



**Children Welfare Centre**  
**Clara's College of Education,**  
**Affiliated to Mumbai University**  
**Versova, Yari Road**  
**Andheri (W) Mumbai-400061**

**Program Learning Outcomes**

**&**

**Course Learning Outcomes**

**Name of the program**

**B.Ed. Two Year CBCS**

## **Program Learning Outcomes of the B.Ed. Two Year CBCS Program**

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 holistic 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:-

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

## Core Course -2 -Knowledge and Curriculum

### Course Learning Outcomes

The student teacher will

<b>Unit 1</b>	<b>Perspectives of Knowledge and Education</b>
CLO:-	Elucidate meaning, characteristics and types of knowledge
	Elaborate the characteristics of education
	Distinguish between knowledge and training, teaching ,information
	Apply the understanding of the above when designing learning experiences
<b>Unit 2</b>	<b>Basis of Modern Child-Centered Education(Concept, Basis and Educational Significance)</b>
CLO:-	Elaborate the features of Activity Method as proposed by Mahatma Gandhi
	Elaborate the features of Discovery Method as proposed by John Dewey
	Elaborate the features of Dialogue Method as proposed by Paulo Friere
	Incorporate the understanding of the above methods in classroom practice
<b>Unit 3</b>	<b>SocialandCulturalContextof Education</b>
CLO:-	Critically analyze changes in education due to industrialization, democracy and individual autonomy
	Examine the relation of Education in relation to equity, equality and social Justice as proposed by Dr Babasaheb Ambedkar
	Examine the Inter relationship of education with reference to Nationalism (Krishnamurti) and Secularism (Tagore)
	Apply the understanding of the above views to resolve issues related to education
<b>Unit 4</b>	<b>Curriculum–Concept,Typesand Determinants</b>
CLO:-	Explore the Relationship of curriculum with Curriculum framework, Syllabus And Textbooks
	Elucidate Philosophical, Psychological, Sociological, Political Determinants Of Curriculum
	Analyze the features of Subject-centered and child-centered curricula; Hidden Curriculum and enacted curriculum
	Analyze curricula of different boards on basis of the understanding gained
<b>Unit 5</b>	<b>Curriculum Development</b>
CLO:-	Elucidate the Principles of curriculum development
	Explore the Process of curriculum development
	Examine the Participatory approach to curriculum development
<b>Unit 6</b>	<b>Curriculum Implementation and Evaluation</b>
CLO:-	Examine the Teachers 'role in generating dynamic curricular experiences
	Examine the approaches to effective curriculum construction
	Explore the role of MHRD and NCERT in curriculum reform
<b>Assignments</b>	
CLO:-	Present creatively the philosophy and practice of education advocated by Gandhi, Dewey and Freire.
	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

<b>Unit 1</b>	<b>Gender: Concept and Perspectives</b>
CLO:-	Critically analyze gender from sociological and psychological perspectives
	Develop sensitivity to gender based issues
<b>Unit 2</b>	<b>Social Construction of Gender Identity</b>
CLO:-	Critically examine Influence of family, caste, religion, culture, region, the Media and popular culture on gender identity
	Suggest ways to prevent Gender stereo typing
	Discuss depiction of women in mass media
<b>Unit 3</b>	<b>Gender Issues and Provisions</b>
CLO:-	Critically examine issues such as dowry ,gender based work place discrimination, sexual abuse, cyber bullying
	Develop a plan of action to create awareness among school students about Cyber bullying
	Critically appraise various provisions made for empowerment of women
<b>Unit 4</b>	<b>GenderChallengesandEducation</b>
CLO:-	Analyze the role of schools ,peers, teachers, curriculum and textbooks in Addressing gender challenges .
	Appreciate the contribution of role models in women empowerment
	Critically analyse one textbook from gender perspective
<b>Unit 5</b>	<b>GenderJurisprudences inIndianContext</b>
CLO:-	Critically examine the provisions in various gender laws
	Examine the role of school in protection of children from sexual offences
<b>Unit 6</b>	<b>Strategies for Gender Empowerment</b>
CLO:-	Examine The role of NGOs ,women's action groups and other bodies in Striving towards gender equity
	Review India's efforts in promoting gender equality and empowerment
<b>Assignments</b>	
CLO:-	Analyze a textbook from gender perspective and suggest suitable changes
	Undertake Case studies of groups/organizations working for women
	Critically analyze depiction of women in mass media (ads/serials/films/ Print media)
	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

