of planning
CLO 6	Design co-curricular activities for Book Keeping and Accountancy learning
CLO 7	Use various methods and models of teaching
CLO 8	Promote construction of knowledge
CLO 9	Facilitate self-learning of Book Keeping and Accountancy
CLO 10	Promote cooperative learning - use various learning resources
CLO 11	Explain concept of continuous and comprehensive evaluation
CLO 12	Construct various tools for formative and summative evaluation in Book Keeping and Accountancy
CLO 13	Understand importance and ways to develop professionally & plan for an action research

F.Y.B.Ed. Course 7:2: Subject Education: Economics Education

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Explain the nature and structure of Economics
CLO 2	Understand the aims of Economics education
CLO 3	Write instructional Learning Outcomes of teaching of a topic
CLO 4	Establish correlation of Economics with other subjects
CLO 5	Explain the types , importance and characteristics of planning
CLO 6	Design co-curricular activities for Economics learning
CLO 7	Use various methods and models of teaching - promote construction of knowledge
CLO 8	Facilitate self-learning of Economics - promote cooperative learning
CLO 9	Use various learning resources
CLO 10	Explain concept of continuous and comprehensive evaluation
CLO 11	Construct various tools for formative and summative evaluation in Economics
CLO 12	Understand importance and ways to develop professionally
CLO 13	Plan for an action research

F.Y.B.Ed. Course 7:3: Subject Education Geography Education

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Explain the meaning, definition ,nature and structure of Geography
CLO 2	Understand the aims of Geography education
CLO 3	Plan for imbibing values through Geography teaching
CLO 4	Write instructional Learning Outcomes of teaching of a topic
CLO 5	Analyse features of existing curriculum of Geography in the light of NCF 2005 and principles of curriculum development
CLO 6	Establish correlation of Geography with other subjects
CLO 7	Explain importance and characteristics of planning- plan for teaching major concepts, principles and theories of Geography at school level
CLO 8	Design co-curricular activities for Geography
CLO 9	Understand Psychology of learning & teaching of constructivism in Geography
CLO 10	Use various methods and models of teaching
CLO 11	Facilitate self-learning of Geography - promote cooperative learning
CLO 12	Use various learning resources
CLO 13	Explain concept of continuous and comprehensive evaluation

CLO14	Develop indicators for performance assessment in Geography
CLO 15	Construct various tools for formative and summative evaluation in Geography
CLO 16	Understand importance and ways to develop professionally
CLO 17	Plan for an action research

F.Y.B.Ed. Course 7:4: Subject Education History Education

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Elaborate the nature and the structure of History and political Science Education
CLO 2	Explain aims of History teaching.
CLO 3	Plan for imbibing values through history and political science
CLO 4	Explain changing concept of History and political Science Education teaching
CLO 5	Write instructional Learning Outcomes of teaching of a topic.
CLO 6	Analyse features of existing curriculum of History and politics Education in the light of NCF 2005 and principles of curriculum development History and Political Science Education at secondary school level
CLO 7	Understanding and Explain Constitutional Vision for a Democratic India The making of the Constitution of India
CLO 8	Establish correlation of History with other school subjects and life situations.

CLO 9	Plan for teaching major concepts, principles of History and Political Science Education at school level
CLO 10	Explain importance and characteristics of planning teaching
CLO 11	Learning of history
CLO 12	Design co-curricular activities for History and Political Science Education at school level
CLO 13	Use various methods and models
CLO14	Facilitating learners for self-study
CLO 15	Using Small Group and Whole Group Instruction strategies through Cooperative and Collaborative approaches
CLO 16	Using learning resources for history &political science Education
CLO 17	Explain concept of continuous and comprehensive evaluation
CLO 18	Develop indicators for performance assessment in history and politics education

CLO 19	Construct various tools for formative and summative evaluation in history and politics education
CLO 20	Understand importance and ways to develop professionally
CLO 21	Plan for an action research

