

PLO & CLO Internal Mapping 2020 – 2021

NKT National College of Education for Women

(Autonomous)

PLO & CLO Mapping with Internal Assessment Tasks of the B.Ed Programme

S.No.	Programme Learning Outcomes	Course	Course Learning Outcomes	Internal Evaluation	Attainment %
1.	Identify the human behavior at various developmental stages by employing the theories of development and adopt strategies to improve learning	PE 1: Childhood and Growing up as a Learner	1. Compare and contrast the developmental stages of human beings from pre-natal to old age	Seminar Internal Examinations	100
			2. Interpret the various theories propounded by Psychologists		
			3. Apply appropriate methods to assess the development of learners		
			4. Assess child behaviour through psychological testing		
			5. Analyze an individual or institution by employing the Case Study technique		
		PE 4: Psychological Perspectives of	1. Gain insight into the cognitive process		
			2. Explain the concept of intelligence		

S.No.	Programme Learning Outcomes	Course	Course Learning Outcomes	Internal Evaluation	Attainment %
		Learners	and creativity	Seminar Internal Examinations	99.48
			3. Interpret various theories to improve learning		
			4. Analyze the relationship between learning and motivation		
			5. Assess the affective aspects through psychological testing		
2	Engage with studies on Indian society and Education and challenge gender roles in society through social institutions	PE 2: Contemporary India and Education	1. Address the problems prevalent in the Contemporary Indian Society	Seminar Assignment Internal Examinations	100
			2. Point out the educational provisions enshrined in the Indian Constitution		
			3. Recognise the special recommendations of the Indian Education Commission in pre and post Independent India		
			4. Implement the various programmes of Quality Improvement for Education		

S.No.	Programme Learning Outcomes	Course	Course Learning Outcomes	Internal Evaluation	Attainment %
			5. Compare the schools of Education		
			6. Discover the contributions of Indian Philosophers to the field of Education		
		PE 6: Gender, School and Society	1. Illustrate the concept of gender, transgender, gender role development and challenges to gender equity; stereotypes and gender bias	Seminar Internal Examinations	100
			2. Summarise the influence of social institutions (family, caste, class, religion, region) on gender identity		
			3. Point out the role of schools, peers, teachers, curriculum and textbooks, gendered roles, relationships and ideas in textbooks and curricula in challenging gender inequalities/ reinforcing gender parity		
3.	Incorporate the principles and maxims of teaching in effectively constructing the	PE 3a: Learning and Teaching-Part-I	1. Interpret the concept of learning and teaching		
			2. Apply knowledge acquired on the task		

S.No.	Programme Learning Outcomes	Course	Course Learning Outcomes	Internal Evaluation	Attainment %
	tasks of teaching		of teaching in real classroom situations	Seminar Internal Examinations	100
			3. Analyze the importance of modifications of teacher behavior		
		PE 3b: Learning and Teaching-Part- II	1. Expound the learning and teaching process in an effective manner	Seminar Internal Examinations	100
			2. Implement the knowledge acquired on the principles and maxims of teaching in the classroom		
			3. Analyze the difficulties of the learner and design teaching accordingly		
4.	Analyse the various curriculum practices and implement innovations in the teaching-learning process while promoting inclusive practices	PE 5: Knowledge and Curriculum	1. Recognise the epistemological basis of knowledge	Seminar Assignment Internal Examinations	100
			2. Point out the perspectives of a curriculum		
			3. Implement the curriculum in the teaching-learning process		
			4. Analyze the various curriculum		

S.No.	Programme Learning Outcomes	Course	Course Learning Outcomes	Internal Evaluation	Attainment %
			practices		
			5.Predict the innovations in curriculum development		
			6.Formulate the basis of evaluating the curriculum		
		PE 7: Creating an Inclusive School	1. Appreciate the need for promoting inclusive practices and point out the aim of Education at the Pre-primary, Primary and Secondary level	Seminar Internal Examinations	100
			2. Identify children with developmental disabilities and provide instruction accordingly		
			3. Analyse the outcomes of policies and programmes to enhance the inclusive set-up		
5	Reconstruct and deliver instruction from disciplinary content knowledge through appropriate pedagogic	CPS 1: Understanding the Disciplines and School Subjects	1.Detect the origin and evolution of school subjects	Seminar Internal Examinations	100
			2. Interpret the nature of school subjects		