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

## EC1:Pedagogy of School Subject :

### Course Learning Outcomes

#### The student teacher will

<b>Unit 1</b>	<b>Basics of Academic Disciplines</b>
CLO:-	Explain the characteristics and classification of academic disciplines
	Critically analyze the place of English in the school curriculum
<b>Unit 2</b>	<b>Role of English Language</b>
CLO:-	Explore the nature of Language
	Analyze the Importance of English language in day-to-day life
	Explore types of language registers
	Examine the Role of English Language in a multilingual Classroom
<b>Unit 3</b>	<b>Pedagogical Approaches &amp; Techniques</b>
CLO:-	Apply Constructivist Approach(7E's), Communicative Approach (Concept & procedure) Inductive-deductive Approach to English teaching
	Apply expository and interactive techniques to the teaching of English
	Explore ways of appreciating poems
<b>Unit 4</b>	<b>Pedagogical Bases</b>
CLO:-	Formulate aims and objectives for teaching topics in English
	Explore Palmer's principles of language teaching
	Correlate English with other subjects
	Use maxims of teaching while designing lesson plans
<b>Unit 5</b>	<b>Professional Development of Teacher</b>
CLO1:-	Analyze and address the challenges faced by English teachers
	Explore a venues for Professional Development of Teacher
	Critically appreciate contribution of Chomsky and R KNarayan
<b>Unit 6</b>	<b>Learning Resources &amp; Assessment in Language</b>
CLO:-	Explore role of libraries and e-resources in language learning
	Explore Techniques of assessment
	Use ICT for language learning
<b>Assignments</b>	
CLO2:-	Analyze passages from different subject textbooks from the language point of view
	Review and present a paper on any one of R. K Narayan's Books

**EC1: Pedagogy of School Subject CLO18:****Course Learning Outcomes**

The student teacher will

<b>Unit 1</b>	<b>Basics of Academic Disciplines</b>
CLO-	Explain the characteristics and classification of academic disciplines
	Critically analyse the place of Social Sciences in the school curriculum
<b>Unit 2</b>	<b>Understanding History</b>
CLO-	Analyze the nature of History
	Apply the Six Historical Thinking Concepts in context of a definite historical event
	Enumerate objectives of teaching History at Secondary and Higher Secondary levels
	Plan activities to inculcate values through History & Political science
<b>Unit 3</b>	<b>Learning Resources</b>
CLO-	Critically analyze a History Textbook
	Justify the use of audio-visual aids in teaching History
	Prepare appropriate teaching aids for History
	Elucidate the significance of fieldtrips and visits to museums in teaching of History
	Appreciate the role played by museums and field visits in teaching History
<b>Unit 4</b>	<b>Essentials of Curriculum transaction in History &amp; Political Science</b>
CLO-	Apply maxims of teaching History in actual classroom situation
	Correlate History with other subjects when delivering lessons or when Discussing content
	Identify core concepts in History and plan for concept based learning and Generalization based teaching
<b>Unit 5</b>	<b>Methods of Teaching (Process, Merits and Limitations)</b>
CLO-	Plan (and deliver) lessons using conventional methods like storytelling and Lecture-cum discussion
	Plan (and deliver) lessons based on Project Method and Social Inquiry Model
	Plan (and deliver) lessons based on co-operative learning strategies
<b>Unit 6</b>	<b>The History Teacher</b>
CLO-	Elucidate qualities of effective History Teacher
	Identify avenues that foster professional growth of a History teacher

