

### **B.Ed. Program Learning Outcomes (PLO)**

1. To enable the student teachers design socio emotional learning programs that assist the school students to become fully functioning members of society.
2. To develop enquiry and research ability among student teachers on emerging issues of educational system.
3. To enable the student teachers to emphasize the practice of the Fundamental Duties of the Indian Constitution along with other Constitutional provisions while teaching any subject or performing any activity.
4. To prepare student teachers for understanding the socio- psychological prospectives of learner.
5. To enable student teachers, assimilate and integrate 21st century skills emphasizing the significance of ICT in the classroom.
6. To foster a learning environment integrating universal human values that enables student teachers to identify diversity and cater to the needs of student in inclusive classroom.
7. To enable the student teachers use diverse methods, tools and techniques of assessment in an array of learning outcomes of diverse learners.
8. To provide aspiring student teachers an engaging and dynamic atmosphere that incorporates cross-disciplinary components and instills the notion of lifelong learning.

### **Course Learning Outcomes for PO1 : CC1 - Childhood and Growing up**

**After completing the course on Childhood and Growing up the teacher will be able to**

1. Identify the developmental changes among students in classroom.
2. Plan remedial teaching for students facing problems in specific subject areas.
3. Conduct various activities for the multidimensional development of students.
4. Make changes to teaching strategies as per the mental level of students.
5. Design lessons to fulfil the needs of students from diverse sociocultural backgrounds.
6. Develop strategies for involving parents in the learning process of students.
7. Inculcate moral values among children as per the mental level of students.

### **CLO for PO 2: CC2 Knowledge & Curriculum**

After completing the course on Knowledge & Curriculum, the teacher will be able to

- 8. Identify and articulate** the philosophical underpinnings that guide the curriculum
- 9. Critically** assess and select appropriate learning resources, including textbooks, multimedia materials, and digital resources, to support effective teaching and learning to cater to the needs of diverse learners.
- 10. Cultivate** an appreciation for diversity and develop cultural competence to create inclusive and equitable learning environments among students.
- 11. Integrate educational technology** into their teaching practices, leveraging digital tools to enhance instruction, communication, and student engagement.
- 12. Integrate** diverse perspectives and cultural content into your teaching materials. This could include literature, historical examples, and case studies that represent a variety of cultures.
- 13. Apply** principles of curriculum development to design and critique curriculum plans that align with educational standards and meet the needs of diverse learners.

### **CLO for PO 3: CC3 Learning and Teaching**

After completing the course on Knowledge & Curriculum, the student teacher will be able to

1. Develop an understanding the concept of Learning.
2. Analyze the factors affecting Learning to understand the role of teacher in maintaining those factors in classroom.
3. Analyze various theories of Learning and its educational implications
4. Apply the cognitive and constructivist perspectives of learning in planning the lesson plan for practice teaching.
5. Perform the Psychological Experiments to gain practical knowledge of transfer of learning.
6. Develop strategies and insights to support diverse learners.

### **CLO for PO 4 : CC4 Assessment for Learning**

**After successfully completing the program the student teacher will be able to ...**

- Understand the critical role of assessment in enhancing learning.
- Apply the knowledge of taxonomy of educational objectives in classroom situation.
- Write the statement of objectives and specifications .
- Analyze & solve the issues related to internal examination and external examination.
- Analyze the psychosocial concerns of assessment.
- Develop & use the tools & techniques in the assessment process
- Critically understand the issues in assessment and explore realistic, Comprehensive and dynamic assessment processes.
- Give constructive feedback & maintain the records of it  
Uses various statistical measures for interpretation of results

**CLO for PO 5 : CC5 Contemporary Indian and Education**

**After successfully completing the program the student teacher will be able to ...**

1. understand the concept of Diversity as it exists in Contemporary Indian society
2. understand the inequalities in Indian Society and the marginalization of the weaker sections
3. understand the implications for education in coping with Diversity and Inequality to achieve Universal Education in Indian society
4. critically understand the constitutional values related to the aims of education in a Democracy
5. acquaint with contemporary issues and policies and their origin with regard to Education in Indian society
6. acquaint with the relevant education commissions in the context of Liberalization, Privatization and Globalization