S.No.	Programme Learning Outcomes	Course	Course Learning Outcomes	Internal Evaluation	Attainment %
	processes that communicate meaningfully and to assess learners using Continuous Comprehensive Evaluation		3. Analyze the criteria required for the selection of content		
		CPS 2 (a, b, c &d): Pedagogy of a School Subject – Part I, II, III & IV	CPS 2a: 1. Explain the nature and scope of the subject	Seminar Assignment Internal Examinations	99.48
			2. Formulate the aims and objectives of teaching the subject		
			3. Apply the teaching skills appropriately in the classroom		
			4. Classify the diversified needs of learners		
			5. Explore the various methods and strategies of teaching the subject content		
			6. Utilize the teaching-learning resources appropriately		
		CPS 2b	1. Organize co-scholastic activities for an enriched learning experience		
			2. Implement the process of evaluation in the classroom		

S.No.	Programme Learning Outcomes	Course	Course Learning Outcomes	Internal Evaluation	Attainment %
			3.Design year plan, unit plans and lesson plans systematically to streamline the teaching activities	Seminar Assignment Internal Examinations	100
			4.Develop teacher commitment to enhance professionalization		
			5. Predict classroom climate and manage the class activities effectively		
			6.Plan the optimal school design for better management		
		CPS 2c	1.Utilize the various learning resources appropriately	Seminar Internal Examinations	100
			2. Conduct Action Research and apply the results to improve the classroom procedures		
			3.Gain clarity on the various tasks to be executed during the school internship		
		CPS 2d	1. Discriminate Learner Controlled Instruction, Collaborative and Co-operative Learning and use them suitably for better curriculum transaction	Seminar Internal Examinations	100
			2. Appreciate curriculum development in the respective discipline		
			3.Relate the linkage of the subject to		

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			community life		
		CPS3: Evaluation of Learners	1.Explain the concept and identify the various approaches to Evaluation	Seminar Assignment Internal Examinations	100
			2. Infer the qualities of a good testing tool		
			3. Construct and administer achievement tests		
			4. Interpret the test scores through quantitative analysis		
			5. Justify the need for Continuous and Comprehensive Evaluation and Portfolio Assessment		
			6. Assess children with special needs		
			7. Prepare the Test and Measurement Record based on the scores of achievement test of students in internship schools		
		CPS 4: Language across the Curriculum	1. Compare the language diversity that exists in the class-rooms		
			2. Familiarize with the language acquisition		
			3. Interpret functions of language in the		

S.No.	Programme Learning Outcomes	Course	Course Learning Outcomes	Internal Evaluation	Attainment %
			class rooms	Field Based Practicum	100
			4. Predict the importance of learning through the school language		
			5. Utilize the language skills acquired in the compilation of relevant activities specified		
6.	Transfer the knowledge of areas such as Health and Physical fitness, Library and Information Science, Women Entrepreneurship, Guidance and Counselling, Environmental Education, Women Education, Peace and Value Education and Pedagogy of Higher Secondary Education to practical life situations	CPS 5a: Health and Physical Fitness	1.Analyze the different aspects of health and fitness	Task and Assignment	100
			2.Express the importance of hygienic living		
			3.Identify the correct posture for a healthy living		
			4.Create awareness on the rules of safety and importance of first aid		
			5.Evaluate one's present status of physical fitness and provide the basis for setting- up an exercise programme		
			6.Predict the importance of weight management through exercise and diet and discover ways to cope with daily stress		

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		CPS 5b: Library and Information Science	1.Classify the types of library	Task and Assignment	100
			2.Compare and contrast the various information sources		
			3.Explore the various services offered in a library		
			4.Plan the schedule of activities for a library		
			5.Summarise the different contemporary technologies in a library		
			6.Sensitize with information literacy and user education		
		CPS 5c: Women Entrepreneurship	1.Analyze the meaning and facts of entrepreneurship		-
			2.Exhibit the behavioral qualities of an entrepreneur		
			3.Examine the key components of management tasks of women entrepreneurs		
			4.Discriminate the role of management functions in entrepreneurial development		
			5. Discover the contribution of organizations in developing		

S.No.	Programme Learning Outcomes	Course	Course Learning Outcomes	Internal Evaluation	Attainment %
			entrepreneurship among Indian Women		
			6. Indicate the role of teachers in promoting women entrepreneurs		
		CPS 5d: Guidance and Counseling	1.Apply the principles of guidance in practical situations and explore the types of guidance	Task and Assignment	100
			2.Discriminate the various types of counselling		
			3. Discover the history of guidance movement and analyse the various therapies in counselling		
			4. Explain the important role of a counselor		
			5.Demonstrate the techniques of group guidance and group counselling		
			6. Express the need of guidance and counselling in schools		
		CPS 5e: Environmental Education	1.Construct the objectives, scope and nature of Environmental Education		
			2.Perceive the causes and remedies for environmental hazards and pollution		
			3.Analyze the causes and control		