F.Y.B.Ed. Course 7:5: Subject Education: Social Science Education

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Explain the meaning, definition, nature and structure of Social Science
CLO 2	Understand the aims of Social Science education
CLO 3	Plan for imbibing values through Social Science teaching
CLO 4	Write instructional Learning Outcomes of teaching of a topic
CLO 5	Analyse features of existing curriculum of Social Science in the light of NCF 2005 and principles of curriculum development
CLO 6	Establish correlation of Social Science with other subjects
CLO 7	Explain importance and characteristics of planning - plan for teaching major concepts, principles and theories of Social Science at school level
CLO 8	Design co-curricular activities for Social Science
CLO 9	Understand Psychology of learning & teaching of constructivism in Social Science
CLO 10	Use various methods and models of teaching
CLO 11	Facilitate self-learning of Social Science
CLO 12	Promote cooperative learning - use various learning resources
CLO 13	Explain concept of continuous and comprehensive evaluation

CLO14	Develop indicators for performance assessment in Social Science
CLO 15	Construct various tools for formative and summative evaluation in Social Science
CLO 16	Understand importance and ways to develop professionally
CLO 17	Plan for action research

F.Y.B.Ed. Course 7:6: Subject Education: Science and Technology Education

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Explain the nature and structure of science
CLO 2	Understand the aims of Science education
CLO 3	Plan for imbibing values through Science teaching
CLO 4	Write instructional Learning Outcomes of teaching of a topic
CLO 5	Analyse features of existing curriculum of Science and Technology in the light of NCF 2005 and principles of curriculum development
CLO 6	Establish correlation of Science with other subjects
CLO 7	Explain importance and characteristics of planning
CLO 8	Plan for teaching major concepts, principles and theories of Science and Technology at school level
CLO 9	Design co-curricular activities for Science learning
CLO 10	Use various methods and models of teaching
CLO 11	Promote construction of knowledge
CLO 12	Facilitate self-learning of Science

CLO 13	Promote cooperative learning
CLO14	Use various learning resources
CLO 15	Explain concept of continuous and comprehensive evaluation
CLO 16	Develop indicators for performance assessment in Science and Technology
CLO 17	Construct various tools for formative and summative evaluation in Science and Technology
CLO 18	Understand importance and ways to develop professionally
CLO 19	Plan for action research

ENHANCING PROFESSIONAL CAPACITIES:

EPC 1: Skill Development Program

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Acquire Understanding of various micro teaching skills.
CLO 2	Understand and integrate various skills like Chalk board writing, questioning, explanation, reading, stimulus variation, demonstration, use of audio-visual aids, set induction, closure, conducting group work.
CLO 3	Student teachers will be able to plan and conduct lessons from each of subject education chosen

EPC 2: Teaching-learning Competency

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	To Understand how to read for comprehension
CLO 2	To write answers correctly based on the text
CLO 3	To describe their own point of view.
CLO 4	To use media/internet.
CLO 5	To summarize respective content

CLO 6	To express the summary orally in the group
CLO 7	To comprehend the theme/issue
CLO 8	To express their own point of view in group
CLO 9	To summarize the discussion
CLO 10	To search relevant material from various sources
CLO 11	To summarize respective content
CLO 12	To present the summary in the group.

EPC 3: Learning to use Computer in Education (Computer Project)

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Explore educational web resources
CLO 2	Decide authenticity of the information given on website
CLO 3	Analyse various categories and section given on website
CLO 4	Present analytical viewpoints with regards to information provided on website
CLO 5	Prepare multimedia presentation.
CLO 6	Organize and Analyze information for multimedia presentation
CLO 7	Select appropriate Media for effective transaction of information.
CLO 8	Prepare multimedia presentation by considering learning styles of learners.