## EC1: Pedagogy of School Subject: Science

### Course Learning Outcomes

#### The student teacher will

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

## EC1: Pedagogy of School Subject: Mathematics

### Course Learning Outcomes

#### The student teacher will

<b>Unit 1</b>	<b>Basics of Academic Disciplines</b>
CLO-	Explain the characteristics and classification of academic disciplines
	Critically analyse the place of Mathematics in the school curriculum
<b>Unit 2</b>	<b>Introduction to the Teaching of Mathematics</b>
CLO-	Elucidate Meaning, Nature & scope of Mathematics
	Elucidate Aims and Objectives of teaching Mathematics at upper primary, Secondary and higher secondary level as per NCF 2005
	Explore values in teaching of Mathematics
<b>Unit 3</b>	<b>Essentials of Teaching Mathematics and Curriculum Transaction</b>
CLO-	Elucidate and apply maxims of teaching Mathematics
	Critically examine Concentric and Topical approaches of teaching Mathematics
	Use Pedagogical Analysis, Unit Planning & Lesson planning to prepare Required plans for Mathematics teaching learning
<b>Unit 4</b>	<b>Methods and Techniques of Teaching Mathematics</b>
CLO-	Understand and use the inductive deductive approach in teaching Mathematics
	Use analytic synthetic approach in teaching mathematical proofs
	Use problem solving approach in teaching Mathematics
	Use lecture cum demonstration in teaching Mathematics
	Use drill and review in teaching Mathematics
	Elucidate the use of assignments in teaching Mathematics
<b>Unit 5</b>	<b>Learning Resources</b>
CLO-	Examine the significance of Mathematics laboratory
	Elucidate the importance of Mathematics club and explore the role of the same
	Critically analyze a Mathematics textbook
	Explore digital resources like Geogebra & Virtual Manipulative
<b>Unit 6</b>	<b>Professional Development of Teacher</b>
CLO-	Examine the competencies of a Mathematics teacher
	Explore avenues for professional development of Mathematics teacher
	Appreciate the contribution of mathematicians Aryabhata, Ramanujan, Euclid, Pythagoras

## EC1:Pedagogy of School Subject: Commerce

### Course Learning Outcomes

The student teacher will

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

## IC2: Educational Management

### Course Learning Outcomes

The student teacher will

<b>Unit 1</b>	<b>Concept of Educational Management</b>
CLO-	Elucidate the concept and meaning of educational management
	Apply the principles of Management by Henry Fayol to educational settings
	Explore Concept of Systems Thinking and Systems Approach to Educational Management
<b>Unit 2</b>	<b>Educational Institution–Organizational perspective</b>
CLO-	Elaborate the concepts of Organisational Culture and Organisational Climate
	Distinguish between Organizational Culture and Organizational Climate
	Elucidate Functions of Management
	Elaborate and apply Peter Senge's Model of Learning Organisation
<b>Unit 3</b>	<b>Organizational Management</b>
CLO-	Elucidate the concept and process of Quality Management
	Examine and apply the indicators of Quality Management
	Elucidate need and process of Human Resource Management
	Elucidate need and process of Change Management
<b>Unit 4</b>	<b>Human Resource Management</b>
CLO-	Explore and explain the functions of leadership
	Examine various Leadership Styles
	Explore and apply various Leadership Skills
<b>Unit 5</b>	<b>Educational Administration</b>
CLO-	Explore and apply principles of time table construction
	Elucidate the process of staff meetings
	Examine the issue of absenteeism and suggest remedies for the same
<b>Unit 6</b>	<b>Educational Administration in India</b>
CLO-	Analyze the educational administrative setup in India
	Compare the various aspects of different Boards of Education
	Explore and explain the Functions of NCERT, MSCERT
<b>Assignments</b>	
CLO-	Critically analyze sea school time table
	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

<b>Unit 1</b>	<b>Concept of Assessment</b>
CLO-	Elucidate Meaning, Nature, Functions of Assessment
	Examine Perspectives of Assessment(Assessment for learning, Assessment Of learning &Assessment as learning)and apply the same
	Analyse different Types of Assessment
<b>Unit 2</b>	<b>Essentials of Assessment</b>
CLO-	Examine the Relationship between aims and objectives,
	Apply Criteria for writing statements of objectives.
	Apply the understanding of Cognitive, Affective and Psychomotor domains of learning to classroom processes
	Examine how different domains lead to holistic personality
<b>Unit 3</b>	<b>Trends and Issues of Assessment</b>
CLO-	Explore and apply various aspects of Continuous and Comprehensive Assessment
	Compare Internal Assessment and External Examination
	Examine Psycho-social concerns of Assessment
	Suggest remedies for issues in assessment
<b>Unit 4</b>	<b>Instruments of Assessment</b>
CLO-	Elucidate Characteristics of a good measuring instrument
	Elaborate the various features and uses of Tools and Techniques of Assessment
	Critically examine different types of Achievement Tests
<b>Unit 5</b>	<b>Differentiated Assessment Strategies</b>
CLO-	Elucidate Meaning and purpose of Teacher assessment ,Self-assessment and Peer assessment
	Differentiate between Criterion Referenced Tests and Norm Referenced tests
	Explore the use of Records used in Assessment
<b>Unit 6</b>	<b>Feedback Mechanism &amp; Reporting</b>
CLO-	Apply various Criteria of Constructive feedback
	Explore and apply different types of Reporting
	Apply statistics for interpreting test results.
<b>Assignments</b>	
CLO-	Design, administer and analyse the results of a Unit test
	Study and Compare the implementation of Continuous and Comprehensive Assessment of different school boards