S.No.	Programme Learning Outcomes	Course	Course Learning Outcomes	Internal Evaluation	Attainment %
			measures for environmental degradation	Task and Assignment	100
			4.Prioritize the need for inclusion of Environmental Education in the school curriculum		
			5.Apply the knowledge of environmental policies and issues in India		
			6.Predict the various types of disasters and identify the control measures		
		CPS 5f: Women Education	1.Discover the history of Women's Movement		-
			2. Identify the role of Indian Women at the work place		
			3.Apply the legal rights of Indian Women in practical situations		
			4. Predict the reason for the decline of female population in India		
			5. Survey the problems faced by Indian Women		
			6. Analyze the role of Indian Women in Politics		
		CPS 5g: Peace and Value	1.Apply the concept of Peace Education in the transformation of violence into		-

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		Education	peace		
			2. Reflect on the nature of conflicts and their resolution		
			3. Imbibe the knowledge, attitudes and skills needed to achieve and sustain a global culture of peace		
			4. Comprehend the important sources of values		
			5. Summarize the concept of Value Education and point out the role of social institutions in developing values among children		
			6. Utilize appropriate methods of teaching values		
		CPS 5h: Pedagogy of Higher Secondary Education (Only for PG students)	1. Analyze the structure and standards of Higher Secondary Education in the country		-
			2. Familiarize with the administrative aspect of Higher Secondary Education		
			3. Reflect on the teaching strategies and research in Higher Secondary Education		
			4. Explore the examination reforms in		

S.No.	Programme Learning Outcomes	Course	Course Learning Outcomes	Internal Evaluation	Attainment %
			the country		
			5. Expound the quality standards set in Higher Secondary Education		
			6. Determine the role of planning in Educational Management		
7.	Enhance professional capacities in areas such as Critical Understanding of ICT, Physical Education and Yoga, Reading and Reflecting on Texts, Life skills for Understanding the Self and Drama and Art in Education and to engage with the self, the child, the community and the school	EPC 1: Critical Understanding of ICT	1. Interpret the concept of Information and Communication Technology	1. Preparation of Multimedia package on any topic to enrich the teaching – learning process 2. Developing report on critical issues in utilization of internet among Learners 3. Preparing various types of graphs highlighting the performance of students 4. Using available software or CDs with LCD projection for subject learning interactions	100
			2. Predict new horizons in ICT		
			3. Discover enriched learning experiences using ICT		

S.No.	Programme Learning Outcomes	Course	Course Learning Outcomes	Internal Evaluation	Attainment %
				5.Critically evaluating any one MIS(Maintaining Institutional records) used for administrative purpose in school system	
		EPC 2: Physical Education and Yoga	1. Integrate the fundamental skills of games and sports	1.Performance in Calisthenics or Light Apparatus	100
			2. Explore the different physical activities	2.Performance in Marching	
			3. Develop the correct body postures for better health	3.Assessment of any one organized game	
			4. Indicate leadership, followership and sportsmanship qualities	4.Skill Performance in Athletics	
			5. Demonstrate different asanas for enhancing physical health	5.Performance in Yogasana	
			6. Prepare the Physical Education and Yoga record		
		EPC 3: Reading and Reflecting on Texts	1.Read and respond to a variety of texts in different ways	1.Review of major based State Board School Text book	100
			2.Enhance their capacities as readers and writers by becoming participants in	2.Review of an	

S.No.	Programme Learning Outcomes	Course	Course Learning Outcomes	Internal Evaluation	Attainment %
			the process of reading	autobiography	
			3. Operate interactively- individually and in small groups	3.Review of a reference book related to core courses	
			4. Design questions to think about, while reading a passage	4.Review of any one Commission reports	
			5. Critically appraise the content in books, documents and research papers		
		EPC 4: Life Skills for Understanding the Self	1.Assess oneself through self -analysis	1.Ice Breaker Exercise	100
			2. Construct positive thoughts for better mental health	2.Positive thinking exercises	
			3. Identify and manage emotions	3.Identifying emotions skills	
			4. Plan time effectively	4.Time Management skills	
			5. Create dreams and aspirations and work towards one's goal	5. Reflection on Dreams	
		EPC 5: Drama and Art in Education	1.Associate Art with Education for better communication	1.Performance of group dances	100
			2. Develop creative thinking through different Art forms	2.Visiting a museum or art gallery and developing a reflective journal	
			3. Realize that liberal arts help in making better professionals		

