PLO & CLO External Mapping 2020 – 2021

NKT National College of Education for Women

(Autonomous)

PLO & CLO Mapping with Learning Experiences for the B.Ed Programme

At the end of the B.Ed. Programme, the Student-teachers will be able to:

S.No.	Programme Learning Outcome	Course	Course Learning Outcomes	Evaluation	Attainment %
1.	**Identify the human behaviour at various developmental stages by employing the theories of development and adopt strategies to improve learning**	**PE1: Childhood and Growing up as a Learner**	1. Compare and contrast the developmental stages of human beings from pre-natal to old age	Suggest ways for designing a good questionnaire	85.33
			2. Interpret the various theories propounded by Psychologists		
			3. Apply appropriate methods to assess the development of learners		
			4. Assess child behavior through psychological testing		
			5. Investigate an individual or institution by employing the Case Study technique		
		PE 4: Psychological Perspectives of	1. Gain insight into the cognitive process	Examine the Maslow's Hierarchy of needs	98.32
			2. Explain the concept of intelligence		

S.No.	Programme Learning Outcome	Course	Course Learning Outcomes	Evaluation	Attainment %
		Learners	and creativity		
			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	Bring out the importance of Open Universities in imparting Education	90.24
			2. Point out the educational provisions enshrined in the Indian Constitution		
			3. Recognize the special recommendations of the Indian Education Commission in pre and post Independent India		
			4. Implement the various programmers of Quality Improvement for Education		
			5. Compare the schools of Education		
			6. Extrapolate the contributions of		

S.No.	Programme Learning Outcome	Course	Course Learning Outcomes	Evaluation	Attainment %
			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	Differentiate Gender and Sex	97.42
			2. Summarie the influence of social institutions (family, caste, class, religion, region) on gender identity		
			3. Identify 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 tasks of teaching**	**PE 3a: Learning and Teaching-Part-I**	1. Interpret the concept of learning and teaching	Discuss the various levels of teaching tasks	86.98
			2. Apply knowledge acquired on the task of teaching in real classroom situations		
			3. Analyze the importance of modifications of teacher behavior		
		PE 3b: Learning and	1. Expound the learning and teaching process in an	Discuss learning as a	80.77

S.No.	Programme Learning Outcome	Course	Course Learning Outcomes	Evaluation	Attainment %
		Teaching-Part- II	effective manner 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	process and learning as out come	
4.	**Analyse the various curriculum practices and implement innovations in the teaching-learning process while promoting inclusive practices**	**PE 5: Knowledge and Curriculum**	1. Recognize the epistemological basis of knowledge 2. Point out the perspectives of a curriculum 3. Develop competencies in curriculum construction 4. Analyze the various curriculum practices 5. Predict the innovations in curriculum development 6. Formulate the basis of evaluating the curriculum	Describe the role of teacher in Curriculum innovation	84.69
		PE 7: Creating an Inclusive School	1. Appreciate the need for promoting inclusive practices and point out the aim of Education at the	Describe the role of teachers in Inclusive Education	77.05

S.No.	Programme Learning Outcome	Course	Course Learning Outcomes	Evaluation	Attainment %
			Pre-primary, Primary and Secondary level		
			2. Identify children with developmental disabilities and provide instruction accordingly		
			3. Analyze the outcomes of policies and programmers to enhance the inclusive set-up		
5	**Reconstruct and deliver instruction from discipline specific content knowledge through appropriate pedagogic processes that communicate meaningfully and to instill the skill of assessing learners using Continuous Comprehensive Evaluation**	**CPS 1: Understanding the Disciplines and School Subjects**	1.Detect the origin and evolution of school subjects	How will you select content for curriculum?	98.66
			2. Interpret the nature of school subjects		
			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	**T – FO fl;Lg;ghl;by; fw;gpj;jy; Kiwfspy; vitNaDk; ,uz;bid tpsf;fp vOJf.**	66.67
			2.Formulate the aims and objectives of teaching the subject	**E** How will you evaluate and adopt instructional materials	69.23
			3.Integrate the teaching skills	**M** List the characteristics of slow learners and	