### EC3: Pedagogy of School Subjects: CLO as in Semester Two

## SEMESTER THREE

### IC3: Language Across Curriculum

#### Course Learning Outcomes

Then student teacher will

<b>Unit 1</b>	<b>Language and its Function</b>
CLO-	Elucidate the Concept of language
	Elaborate the Characteristics of Language
	Elucidate the Functions of Language
<b>Unit 2</b>	<b>Multilingualism and its Implications in the Indian Classroom/Context</b>
CLO-	Critically examine Multilingualism in the Indian Context
	Explore means for developing socio-linguistics awareness in the Indian classroom
	Critically examine state policies on language and education
	Explore how to use multilingualism as an asset in the classroom
<b>Unit 3</b>	<b>Language Acquisition Theory</b>
CLO-	Critically examine Environmental Skinners Theory Language Acquisition
	Critically examine Biological–Chomsky’s Theory on Language Acquisition
	Critically examine The Deficit Theory
	Compare the above theories
<b>Unit 4</b>	<b>The Nature of Classroom Discourse, Oral Language in the Classroom</b>
CLO-	Explore Classroom discourse, nature and its types
	Examine Importance of oral language in the classroom
	Explore how to engage learners in language learning through questioning And discussion based learning
<b>Unit 5</b>	<b>Reading and Writing across Content Areas</b>
CLO-	Identify nature of texts and language structures
	Explore Techniques to enhance reading comprehension
	Explore ways to develop different types of writing skills
<b>Unit 6</b>	<b>Language across Curriculum</b>
CLO-	Examine role of language in Education & Training, Research
	Explore the Relationship of language to content-based instruction
	Analyse the relationship between language and Medium of instruction
<b>Assignments</b>	
CLO-	Prepare a lesson plan in co-operating the different types of questions
	Rewrite it from a prescribed text booking the form of a dialogue Appropriate for a multilingual class in the target language

## SEMESTER-FOUR

### CC5:Contemporary India and Education

Course Learning Out comes: The student teacher will

<b>Unit 1</b>	<b>Understanding and Addressing Diversity in Indian society</b>
CLO1	Differentiatebetweendiversity, stratificationandmarginalisationin 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
<b>Unit 2</b>	<b>Addressing Inequality of Indian society :Nature, Challenges and Role of Education</b>
CLO-	Critically examine Stratification of Indian Society to Caste, Class and Gender
	Examine the position of Marginalized groups(SC/ST/OBC/EBC/NT)in Indian society
	Analyze the Role of Education with respect to addressing the needs of Stratified and marginalized groups
<b>Unit 3</b>	<b>Constitutional Values and Stratification, Marginalization and Diversity</b>
CLO-	Critically examine Constitutional Values like democracy, socialism and Equality for reducing stratification and marginalization
	Explore the relationship between Education and Fundamental Rights& Duties
	Explore Directive Principles of state policy stratification & marginalization
<b>Unit 4</b>	<b>PoliciesandRoleof Education</b>
CLO-	Critically examine Nayee Taleem to integrate life, work and education
	ExamineRTEAct2009wrtUniversalisationofEducation
	Analyse RMS A and explore its Recommendations for Secondary Education
<b>Unit 5</b>	<b>Education Commission&amp; Recommendations</b>
CLO-	Critically Examine National Policy of Education–1986
	Critically Examine National Curricular Framework,2005
	Critically Examine National Curriculum Framework for Teacher Education, 2009
<b>Unit6</b>	<b>EmergingTrends</b>
CLO-	Explore avenues in Open & Distance Learning
	Critically examine Role of Mass Media in Education
<b>Assignments</b>	
CLO-	Conduct street plays on role of education in addressing the problem of Social exclusion/inequality
	Critically analyze an educational film based on marginalization