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			4. Integrate the role of Art medium in Education	3.Craft work on origami	
			5. Interpret the student's ability for perception and reflection	4.Painting performance	
			6. Prepare a record on Drama and Art activities in the school	5.Performance in stage drama	
		EPC 6: Health and Physical Education	1.Create the exposure to hygienic living	1.Performance in Light Apparatus or Kolattam	100
			2. Assess the importance of first aid	2.Assessment in any one organized game	
			3. Sensitize the significance of taking nutritious food	3.Skill Performance in Athletics	
			4. Discover the importance of correct postures and various postural defects	4.First Aid Record	
			5. Develop the regime of physical fitness for healthy living		
			6. Integrate team spirit and co-operation for better group dynamics		
			7. Prepare Health and Physical Education record		

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1.	Identify the human behaviour at various developmental stages by employing the theories of development and adopt strategies to improve learning	PE 1: Childhood and Growing up as a Learner	1. Compare and contrast the developmental stages of human beings from pre-natal to old age	Seminar Internal Examinations	100
			2. Interpret the various theories propounded by Psychologists		
			3. Apply appropriate methods to assess the development of learners		
			4. Assess child behaviour through psychological testing		
			5. Analyze an individual or institution by employing the case study technique		
		PE 4: Psychological Perspectives of Learners	1. Gain insight into the cognitive process		
			2. Explain the concept of intelligence and creativity		
			3. Interpret various theories to improve		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Internal Evaluation	Attainment %
			learning	Seminar Internal Examinations	100
			4. Analyze the relationship between learning and motivation		
			5. Assess the affective aspects through psychological testing		
2.	Engage with studies on Indian society and Education in Contemporary India	PE 2: Contemporary India and Education	1. Address the problems prevalent in the Contemporary Indian Society	Seminar Assignment Internal Examinations	100
			2. Point out the educational provisions enshrined in the Indian Constitution		
			3. Recognise the special recommendations of the Indian Education Commission in pre and post Independent India		
			4. Implement the various programmes of Quality Improvement for Education		
			5. Compare the schools of Education		
			6. Discover the contributions of Indian Philosophers to the field of Education		
3.	Incorporate the principles and maxims of teaching in effectively constructing the tasks of teaching	PE 3a: Learning and Teaching-Part-I	1. Interpret the concept of learning and teaching	Seminar Internal Examinations	100
			2. Apply knowledge acquired on the task of teaching in real classroom		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Internal Evaluation	Attainment %
			situations		
			3. Analyze the importance of modifications of teacher behavior		
		PE 3b: Learning and Teaching-Part -II	1. Expound the learning and teaching process in an effective manner	Seminar Internal Examinations	100
			2. Implement the knowledge acquired on the principles and maxims of teaching in the classroom		
			3. Analyze the difficulties of the learner and design teaching accordingly		
4.	Integrate the various curriculum practices in the classroom and make learning an enriching experience	PE 5: Knowledge and Curriculum	1. Recognise the epistemological basis of knowledge	Seminar Assignment Internal Examinations	100
			2. Point out the perspectives of a Curriculum		
			3. Implement the curriculum in the teaching-learning process		
			4. Analyze the various curriculum practices		
			5. Predict the innovations in curriculum development		
			6. Formulate the basis of evaluating the		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Internal Evaluation	Attainment %
			curriculum		
5.	Reconstruct and deliver instruction from disciplinary content knowledge through appropriate pedagogic processes that communicate meaningfully and to assess learners using Continuous Comprehensive Evaluation	CPS 2 (a, b, c & d : Pedagogy of a School Subject – Part I, II, III & IV and CPS3	CPS 2a: 1.Explain the nature and scope of the subject	Seminar Assignment Internal Examinations	100
			2.Formulate the aims and objectives of teaching the subject		
			3.Apply the teaching skills appropriately in the classroom		
			4. Classify the diversified needs of learners		
			5. Explore the various methods and strategies of teaching the subject content		
			6.Utilize the teaching-learning resources appropriately		
			CPS 2b: 1. Organize co-scholastic activities for an enriched learning experience	Seminar Assignment Internal Examinations	100
			2. Implement the process of evaluation in the classroom		
			3.Design year plan, unit plans and lesson plans systematically to streamline the teaching activities		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Internal Evaluation	Attainment %
			4.Develop teacher commitment to enhance professionalization		
			5. Predict classroom climate and manage the class activities effectively		
			6.Plan the optimal school design for better management		
			CPS 2c: 1. Utilize the various learning resources appropriately	Seminar Internal Examinations	100
			2. Conduct Action Research and apply the results to improve the classroom procedures		
			3.Gain clarity on the various tasks to be executed during the school internship		
			CPS 2d 1.Discriminate Learner Controlled Instruction, Collaborative and Co-operative Learning and use them suitably for better curriculum transaction	Seminar Internal Examinations	100
			2.Appreciate curriculum development in the respective discipline		
			3.Relate the linkage of the subject to community life		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Internal Evaluation	Attainment %
		CPS 3: Evaluation of Learners	1. Explain the concept and identify the various approaches to Evaluation 2. Infer the qualities of a good testing tool 3. Construct and administer Achievement tests 4. Interpret the test scores through quantitative analysis 5. Justify the need for Continuous and Comprehensive Evaluation and Portfolio Assessment 6. Assess children with special needs 7. Construct the Test and Measurement Record based on the scores of achievement test of students in internship schools	Seminar Assignment Internal Examinations	100
6.	Assess the needs of children with Visual Impairment and deliver instruction accordingly	C 12: Identification of Children with Visual Impairment and Assessment of Needs	1. Draw the structure of human eye and point out its common defects 2. Summarize the etiology of Visual Impairment 3. Enumerate the needs and implications of Visual Impairment		100