CLO 9	Search different Open Educational Resources (OER).
CLO 10	Categories various Open Educational Resources.
CLO 11	Access openly licensed documents and media that are useful for teaching, learning, and assessing as well as for research purposes.
CLO 12	Reflect on any one OER

EPC 4: Understanding the Self

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth of their own students while they teach.
CLO 2	Develop social relational sensitivity and effective communication skills, including the ability to listen and observe.
CLO 3	Develop a holistic and integrated Understanding of the human self and personality.
CLO 4	Build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.
CLO 5	Explore one's dreams, aspirations, concerns, through varied forms of self-expression, including poetry and humour, creative movement, aesthetic representations, etc.
CLO 6	Enhance abilities of body and mind, and promote sensibilities that help to live in peace and harmony with one's surroundings.
CLO 7	Appreciate the philosophy of yoga and its role in well-being. - practice of yoga in different contexts.

EPC 5: Drama and Art in Education

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Prepare script for dramatization and present involving school students
CLO 2	Watch and appreciate movie/video program/drama
CLO 3	Participate in a street play/ skit/drama/musical program/ dance to create awareness of social/ educational problems and remedies
CLO 4	Organize an exhibition on a theme

Engagement with Field (EWF) EWF 1: Practice Teaching

Course Learning Outcomes:

Students' active participation, higher thinking development and efforts to develop life skills are all part of the interaction area through teaching models, cooperative learning methods (e.g., group work), questions/questioning, games, simulations, school programs, connections with other schools, different experiences, and an active place where students can learn as much as possible.

COURSE LEARNING OUTCOME SECOND YEAR B.ED.

Course 8: Assessment for Learning:

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Use assessment in constructivist paradigm for various purposes
CLO 2	Gain critical Understanding of issues in evaluation practices
CLO 3	Become aware of key concepts such as, measurement, evaluation, test, examination, formative and summative assessment
CLO 4	Construct and use appropriate tools of evaluation
CLO 5	Critically analyse various examination reforms in India - give suggestions for improving quality of questions in exam papers - use ICT in examination
CLO 6	Analyse and interpret data for drawing inferences
CLO 7	Use various types of feedback for improving learning - develop and maintain a comprehensive and consolidated learner profile
CLO 8	Critically analyse impact of the prevailing examination system

CLO 9	Evaluate impact of examination-driven schooling
CLO 10	Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

Course 9: Knowledge and Curriculum

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Describe epistemological bases of modern child centered education .
CLO 2	Justify changes in education due to advancement in ICT and educational psychology.
CLO 3	Relate constitutional values with education.
CLO 4	Explain educational implications of nationalism, universalism, secularism, multiculturalism, multilingualism
CLO 5	Describe the role of NCERT, SCERT, SSC/ CBSC /ICSE Boards and Text book Bureau
CLO 6	Explain the determinants of curriculum development
CLO 7	Select and develop the proper learning resources.
CLO 8	Explain the Concept of Epistemology. - elaborate the types and process of generating knowledge.
CLO 9	Differentiate knowledge and skill, teaching and training, knowledge and information, and reason and belief.
CLO 10	Describe epistemological bases of modern child centred education
CLO 11	Locate references regarding learner as a knowledge generator
CLO 12	Explain the Concept, meaning and nature of knowledge centered society.
CLO 13	Explain the Concept of culture and modernity.-relate constitutional values with education.

CLO14	Explain educational implications of nationalism, universalism, secularism, multiculturalism, multilingualism
CLO 15	Justify changes in education due to advancement in ICT and educational psychology.
CLO 16	Explain the concept of curriculum. - distinguish hidden and enacted curriculum.
CLO 17	Explain various dimension of curriculum.
CLO 18	Compare between curriculum, syllabus and textbook.
CLO 19	Use different approaches of curriculum development
CLO 20	Elaborate process of curriculum development.
CLO 21	Describe the role of NCERT, SCERT, SSC/ CBSC /ICSE Boards and Text book Bureau - Explain the determinants of curriculum development
CLO 22	Explain teacher's role in curriculum transaction.
CLO 23	Select and develop the proper learning resources.
CLO 24	Elaborate the process of curriculum evaluation and renewal.