## **CLO for PO 6 : IC-1 Gender School and Society**

### **After completing the course, learners will be able to:**

- Distinguish between sex, gender, and transgender and comprehend their roles in societal frameworks.
- Analyze gender-related concepts such as patriarchy, feminism, equity, equality, and sexuality, fostering critical thinking on societal norms and dynamics.
- Examine the emergence of gender-specific roles through sociological and psychological lenses, enhancing understanding of societal constructs.
- Assess the influence of family, caste, religion, culture, region, media, and popular culture on shaping gender identities.
- Critique gender bias in health, nutrition, education, and employment sectors, and address systemic inequalities.
- Recognize and challenge gender stereotyping in various societal domains.
- Identify and discuss gender-related issues like dowry systems, workplace discrimination, sexual abuse, and cyberbullying.
- Gain insights into policies such as the National Policy for Empowerment of Women, enhancing awareness of societal reforms.
- Analyze how schools, peers, teachers, curriculum, and textbooks contribute to gender challenges and foster inclusive practices.
- Evaluate the construct of gender within the National Curriculum Framework to promote equity in education.
- Learn about contemporary women role models in both urban and rural contexts, inspiring action toward gender equity.
- Familiarize with legal provisions such as the Prenatal Diagnostic Techniques Act (1994), Domestic Violence Act (2005), and Protection of Children from Sexual Offences (POCSO) Act (2012).
- Analyze the impact of these laws in addressing gender-based violence and promoting safety.

- Understand the role of NGOs and women's action groups in promoting gender equity.
- Learn about international frameworks such as UN Women and their initiatives for gender equality and empowerment.
- Analyze the relevance of the Millennium Development Goals in achieving gender equality globally.

### **CLO for PO 7 : IC-2 Educational Management**

**After completing the course, learners will be able to**

- Familiarize with the definitions, principles, and scope of educational management
- Acquaint with various Leadership styles and Leadership skills
- Understand the importance of effective organizational management
- Understand Systems Approach to Educational management
- Critically examine the need of managing human, material, and financial resources efficiently
- Analyse the components of Educational Administration

### **CLO for PO 8 : IC-3 Language Across Curriculum**

**After completing the course, learners will be able to**

1. understand the meaning and functions of language.-
2. develop appreciation for the significance of language across curriculum
3. develop understanding of language diversity in the Indian context
4. understand the different theories of language acquisition and language deficit
5. understand the impact of oral language and questioning on student learning
6. understand various genre of texts available in different content areas.
7. develop competencies in fostering reading and writing skills among school children
8. develop appreciation for the critical role of the teacher in transacting language across curriculum

### **CLO for PO 9 : IC-4 Creating an Inclusive School**

After completing the course on Creating an Inclusive School, the teacher will be able to

1. Understand the role of teachers as advocates for social justice and equity
2. Analyze real-life examples and case studies to understand the practical challenges and successes of inclusive education.
3. Emphasize on understanding diverse student needs, implementing inclusive instructional strategies, and fostering a positive school culture.
4. Identify and understand relevant legislation, policies, and ethical considerations related to inclusive education
5. Gain practical experience by observing and participating in inclusive classrooms.
6. Modify instructional methods to accommodate students with different abilities, ensuring equal access to educational content.
7. Engage with parents, caregivers, and community stakeholders to foster collaboration and support for inclusive education.
8. Incorporate technology as a tool for creating an inclusive learning environment, ensuring equal access and opportunities to all.
9. Provide constructive and personalized feedback that supports the individual growth of all students.
10. Implement strategies for preventing and addressing conflicts related to diversity and inclusion within the classroom

### **CLO for PO 10 : EC-1 / EC-2 – Pedagogy of School Subject -Commerce**

After completing the course on Pedagogy of School Subject - Commerce, the teacher will be able to

1. Develop well-structured lesson plans incorporating diverse teaching strategies suitable for commerce education.
2. Integrate online resources, simulations, and multimedia tools to illustrate complex commerce concepts effectively.
3. Incorporate real-world examples, case studies, and practical applications into commerce lessons to facilitate experiential learning.