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Internal Evaluation	Attainment %
			4. Identify and assess vision and functional skills of children with visual impairment		
			5. Predict the needs and develop skills to assess children with Visual Impairment and Multiple Disabilities (VIMD).		
7.	Enhance professional capacities in areas such as Physical Education, Adapted Physical Education and Yoga, Reading and Reflecting on Texts and Drama and Art in Education and to engage with the self, the child, the community and the school	EPC 2: Physical Education, Adapted Physical Education and Yoga	1. Integrate the fundamental skills of games and sports	1. Performance in Calisthenics or Light Apparatus	100
			2. Explore the different physical activities	2. Performance in Marching	
			3. Develop the correct body postures for better health	3. Assessment of any one organized game	
			4. Indicate leadership, followership and sportsmanship qualities	4. Skill Performance in Athletics	
			5. Demonstrate different asanas for enhancing physical health	5. Performance in Yogasana	
			6. Prepare the Physical Education, Adapted Physical Education and Yoga record		
		EPC 3: Reading and Reflecting on Texts	1. Read and respond to a variety of texts in different ways	1. Review of major based State Board	
			2. Enhance their capacities as readers		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Internal Evaluation	Attainment %
			and writers by becoming participants in the process of reading	School Text book	100
			3. Operate interactively- individually and in small groups	2.Review of an autobiography	
			4. Design questions to think about, while reading a passage	3.Review of a reference book related to core courses	
			5. Critically appraise the content in books, documents and research papers	4.Review of any one Commission reports	
		EPC 5: Drama and Art in Education	1. Associate Art with Education for better communication	1.Performance of group dances	100
			2. Develop creative thinking through different Art forms	2.Visiting a museum or art gallery and developing a reflective journal	
			3. Realize that liberal arts help in making better professionals	3.Craft work on origami	
			4. Integrate the role of Art medium in Education	4.Painting performance	
			5. Interpret the student's ability for perception and reflection	5.Performance	
			6. Prepare records on Drama and Art		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Internal Evaluation	Attainment %
			activities for both general and special schools	in stage drama	
8.	Explicate the types of sensory impairments, study the implications and apply intervention strategies to enhance the learning of persons with disabilities	B 1: Introduction to Persons with Disabilities	1. Explain the nature, characteristics and educational implications of students with low-vision and visual impairment 2. Describe the process of hearing and cite the educational implications of various types of hearing impairment 3. Explain the incidence of Intellectual disability and assign training accordingly 4. Identify students with neuro-developmental disabilities and provide timely intervention 5. Identify students with locomotor and multiple disabilities and arrange for appropriate curriculum transaction and therapeutic intervention		100
9.	Expand and adapt the curriculum to meet the needs of the visually impaired children and equip them with functional academic skills and	C 13: Curriculum, Adaptation and Strategies for Teaching Expanded Curriculum	1. Point out the importance and classify the types of curriculum 2. Demonstrate techniques of teaching, functional and academic skills 3. Explain the components of		100