S.No.	Programme Learning Outcome	Course	Course Learning Outcomes	Evaluation	Attainment %
			effectively in the classroom	suggest some remedial measures	96.15
			4. Classify the diversified needs of learners	**PS** Illustrate biographical method with an example	63.64
			5. Explore the various methods and strategies of teaching the subject content	**BS** How would you organize a discussion in your class	100
				EC Compare analytic and synthetic method	100
				CS Prepare a micro episode for the skill of probing questioning.	71.43

S.No.	Programme Learning Outcome	Course	Course Learning Outcomes	Evaluation	Attainment %
		CPS 2b	1. Organize co-scholastic activities for an enriched learning experience	**T – foptiwia guhkhpf; khzth;fsplk; vt;thW tpopg;Gzh;it Vw;gLj;Jtha vd;gij vLj;Jiuf;f**	100
				E Delineate the ways and means by which you can develop the speaking skill	100
				M How will you develop a blue print? Explain with an example.	94.11
				PS Differentiate between formative and summative evaluation	76.92
				BS How would you organize a filed trip?	100
			2. Implement the process of evaluation in the classroom	**EC** Prepare a lesson plan for economics at Hr.Sec.level	100
			3.Design year plan, unit plans and lesson plans systematically to streamline the teaching activities	**CS** Explain the Scholastic and Co scholastic requirements	100
			4.Develop teacher commitment to enhance professionalism		

S.No.	Programme Learning Outcome	Course	Course Learning Outcomes	Evaluation	Attainment %
			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	**T – VNjDk; xU tFg;giw gpur;ridia Njh;e;njLj;J mg;gpur;ridia nray;Kiw Muha;r;rpf;Fhpa gbepiyfis ifahz;L mwpf;if rkh;gpf;f** **E** Differentiate between the teaching of prose and teaching of poetry **M** Detail on the aids and equipments that can be kept in the mathematics laboratory **PS** Discuss about the organization and maintenance of physical science laboratory **BS** Write about the registers maintained in a science laboratory **EC** How do you conduct	90.48 100 100 91.43 90
			2. Conduct Action Research and apply the results to improve the classroom procedures / Practices		
			3.Gain Skills and competencies on the various tasks to be executed during the school internship		

S.No.	Programme Learning Outcome	Course	Course Learning Outcomes	Evaluation	Attainment %
				the case study? **CS** Distinguish between Action research and Fundamental research	100 100
		CPS 2d	1. Discriminate Learner Controlled Instruction, Collaborative and Co-operative Learning and use them suitably for better curriculum transaction 2. Appreciate curriculum development in the respective discipline 3.Explore the linkage of the subject to	**T – ngw;Nwhh; Mrphpah; fofj;jpd; nray;ghLfs; Fwpj;J tpthpf;f.** **E** Explain conflict resolution with an example **M** Relate Mathematics	87.50 94.11 93.33

S.No.	Programme Learning Outcome	Course	Course Learning Outcomes	Evaluation	Attainment %
			community life	and Astronomy **PS** Discuss the meaning, nature and steps involved in learner controlled in struction **BS** Museum is an effective resource for teaching. – Justify **EC** Describe how will you act while applying co-operative learning in your class room **CS** Discuss the instructional system	88.57 100 100 100
		CPS3: Evaluation of Learners	1.Explain the concept and identify the various approaches to Evaluation 2. Infer the qualities of a good testing	Find out the Mean and Mode of the following marks obtained by the	94.91

S.No.	Programme Learning Outcome	Course	Course Learning Outcomes	Evaluation	Attainment %
			tool	students	
			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	Activities	93.50
			2. Familiarize with the language acquisition		
			3. Interpret functions of language in the class rooms		
			4. Predict the importance of learning through the school language		

S.No.	Programme Learning Outcome	Course	Course Learning Outcomes	Evaluation	Attainment %
			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	Explain the role of exercise and diet on weight management	94.44
			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 program		
			6.Predict the importance of weight management through exercise and diet and discover ways to cope with daily stress		
		CPS 5b: Library and Information Science	1.Classify the types of library	Illustrate the role of teacher in the use of library	85.71
			2.Compare and contrast the various information sources		
			3.Explore the various services offered		

S.No.	Programme Learning Outcome	Course	Course Learning Outcomes	Evaluation	Attainment %
			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 behavioural 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 entrepreneurship among Indian Women		
			6. Indicate the role of teachers in		