4. Foster critical thinking skills among students by designing activities and discussions that encourage them to analyze and apply commerce concepts in different scenarios.
5. Arrange guest lectures or field visits to expose students to professionals in the field of commerce, providing insights into industry practices and trends.
6. Apply advanced knowledge of commerce to real-world scenarios and problem-solving.
7. Encourage interactive teaching methods such as group discussions, debates, and presentations to promote critical thinking and communication skills.
8. Instill a sense of economic responsibility and ethical financial decision-making in students.
9. Collaborate with other subjects to provide a global perspective on commerce, considering international trade, economic systems, and cultural influences.

### **Pedagogy of School Subject : Mathematics**

After completing the course the student will be able to..

- Classify the academic disciplines
- various methods and techniques of teaching mathematics
- Inculcate various values in teaching of mathematics
- Prepare & use learning resources for teaching of mathematics
- Use mathematics laboratory to develop students interest in mathematics.
- Develop the professional competencies for teaching of mathematics through various measures.
- Set up mathematics club in the school and organize its activities.

### **Pedagogy of School Subject : Science**

After completing the course the student will be able to..

- Classify the academic disciplines
- Inculcate various values in teaching of science
- Use different approaches and methods of teaching mathematics in classroom situations.

- Prepare & use appropriate learning resources for teaching of science
- Use science laboratory to develop students interest in science.
- Set up science club in the school and organize its activities.
- Develop the professional competencies for teaching of science through various measures.

### **Pedagogy of School Subject : History**

After completing the course on History Pedagogy the teacher will be able to

1. Prepare learning resources for teaching History.
2. Develop research and enquiry skills among students by engaging them in activities of project making, survey on social issues etc.
3. Develop conceptual learning among students.
4. Inculcate values like cultural, social, national, international, vocational, intellectual etc. among students.
5. Effectively handle controversial issues arising in history content.

### **Pedagogy of School Subject : Economics**

After completing the course the student will be able to..

1. Understand the basic concepts associated with academic disciplines
2. Understand place of different disciplines in the school curriculum
3. Acquaint with the meaning and nature of Economics Education
4. Familiarize with the objectives of Economics teaching
5. Integrate values in the teaching of Economics
6. Establish relationship of Economics with other subjects
7. Apply the maxims and principles of Economics teaching
8. Use various learning resource in Economics teaching
9. Implement the various methods of teaching Economics in the classroom
10. develop an insight about qualities, challenges and professional development of a Economics teacher
11. keep abreast of the innovative methods in Economics teaching



### **CLO for PO 11 : EC-3 Guidance and Counselling (PLO)**

After successfully completing the B.Ed. program the teacher at the workplace will be able to

1. Organize various guidance programs for students in school premises.
2. Plan Career guidance programs for students.
3. Make arrangements for Guidance and Counselling service in the school premises.
4. Sensitize the stakeholders about different psychological issues faced by adolescents due to addiction and academic stress.
5. Use various counselling skills and strategies according to the problems of students.

### **Classroom Learning Outcomes (CLO)**

After completing the course on Guidance and Counselling the teacher will be able to

1. Organize career exhibition and career talk in school.
2. Conduct diagnostic tests in different subjects and plan remedial measures accordingly.
3. Develop strategies to handle different psychological issues in adolescents.
4. Facilitate students by providing proper educational and vocational guidance.
5. Provide referrals to students for their specific problems.
6. Handle different problems of students with the help of specific counselling approach.
7. Adhere to professional ethics while engaged in counselling process.