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Internal Evaluation	Attainment %
	independent living skills		independent living skills and its importance 4. Construct curricular adaptations with reasonable accommodations 5. Adopt appropriate curricular activities for the visually impaired		
10.	Apply exquisite teaching strategies and unique assessment methods to meet the challenges of the visually impairment learners	C 14: Intervention and Teaching Strategies	1. Explain various theoretical perspectives related to intervention and teaching strategies 2. Demonstrate techniques of teaching Mathematics to visually impaired children 3. Acquire necessary competencies and skills for teaching Science and assessment of the learners with special reference to children with visual impairment 4. Develop necessary skills for adapting TLM in teaching Social Science and assessment of the learners with special reference to children with visual impairment 5. Implement techniques and procedures for developing reading and		100

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Internal Evaluation	Attainment %
			writing skills in children with low vision and setting the classroom adequately		
			6. Assess the sight of a child with low vision and plan a teaching schedule		
11.	Extend adaptive technology and print-access for teaching children with low vision	C 15: Technology and Education of the Visually Impaired	1. Relate the concept and nature of educational technology and ICT for children with visual impairment 2. Acquire knowledge of the concept and nature of adaptive technology and explain their underlying principles and techniques 3. Familiarize with print-access technologies for children with visual impairment 4. Use assistive technologies for the visually impaired children with reference to the classroom learning 5. Plan for computer-based teaching-learning processes		100
12.	Develop an insight into the plethora of emotions, the family experiences at the birth of a special child and the requisite skills needed to meet	C 16: Psycho-Social and Family Issues	1. Hypothesize the effect of the birth of a child with visual impairment in the family 2. Analyze the role of family and parental concerns related to their child		100

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Internal Evaluation	Attainment %
	the challenges faced by special children in the family and community		with visual impairment from birth to adulthood		
			3. Relate the role of parent-community partnership in the rehabilitation of a person with visual impairment		
			4. Develop different skills to empower families in meeting the challenges of having a child with visual impairment		
13.	Incorporate instructional strategies for teaching in mainstream classrooms, thereby including the visually impaired and equipping them with independent living skills	B 2: Inclusive Education and Orientation & Mobility	1. Explain the construct of Inclusive Education		100
			2. Explicate the national and international policies and frameworks facilitating Inclusive Education		
			3. Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms and strategies for collaborative working and stakeholders support in implementing Inclusive Education		
			4. Predict the nature and scope of orientation and mobility		
			5. Point out the Orientation & Mobility related responsibilities of the special teacher		

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			6. Train the visually impaired with the basic knowledge of human guide techniques to enable independent living		