Course 10: Creating an Inclusive School

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Become aware of legal provisions and policies about inclusive education in India
CLO 2	Explain causes characteristics and special needs of children with physical, mental, economic, cultural diversity and learning disability
CLO 3	Orient parents and peer group for support
CLO 4	Use cooperative learning strategies in class
CLO 5	Collaborate with support teachers
CLO 6	Apply learner friendly evaluation process
CLO 7	Explain the development of concept of inclusive education
CLO 8	Compare the terms impairment, disability and Handicap
CLO 9	Explain principles and scope of inclusive education
CLO 10	Become aware of legal provisions and policies about inclusive education in India
CLO 11	Explain causes characteristics and special needs of children with physical diversity
CLO 12	Explain causes characteristics and special needs of children with mental diversity
CLO 13	Explain causes characteristics and special needs of children with learning disabilities

CLO14	Explain causes characteristics and special needs of children with Socio-economic-cultural and emotional diversity
CLO 15	Explain the procedure of pre-assessment development
CLO 16	Develop individual education plan to cater special needs of students
CLO 17	Use cooperative learning strategies in class
CLO 18	Collaborate with support teachers - Apply learner friendly evaluation process

Core Course 11: Gender, School and Society

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Describe issues concerned with women
CLO 2	Suggest remedial measures to overcome constraints to education of women
CLO 3	Understand various social reform movements in India with respect to women
CLO 4	Design learning experiences for gender sensitization and women empowerment - Organize training and counselling for various personnel regarding gender equality and women empowerment
CLO 5	Explain concepts of gender, sex, feminism and gender bias
CLO 6	Describe issues concerned with women
CLO 7	Explain recommendations of various commissions and Abhiyan regarding women education
CLO 8	Explain constraints in the socio-political system regarding women empowerment

CLO 9	Explain constraints to education of Women in India
CLO 10	Suggest remedial measures to overcome constraints
CLO 11	Explain concept and dimensions of women empowerment
CLO 12	Become aware about various social reform movements in India with respect to women
CLO 13	Explain relevance of provisions in constitution for gender equality
CLO14	Explain role of school in gender equality and women empowerment
CLO 15	Analyse and develop school curriculum with gender equality perspective
CLO 16	Design learning experiences for gender sensitization and women empowerment
CLO 17	Organize training and counselling for various personnel regarding gender equality and women empowerment
CLO 18	Develop oneself to become change agent.

Optional course 12:1: Peace Education

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Discuss the philosophical, sociological basis of peace education
CLO 2	Explain the need for peace education
CLO 3	Discuss the role of family, community, media and school in peace education - describe qualities of peace educator
CLO 4	Acquire essential qualities as a peace educator
CLO 5	Elaborate concept of peace and peace education
CLO 6	Discuss the philosophical, sociological basis of peace education
CLO 7	Elaborate constitutional values and provisions promoting peace
CLO 8	Explain historical background of peace education
CLO 9	Discuss recommendations of peace education in NCF 2005.
CLO 10	Elaborate the nature and types of conflicts in the world and in India
CLO 11	Explain the consequences of conflicts - Explain the need for peace education.
CLO 12	Elaborate efforts of International and National Organizations in establishing peace

CLO 13	Explain role of non-aligned movement and campaign for nuclear disarmament in establishing peace
CLO14	Explain role of family, community, media and school in peace education
CLO 15	Describe qualities of peace educator
CLO 16	Organize activities for developing Understanding of peace education in school Students
CLO 17	Develop self-awareness of students - Get acquainted with techniques of making connections
CLO 18	Provide opportunity to students to Apply knowledge
CLO 19	Inculcate core elements given by NPE (1986) Develop learning experience for promoting peace
CLO 20	Acquire essential qualities as a peace educator

Optional course 12:2 Guidance and Counselling

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Discuss the tools for information collection for guidance
CLO 2	Describe role of a school and teacher in guidance
CLO 3	Describe types and process of counselling - locate issues of adolescents requiring counselling.
CLO 4	Elaborate the concept, need & Scope of Guidance
CLO 5	Explain the basic principles and process of guidance
CLO 6	Discuss the foundations of guidance, type of Guidance
CLO 7	Discuss the tools for information collection for guidance
CLO 8	Describe role of a school and teacher in guidance