### **CLO for PO 12: IC 4 – Creating an Inclusive School - Programme Outcomes (PLO)**

After successfully completing the B.Ed. Programme training, the teacher at the work place will be able to

1. Define and relate the concepts of diversity, inclusion, and equity in the context of education.
2. Develop a theoretical understanding of inclusion, diversity, and the importance of creating an inclusive school environment
3. Incorporate an understanding of the broader societal issues related to inclusion and equity.
4. Engage in activities that promote a culture of respect, empathy, and acceptance in the school community.
5. Identify common learning and behavioral challenges faced by students with special educational needs.
6. Demonstrate the ability to be an agent of change in promoting inclusivity at both the classroom and school levels.

**CLO for PO 13: IC-3 LANGUAGE ACROSS CURRICULUM**

1. Understand the meaning and functions of language.-
2. Develop appreciation for the significance of language across curriculum
3. Familiarize with the language diversity in the Indian context
4. Apply the different theories of language acquisition and language deficit
5. understand the impact of oral language and questioning on student learning
6. understand various genre of texts available in different content areas.
7. develop competencies in fostering reading and writing skills among school children
8. develop appreciation for the critical role of the teacher in transacting language across curriculum



### **Childhood and growing up (PLO)**

After successfully completing the B.Ed. program the teacher at the workplace will be able to

1. Facilitate learning among students by using appropriate teaching learning methods and strategies.
2. Design the teaching-learning process to cater to the learner's needs in an inclusive classroom.
3. Assist students to handle stressful situations effectively by showcasing strong emotional control.
4. Motivate students to frame their self- concept and develop emotional competencies.
5. Provide proper guidance to students to overcome identity crisis.
6. Create an ideal learning environment providing various opportunities in the curriculum for the all-round development of students.

### **Classroom Learning Outcomes (CLO)**

After completing the course on Childhood and Growing up the teacher will be able to

14. Identify the developmental changes among students in classroom.
15. Plan remedial teaching for students facing problems in specific subject areas.
16. Conduct various activities for the multidimensional development of students.
17. Make changes to teaching strategies as per the mental level of students.
18. Design lessons to fulfil the needs of students from diverse sociocultural backgrounds.
19. Develop strategies for involving parents in the learning process of students.
20. Inculcate moral values among children as per the mental level of students.

### **Elective Course, Pedagogy of School Subjects: History (PLO)**

After successfully completing the B.Ed. program the teacher at the workplace will be able to

1. Develop learning resources to make the History class more interesting.
2. Design lessons using various innovative methods.

3. Facilitate learning among students highlighting different historical thinking concepts.
4. Handle various challenges faced in history teaching.
5. Make the history class more effective by continuously engaging in professional development.

#### Classroom Learning Outcomes (CLO)

After completing the course on History Pedagogy the teacher will be able to

6. Prepare learning resources for teaching History.
7. Develop research and enquiry skills among students by engaging them in activities of project making, survey on social issues etc.
8. Develop conceptual learning among students.
9. Inculcate values like cultural, social, national, international, vocational, intellectual etc. among students.
10. Effectively handle controversial issues arising in history content.

#### **Childhood and growing up (PLO)**

After successfully completing the B.Ed. program the teacher at the workplace will be able to

7. Facilitate learning among students by using appropriate teaching learning methods and strategies.
8. Design the teaching-learning process to cater to the learner's needs in an inclusive classroom.
9. Assist students to handle stressful situations effectively by showcasing strong emotional control.
10. Motivate students to frame their self- concept and develop emotional competencies.
11. Provide proper guidance to students to overcome identity crisis.
12. Create an ideal learning environment providing various opportunities in the curriculum for the all-round development of students.

#### Classroom Learning Outcomes (CLO)

After completing the course on Childhood and Growing up the teacher will be able to

21. Identify the developmental changes among students in classroom.
22. Plan remedial teaching for students facing problems in specific subject areas.
23. Conduct various activities for the multidimensional development of students.
24. Make changes to teaching strategies as per the mental level of students.
25. Design lessons to fulfil the needs of students from diverse sociocultural backgrounds.
26. Develop strategies for involving parents in the learning process of students.
27. Inculcate moral values among children as per the mental level of students.