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1.	Acquaint with the Schools of Psychology and apply the knowledge of the concepts of Personality to address the individual differences among learners	PC I: Psychology for Classroom Management	1.Categorize the Schools of Psychology and discover their contribution underlying human behavior 2.Predict the psychology and interdependence of various aspects of development Acquaint with the classroom ecology and appreciate the influence of motivation in learning 4.Apply the concepts of personality in the classroom 5. Point out the individual differences among students 6. Adopt teaching methods to meet the unique needs of exceptional students	Seminar Assignment Internal Assessment Examinations	100
2.	Sequence teaching –	PC 2:	1. Comprehend the significance of		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Internal Evaluation	Attainment %
	learning activities in tune with the Indian and Western schools of Philosophy and discover the influence of the Government and social institutions in the emergence of a knowledgeable society	Philosophical and Sociological Foundations of Education: Part-I	Philosophy and Education		
			2. Compare the Indian Schools of Philosophy		
			3. Analyze the Western Schools of Philosophy		
			4. Discover the functions of various social institutions and organizations		
			5. Discriminate Sociology of Education and Educational Sociology and appreciate the importance of Education as a social system		
			6. Summarize the various statutory bodies and their functions		
		PC 4: Philosophical and Sociological Foundations of Education: Part-II	1. Associate the relationship between Modernization of Education and the emergence of a knowledgeable society	Seminar Internal Assessment Examinations	100
			2. Relate the significance of Education to the smooth functioning of Democracy		
			3. Develop an insight into the importance of Education for Human		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Internal Evaluation	Attainment %
			Resource Development		
3.	Trace the progress of Education in India from the ancient to the present scenario and examine the impact of political factors and economic resources in Human Capital development	PC 3: History and Political Economy of Education	1.Discover the process of historical development in ancient and Medieval India 2. Explore the scenario of Indian Education during the British period 3. Obtain a holistic picture of Education in India after Independence 4. Associate between political process, economic condition and Education 5 Implement the outcomes of Educational policies for enhancing the quality of Education 6. Judge the impact of globalization on Indian Education and Human Capital Development	Seminar Assignment Internal Assessment Examinations	100
4.	Maximize the teaching-learning output through employing various models of curriculum development and advanced techniques of	PC 5: Curriculum Design and Development	1. Summarize the nature, principles and types of curriculum 2. Identify the determinants of a curriculum 3. Analyse the models of curriculum		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Internal Evaluation	Attainment %
	instruction		development	Seminar	100
			4. Classify the approaches of curriculum organization	Assignment	
			5. Summarize the process of curriculum development	Internal Assessment	
			6. Relate curriculum development and the teaching-learning process	Examinations	
			7. prepare reflective reports on curricular and co-curricular activities, pedagogic practices and Educational Planning		
	PC 6: Advanced Techniques of Instruction		1.Appreciate the then, now and future of the educative process	Seminar Assignment Internal Assessment Examinations	100
			2. Relate learning and Educational Technology		
			3. Analyze the process of communication		
			4. Summarize the interaction analysis process		
			5. Classify the instructional use of computers		
			6. Point out the role of the Internet		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Internal Evaluation	Attainment %
			in Education		
			7. Prepare and conduct classes in the co-operative schools, employing CAI (Computer Aided Instruction)		
5.	Conduct research systematically in local areas of Education and complete the practicum components related to Research	TC 1: Introduction to Research in Education	1. Discover the nature, scope and need of Educational Research 2. Explore the major steps in Research 3. Identify the steps in writing a research proposal and execute the same 4. Expound the various quantitative research methods 5. Elucidate the concept of Action Research 6. Discriminate the types of errors in Research 7. Prepare the Research Proposal and conceptual framework of the topic chosen for the dissertation 8. Construct/ select the appropriate tools for Research and complete the	Seminar Assignment Internal Assessment Examinations	100

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Internal Evaluation	Attainment %
			Pilot study		
			9. Master the art of Academic Writing		
		TC 2: Advanced Educational Research and Statistics	1. Comprehend the characteristics and major types of Qualitative Research	Seminar Assignment Internal Assessment Examinations	100
			2. Predict the role of sampling in Qualitative, Quantitative and Mixed Research		
			3. Appreciate the various tools of research		
			4. Recognize the steps in writing a research report		
			5. Gain expertise in the use of statistical measures in Education		
			6. Justify the need and importance of Educational Research		
			7. Master the art of data collection and acquire hands on training on data analysis		
			8. Utilize the knowledge acquired to complete the dissertation work		
6.	Acquire an in-depth	TEC I: Teacher	1. Appraise the working of various		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Internal Evaluation	Attainment %
	knowledge of the history and working of Teacher Education Institutions in India and carry on research in Teacher Education to fill up the lacunae	Education: Conceptual Framework	teacher training institutions 2. Plan the implementation of Pre-Service Teacher Education curriculum effectively 3. Relate the innovations in Teacher Education practices 4. Discover the major issues and problems of teacher education 5. Apply innovative practices in Teacher Education 6. Analyze the professional capacities of teacher educators 7. Appreciate the need for and demonstrate and conduct Yoga sessions 8. Analyse critically and prepare reflective reports on the administration, curriculum transaction, mode of evaluation and curricular/co-curricular activities of student-teachers 9. Prepare reflective reports on any Teacher Education Institution which is engaged in developing an	Seminar Assignment Internal Assessment Examinations	100