## SEMESTER-FOUR

### EC 3: Environmental Education

#### Course Learning outcomes

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

## SEMESTER-FOUR

### IC4: Creating an Inclusive School

Course Learning Outcomes :The student teacher will

<b>Unit 1</b>	<b>Understanding Inclusion</b>
CLO-	Differentiate between diversity, disability and inclusion
	Explore Need of Inclusion from Educational ,Social ,Economic, Humanitarian, Democratic and legal perspectives
	Critically examine Models of Inclusion (Charity Model, Functional Model and Human Rights Model).
<b>Unit 2</b>	<b>Nurturing Inclusion</b>
CLO-	Explore Concept of children with special needs and their types
	Explore Characteristics of disabilities-sensory, neuro -developmental, loco-motor and multiple disabilities
	Explore ways to cater to special needs for children with Sensory, neuro-developmental, loco-motor and multiple disabilities
<b>Unit 3</b>	<b>Policies Promoting Inclusion</b>
CLO-	Analyze the recommendations of International Policies and Significance of the policies: Salamanca1994,UNCRPD,EFA (MDG)
	Examine national policies that promote inclusion
	ExploreEducationalconcessions, facilitiesandprovisionsforCWSN
<b>Unit 4</b>	<b>CurricularIssues</b>
CLO-	Critically examine Disability wise curricular adaptations/ Modifications in Instructions.
	Explore and devise Strategies for differentiating content in an Inclusive classroom
	Explore Alternative means for assessment and evaluation in an Inclusive sclassroom
<b>Unit 5</b>	<b>Inclusion in Classrooms</b>
CLO-	Analyze Attitudinal ,Social and Infrastructural Barriers and Facilitators of Inclusion
	Identify platforms for Use of ICT in Inclusive classrooms
	Prepare Individualized Educational Plan
<b>Unit6</b>	<b>Functionaries in Inclusive Settings</b>
CLO-	Critically examine Profile and Role of General teacher and Resource teacher
	Examine Role of NGO in supporting inclusive school
	Analyze Pre-support and pre-vocational training program for Children with special needs
<b>Assignments</b>	
CLO-	Prepare a Case study of a Learner with Special needs
	Prepare a scrap book showing different ICT technologies to cater to Needs of children with special needs

## Course Learning Outcomes for Project Based Courses

<b>SEMESTER -ONE</b>	
<b>Community Work: The student teacher will</b>	
CLO-	Develop sensitivity towards social issues
	Interact and provide support to inmates of social institutions like orphanages, Homes for the aged, centre's for persons with special needs
	Collaborate with and assist NGOs working for sustainable development
<b>Co Curricular activities :The student teacher will</b>	
CLO4	Participate in co-curricular activities and develop skills like planning, leadership, organizational skills, time management, inter personal Communication and collaborative work
<b>SEMESTER -TWO</b>	
<b>Internship in School (3 weeks):The student teacher will</b>	
CLO-	Observe and report activities organized in schools
	Observe and critically appraise lessons given by peers
	Observe and critically appraise lessons given by school teachers
	Plan and deliver five lessons in Pedagogy One
	Assist school teachers in school related tasks such as substitute teacher in his/her absence, assisting in co curricular activities and supervision.
<b>SEMESTER-THREE</b>	
<b>Internship in School (11 weeks): The student teacher will</b>	
CLO-	Plan and deliver 15 lessons (10 in pedagogy one + three co teaching lessons+ Two theme based lessons)
	Conduct VENTEL Activities in connection with some lessons
	Conduct a test in school and analyze the results
	Maintain Reflective Journal with reference to internship program
<b>SEMSTER- FOUR</b>	
<b>Internship for 4 weeks: The student teacher will</b>	
CLO-	Plan and conduct five lessons in Pedagogy Two + five co teaching lessons in Pedagogy One
	Develop learning resources used for teaching learning
	Maintain Reflective journal with reference to internship program
<b>Action Research: The student teacher will</b>	
CLO-	Conduct action research on a topic of educational significance
<b>Community Work: The student teacher will</b>	
CLO-	Collaborate with schools or an NGO for conducting community work