S.No.	Programme Learning Outcome	Course	Course Learning Outcomes	Evaluation	Attainment %
			promoting women entrepreneurs		
		CPS 5d: Guidance and Counseling	1.Apply the principles of guidance in practical situations and explore the types of guidance	How will you organize guidance service in schools?	100
			2.Discriminate the various types of counselling		
			3. Discover the history of guidance movement and analyze the various therapies in counselling		
			4. Explain the important role of a counsellor		
			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	Explain the reasons for destructions of wild life	97.92
			2.Perceive the causes and remedies for environmental hazards and pollution		
			3.Analyze the causes and control measures for environmental		

S.No.	Programme Learning Outcome	Course	Course Learning Outcomes	Evaluation	Attainment %
			degradation		
			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 reasons for the decline of female population in India		
			5. Survey the problems faced by Indian Women		
			6. Analyze the role of Indian Women		

S.No.	Programme Learning Outcome	Course	Course Learning Outcomes	Evaluation	Attainment %
			in Politics		
		CPS 5g: Peace and Value Education	1.Apply the concept of Peace Education in the transformation of violence into 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		

S.No.	Programme Learning Outcome	Course	Course Learning Outcomes	Evaluation	Attainment %
			Education		
			3. Reflect on the teaching strategies and research in Higher Secondary Education		
			4. Explore the examination reforms in 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	Demonstration and Record work	78.79
			2. Predict new horizons in ICT		
			3. Discover enriched learning experiences using ICT		
		EPC 2: Physical Education and Yoga	1. Integrate the fundamental skills of games and sports	Demonstration and Record work	72.31
			2. Explore the different physical activities		
			3. Develop the correct body postures		

S.No.	Programme Learning Outcome	Course	Course Learning Outcomes	Evaluation	Attainment %
			for better health		
			4. Indicate leadership, followership and sportsmanship qualities		
			5. Demonstrate different asanas for enhancing physical health		
			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	Critically appraise the contents in the course related books	99.49
			2.Enhance their capacities as readers and writers by becoming participants in the process of reading		
			3. Operate interactively- individually and in small groups		
			4. Design questions to think about, while reading a passage		
			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	Practical activities	100

S.No.	Programme Learning Outcome	Course	Course Learning Outcomes	Evaluation	Attainment %
			2. Construct positive thoughts for better mental health		
			3. Identify and manage emotions		
			4. Plan and manage time effectively		
			5. Create dreams and aspirations and work towards one's goal		
		EPC 5: Drama and Art in Education	1.Associate Art with Education for better communication	Record work and demonstration	93.33
			2. Develop creative thinking through different Art forms		
			3. Realize that liberal arts help in making better professionals		
			4. Integrate the role of Art medium in Education		
			5. Interpret the student's ability for perception and reflection		
			6. Prepare a record on Drama and Art activities in the school		
		EPC 6: Health and Physical Education	1.Create the exposure to hygienic living	Record work and demonstration	94.36

S.No.	Programme Learning Outcome	Course	Course Learning Outcomes	Evaluation	Attainment %
			2. Assess the importance of first aid		
			3. Sensitize the significance of taking nutritious food		
			4. Discover the importance of correct postures and various postural defects		
			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		
8.	Acquire a repertoire of professional skills in the respective pedagogies through School Internship activities	Practicum components	Gain expertise in school internship activities	Teaching competency Level -I Level -II	 71.28 67.69
9.	Demonstrate and exhibit human values	Practicum components	Cultivate values through learning exposures and experiences	Activities	71.28

S.No.	Programme Learning Outcome	Course	Course Learning Outcomes	Evaluation	Attainment %
10.	Sensitize to the needs of the community and mature holistically in all dimensions-physical, emotional, intellectual, ethical and spiritual	All courses included in the B.Ed Program	1.Keep physically fit through Physical Education, Citizenship Training Camp, Yoga and Drama and Art	Physical Education Citizenship Training Camp Yoga Drama and Art Life Skills	94.36 71.28 72.31 93.33 100
			2.Address the emotional side through training in Life Skills		
			3. Enhance the intellectual dimension through all the courses in the B.Ed. Programme		
			4.Cultivate ethical and spiritual dimensions through all activities in the B.Ed. Programme		

NKT National College of Education for Women

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PLO & CLO Mapping with Learning Experiences for the B.Ed Spl. Programme

At the end of the B.Ed. Special Education Programme, the Student-Teachers will be able to:

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
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	Suggest ways for designing a good questionnaire	86.67
			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. Investigate an individual or institution by employing the case study technique		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
		PE 4: Psychological Perspectives of Learners	1. Gain insight into the cognitive process	Examine the Maslow's Hierarchy of needs	92.30
			2. Explain the concept of intelligence and creativity		
			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 in Contemporary India**	**PE 2: Contemporary India and Education**	1. Address the problems prevalent in the Contemporary Indian Society	Bring out the importance of Open Universities in imparting Education	61.11
			2. Point out the educational provisions enshrined in the Indian Constitution		
			3. Recognize the special recommendations of the Indian Education Commission in pre		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
			and post Independent India		
			4. Implement the various program of Quality Improvement for Education		
			5. Compare the schools of Education		
			6.Extrapolate 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	Discuss the various levels of teaching tasks	61.90
			2. Apply knowledge acquired on the task of teaching in real classroom situations		
			3. Analyze the importance of modifications of teacher behavior		
		PE 3b: Learning and	1. Expound the learning and teaching process in an effective	Discuss learning as a process and	100

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
		Teaching-Part -II	manner	learning as out come	
			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. Recognize the epistemological basis of knowledge	Describe the role of teacher in Curriculum Innovation	78.57
			2. Point out the perspectives of a Curriculum		
			3. Develop competencies in curriculum construction		
			4. Analyze the various curriculum practices		
			5. Predict the innovations in curriculum development		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
			6. Formulate the basis of evaluating the curriculum		
5.	**Reconstruct and deliver instruction from discipline specific content knowledge through appropriate pedagogic processes that communicate meaningfully and to instill the skill of assessing 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	**M** List the characteristics of slow learners and suggest some remedial measures	100
			2.Formulate the aims and objectives of teaching the subject	**E** How will you evaluate and adopt instructional materials	100
			3.Integrate the teaching skills effectively in the classroom	**CA** Explain the steps in problem solving method	100
			4. Classify the diversified needs of learners	**CS** Prepare a micro episode for the skill of probing questioning	100
			5. Explore the various methods and strategies of teaching the subject content		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
			6.Utilize the teaching-learning resources appropriately		
			CPS 2b: 1**.** Organize co-scholastic activities for an enriched learning experience	**E** Delineate the ways and means by which you can develop the speaking skill **M** How will you develop a blue print? Explain with an example. **CA** Suggest measures for the effective use for school library **CS** Explain the Scholastic and Co scholastic requirements	100
			2. Implement the process of evaluation in the classroom		100
			3.Design year plan, unit plans and lesson plans systematically to streamline the teaching activities		100
			4.Develop teacher commitment to enhance professionalism		100
			5. Predict classroom climate and manage the class activities effectively		100
			6.Plan the optimal school design for better management		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
			CPS 2c: 1.Utilize the various learning resources appropriately	**E** Differentiate between the teaching of prose and teaching of poetry **M** Detail on the aids and equipments that can be kept in the Mathematics laboratory **CA** Explain the role of post scholastic activities in commerce learning **CS** Distinguish between Action research and Fundamental research	100
			2. Conduct Action Research and apply the results to improve the classroom procedures/practices		80
			3.Gain skills and competencies on the various tasks to be executed during the school internship		75 100
			CPS 2d 1.Discriminate Learner Controlled Instruction,	**E** Explain conflict resolution with an	100

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
			Collaborative and Co-operative Learning and use them suitably for better curriculum transaction	example **M** Relate Mathematics and Astronomy **CA** Write an action plan to serve the community through school **CS** Discuss the instructional system	80
			2.Appreciate curriculum development in the respective discipline		100
			3.Explore the linkage of the subject to community life		100
		CPS 3: Evaluation of Learners	1. Explain the concept and identify the various approaches to Evaluation	Find out the Mean and Mode of the following marks	100

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
			2. Infer the qualities of a good testing tool	obtained by the students	
			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		
6.	**Assess the needs of children with Visual Impairment and deliver**	**C 12: Identification of Children with Visual Impairment**	1. Draw the structure of human eye and point out its common defects	Write short notes on identification and assessment of	92.86