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Internal Evaluation	Attainment %
			innovative curriculum and novel administrative practices		
		TEC 2: Teacher Education in India	1. Trace the historical development of Teacher Education in India	Seminar Assignment Internal Assessment Examinations	100
			2. Realize the importance of in-service education for continuous learning of teachers		
			3. Identify the required academic profile of teacher educators to play multiple roles		
			4. Use Continuous Comprehensive Evaluation to assess theoretical work, practical work and teaching proficiency		
			5. Analyse career information and training in Teacher Education		
			6. Recognise the need for research in Teacher Education		
			7. Complete Field Internship in the parent teacher education institutions		
7.	Manage the working of Educational Institutions at	SCC 1: Structure, Status and Issues	1. Summarize the concept and history of Secondary and Higher		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Internal Evaluation	Attainment %
	the Secondary and Higher Secondary Level and apply innovative trends to enhance curriculum transaction at the Secondary level	in Secondary Education	Secondary Education in India	Seminar	100
			2. Analyse the psychological bases for Secondary and Higher Secondary Education	Assignment	
			3. Predict the problems and challenges of Secondary and Higher Secondary Education	Internal Assessment	
			4. Compare the teaching and learning process in Secondary and Higher Secondary Education	Examinations	
			5. Examine the administration, government schemes and initiatives for Secondary and Higher Secondary Education		
			6. Predict the global perspectives and new trends in the field of Secondary and Higher Secondary Education		
		SCC 2: Curriculum, Pedagogy and Assessment at the Secondary Level	1. Summarize the concept, principles and strategies of curriculum development	Seminar	100
			2. Analyze the various curriculum approaches in schools at the Secondary Level	Assignment Internal Assessment Examinations	

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Internal Evaluation	Attainment %
			3. Apply the theory of curriculum transaction in the classroom		
			4. Create a comprehensive picture of pedagogy practices at the Secondary Level		
			5. Implement the concept of curriculum evaluation in the classroom		
			6. Assess learners at the Secondary Level		
8.	Transfer the knowledge of areas such as Planning, Administration and Management of Secondary and Higher Secondary Education, Adult Education, Education of the Disadvantaged Groups, Education for Differently Abled learners, Environmental Education and Guidance and Counselling to practical Educational Scenario.	STC 1: Planning, Administration and Management of Secondary and Higher Secondary Education	1. Acquaint with the nature of Educational Planning		
			2. Distinguish between Educational Administration and Management		
			3. Apply the concept of Educational Administration in the school scenario		
			4. Contrast the various schools of thought in Educational Administration		
			5. Integrate administrative skills in Educational Administration		
			6. Assess the place of Total Quality		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Internal Evaluation	Attainment %
			Management (TQM) in educational institutions		
		STC 2: Adult Education	1. Explain the working of Non-formal Education in India	-	-
			2. Identify Adult Education Programmes in India		
			3. Discover the methods and techniques involved in imparting Adult Education		
			4. Point out the significance of life-long Education		
			5. Analyse the Research and Evaluation Techniques in Non-Formal Education		
			6. Expound the principles of effective practices in Adult Education		
		STC 3: Education of the Disadvantaged Groups	1. Analyze the provisions included for socially disadvantaged children in India		
			2. Trace the problems of education of disadvantaged sections and address social group inequality		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Internal Evaluation	Attainment %
			3. Summarize the status, problems and issues in educating girl children in India	Seminar Assignment Internal Assessment Examinations	100
			4. Prioritize research avenues in Education with respect to the disadvantaged sections of society		
			5. Justify the essentials of educating girl children		
			6. Classify laws relating to protection of girl children		
		STC 4: Education for Differently Abled Learners	1. Discuss introductory concepts of Inclusive Education	-	-
			2. Categorize the educational approaches and measures to meet the diverse needs of differently-abled learners		
			3. Design curriculum, learning resources and co-curricular activities for inclusive learners		
			4. Familiarize with the curricular adaptations and evaluation for children with diverse needs		
			5. Utilize the skills of teachers and teacher educators at the Secondary		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Internal Evaluation	Attainment %
			level in inclusive settings		
			6. Expound strategies for collaborative working and stakeholders support in implementing Inclusive Education		
		STC 5: Environmental Education	1. Explain the concept, scope and objectives of Environmental Education	-	-
			2. Point out the importance of natural resources, their uses and management		
			3. Appreciate the need for sustainability of natural resources and the creation of a green environment		
			4. Probe into the various avenues of biodiversity conservation		
			5. Summarize the Environmental Laws in India		
			6. Classify environmental hazards and explain risk management		
		STC 6: Guidance and Counseling	1. Explain the nature, purpose, scope and need of guidance		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Internal Evaluation	Attainment %
			2. Point out the significance of guidance in the classroom	Seminar Assignment Internal Assessment Examinations	100
			3. Relate the role of personality and mental health		
			4. Discuss the essentials of testing, intelligence, aptitude, interest and attitude		
			5. Develop an insight on collecting and organizing information about pupils		
			6. Design the steps in the counseling process and conduct counselling systematically		