## Course Learning Outcomes for Ability Courses

<b>SEMESTER -ONE</b>	
<b>Ability Course1:Critical Understanding of ICT</b>	
<b>Unit1:Understanding of ICT in Education</b>	
<b>The learner will</b>	
CLO-	Explore the significance of ICT in education
	Explore how ICT facilitates the role of teacher as Administrator, Facilitator And Evaluator
	Explore Legal and ethical issues in the use of ICT
<b>Unit2: Designing Technology Integrated Learning Experiences</b>	
<b>The learner will</b>	
CLO-	Apply ADDIE Model to design instruction
	Develop Learning Resources on a topic using ICT tools
	Use an LMs for peer teaching
<b>Unit3:Emerging Trends in E-learning</b>	
<b>The learner will</b>	
CLO-	Explore mobile applications for learning
	Explore web 2.0 tools for learning
	Create and use a blog for education
	Explore OERs and MOOCs for learning
<b>Unit4:Use of ICT in Evaluation, Administration and Research</b>	
<b>The learner will</b>	
CLO-	Explore platforms to create e portfolios
	Use Online Repositories & Online Libraries for educational purposes
	Develop Online and off line assessment tools

**SEMESTERFOUR****Ability Course2:Reading and Reflecting on Texts****Unit1:Diversity of Text –Meaning, Significance and Reflection****The learner will**

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

**Unit2:ReadingforUnderstanding–StrategiesandStepsofReading****The learner will**

CLO-	Analyze a text using Davis’ nine components
	Explore the practical use of reading strategies
	Use reflection during the various phases of reading

**Unit3:ReadingforWriting****The learner will**

CLO-	Recreate and rewrite texts from new perspectives
	Critically analyze a given text
	Indulge in reflective writing
	Review a book of educational significance

**Unit4:Reading beyond Texts- Making Connections****The learner will**

CLO-	Make connection of given text to self and to the world
	Connect Visual to Word and Word to Visual.
	Explore educational documents

**AUDIT COURSE : DRAMA AND ART IN EDUCATION****Unit1:Introduction to Concepts of Drama and Art****The learner will**

CLO-	Explore various forms of visual and performing art
	Analyze element so far and drama
	Analyze stage craft and audience etiquettes

**Unit2:ApplicationofDramaandArtinAcademics****The learner will**

CLO-	Explore the Functions of Drama and Art
	Analyze how to integrate Drama and Art in the school curriculum
	Develop aesthetic sensibility through Drama and Art

**Unit3:DramaandArtforPedagogy****The learner will**

CLO-	Analyze how Drama and Art can be used for self-realization
	Analyze how Drama and Art can be used for children with special needs
	Analyze how Drama and Art can be used for creative expression
	Use puppets to teaching class

**Unit4:DramaandArtforSocialIntervention****The learner will**

CLO-	Analyse social and environmental issues through drama and art
	Explore local culture through drama and art
	Explore global culture through drama and art
	Organize cultural festivals with emphasis on art

## Course Learning Out comes for Value Added Courses

### Value Added Course1: Constitutional Awareness for Pre Service Teachers

<b>At the end of the course ,the learner will:-</b>	
CLO1	Understand the necessity of a constitution in providing a framework for governance, protecting individual rights, and maintaining social order.
CLO2	Grasp the concept of constitutional morality and its role in guiding individuals, institutions, and government towards upholding constitutional principles.
CLO3	Gain insights into the historical context that influenced the framing of the Indian constitution, including colonial rule, nationalist movements, and post-independence challenges.
CLO4	Examine the significance of the Preamble as the introductory statement of the constitution, outlining its objectives, values, and aspirations.
CLO5	Analyze the role of the constitution as a source of public policy, an instrument of governance, and a tool for societal transformation, including its adaptability to changing needs and challenges.

### Value Added Course 2: Peace Education

<b>At the end of the course, the learner will:-</b>	
CLO1	comprehend the necessity of a Peace Education in providing a framework for governance, protecting individual rights.
CLO2	Grasp the concept of peace, for fulfillment, for joy and the ultimate satisfaction in the life.
CLO3	Gain insights of inner strength for understanding peace concept.
CLO4	Study the significance of the Self-Awareness and Contentment in the life .
CLO5	Explore the role of the peace education as a source of public policy, an instrument of governance, and a tool for societal transformation, including its adaptability to changing needs and challenges.