CLO 9	Discuss qualities, skills and ethics of counsellor.
CLO 10	Discuss the concept, need, importance, functions & Scope of counselling - differentiate between guidance and counselling - describe types and process of counselling - locate issues of adolescents requiring counselling.
CLO 11	Discuss qualities, skills and ethics of counsellor - Explain the role of counsellor & importance of career counselling - consider various factors in counselling
CLO 12	Elaborate the meaning, need, importance and sources of career information - discuss the data gathering techniques for career - describe the concept of occupational information.

Optional course 12:3: Sustainable Development

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Relate human development with nature
CLO 2	Narrates programs for sustainable development by Government and NGOs
CLO 3	Relate energy crisis with depletion of natural resources
CLO 4	Suggest various ways and means for sustainable development
CLO 5	Implement various curricular and co-curricular activities for sustainable development
CLO 6	Explain types of natural resources and their relationship with human development
CLO 7	Relate energy crisis with depletion of natural resources
CLO 8	Describe types, causes and impact of pollution
CLO 9	Explain the need of Sustainable Development
CLO 10	Realize the importance of conservation of ecosystem
CLO 11	Explain the principles of sustainable development
CLO 12	Describe the indicators of sustainable development
CLO 13	Suggest various ways and means for sustainable development

CLO14	Show positive attitude towards energy conservation
CLO 15	Get acquainted with the concepts like Intelligent urbanism, Eco friendly architecture
CLO 16	Explain the views regarding sustainable development in NCF 2005
CLO 17	Discuss the need of citizenship for sustainable development
CLO 18	Implement various curricular and co-curricular activities for sustainable development

Optional course 12:4: Human Rights Education

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Elaborate the Universal declaration of human rights
CLO 2	Develop various teaching strategies for human rights education.
CLO 3	Evaluate the role of educational institutions and NGO'S in human right education.
CLO 4	Explain the issues and challenges of RTE.
CLO 5	Explain the concept of Human rights education.
CLO 6	Elaborate the aims and objectives of human rights education
CLO 7	Evaluate the human rights education at secondary and higher secondary levels
CLO 8	Use Constructivist and Interdisciplinary approach
CLO 9	Develop various teaching strategies for human rights education
CLO 10	To evaluate the role of educational institutions and NGO'S in human right education
CLO 11	Explain the nature of RTE.
CLO 12	Elaborate the objectives and features of RTE.

CLO 13	Elaborate the provisions of RTE.
CLO14	Create teaching and evaluation strategies for RTE
CLO 15	Explain duties and responsibilities of school and teachers
CLO 16	Evaluate the role of stakeholder, parents, media and government organization in implementation of RTE.
CLO 17	Evaluate the efforts of various organization
CLO 18	Elaborate the role of management committee and supervisory authorities.
CLO 19	Explain the issues and challenges of RTE.

EPC: 6: Research Project

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	To improve the entire school: to support and motivate educators to carry out action research in order to Bring about constructive social and educational change in their personal and professional domains.
CLO 2	It has been demonstrated that action research has a positive impact on participants' professional and personal development by teaching them to be more proactive and take ownership of making changes.
CLO 3	To give students teachers the chance to participate in research projects.
CLO 4	Projects carried out in conjunction with educational institutions elevate the community

EPC 7: Preparation and submission of a portfolio

Course Learning Outcomes:

No.	After learning this module, the student teacher will be able to-
CLO 1	Organize ideas, thoughts and evidence systematically
CLO 2	Express ideas and thoughts about various aspects of education - reflect on experiences obtained during the B.Ed. program

EWF 2: Practice Teaching and Internship

Practice Teaching :150 Marks

Internship: 250 Marks

The internship should be conducted in schools for Twenty weeks. The student teacher has to be present in the school allotted for whole period from Morning Prayer to last period. The student has to take certificate of attendance and completion of activities from the school. The activities to be completed