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
	instruction accordingly	**and Assessment of Needs**	2. Summarize the etiology of Visual Impairment	VIMD	
			3. Enumerate the needs and impact of Visual Impairment		
			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**	**EPC 2: Physical Education, Adapted Physical Education and Yoga**	1. Integrate the fundamental skills of games and sports	Demonstration and Record work	100
			2. Explore the different physical activities		
			3. Develop the correct body postures for better health		
			4. Indicate leadership, followership and sportsmanship		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
	community and the school		qualities		
			5. Demonstrate different asana's for enhancing physical health		
			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	Critically appraise the contents in the course related books	100
			2. Enhance their capacities as readers and writers by becoming participants in the process of reading		
			3. Operate interactively- individually and in small groups		
			4. Design questions to think about, while reading a passage		
			5. Critically appraise the content in books, documents		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
			and research papers		
		EPC 5: Drama and Art in Education	1. Associate Art with Education for better communication	Record work and demonstration	100
			2. Develop creative thinking through different Art forms		
			3. Realize that liberal arts help in making better professionals		
			4. Integrate the role of Art medium in Education		
			5. Interpret the student's ability for perception and reflection		
			6. Prepare records on Drama and Art activities for both general and special schools		
8.	**Explicate the types of sensory impairments, study the implications and apply intervention strategies to enhance the**	**B 1: Introduction to Persons with Disabilities**	1. Explain the nature, characteristics and educational implications of students with low-vision and visual impairment	Discuss the educational implication for children with intellectual disability	79.17

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
	learning of persons with disabilities		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		
9.	**Expand and adapt the curriculum to meet the needs of the visually impaired children and**	**C 13: Curriculum, Adaptation and Strategies for Teaching Expanded**	1. Point out the importance and classify the types of curriculum	Discuss the ways and means of curricular adaptation	87.50
			2. Demonstrate techniques of teaching, functional and		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
	equip them with functional academic skills and independent living skills	**Curriculum**	academic skills		
			3. Explain the components of 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	How will you effectively use learning by doing approach to visually impaired students in teaching science?	93.33
			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		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
			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 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	Explain the concept and adaptations of e- class room for children with visual	78.95

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
			2. Acquire knowledge of the concept and nature of adaptive technology and explain their underlying principles and techniques	impairment	
			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		
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 the challenges faced by special children in**	**C 16: Psycho-Social and Family Issues**	1. Hypothesize the effect of the birth of a child with visual impairment in the family	Explain the principles of inclusive education with relevant examples	94.74
			2. Analyze the role of family and parental concerns related to their child with visual impairment from birth to		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
	the family and community		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	Explain the principles of Inclusive Education with relevant examples	95.24
			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		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
			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		
			6. Train the visually impaired with the basic knowledge of human guide techniques to enable independent living		
14.	**Assess the functional vision of the visually impaired students, train them in Braille, use assistive devices to help them learn, impart orientation and mobility training and teach general, special and inclusive stream as requirement**	**E1:Practical Activities for the Disability Area**	1. Assess the functional vision of students with visual impairment	Practicum	82.25
			2. Train visually impaired students with the knowledge of Braille acquired by them and master the Braille Competency Assessment in Regional Languages and English		
			3. Use the various Assistive		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
	demands		devices such as Taylor Frame and Abacus in the right manner		
			4. Prepare individualized teaching lessons to teach special students, inclusive stream and the general stream		
			5. Impart Orientation and Mobility training to the student-teachers of the Special Education stream so as to enable them to train special children		
			6. Prepare individualized teaching lessons on Orientation and Mobility with reference to activities of daily living		
			7. Prepare an Assistive Technology album for the disability area		
15.	**Organize Co-Scholastic activities, citizenship**	**Practical Work**	Develop proficiency in field and work related activities	Practicum	100

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
	training camp, field trips and work experience related activities for both general and special schools community				
16.	**Mature holistically in all aspects-Physical, emotional, intellectual, ethical and spiritual and sensitizing to the needs of the community**	**All courses included in the B.Ed Special Education Programme**	Get moulded in all aspects-physical, emotional, intellectual, ethical and spiritual through the courses and practicum work of the B.Ed Special Education Programme	Theory Practicum	100 100

NKT National College of Education for Women

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PLO & CLO Mapping with Learning Experiences for the M.Ed Programme

At the end of the M.Ed. Programme, the prospective Teacher Educators will be able to:

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
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 behaviour	Examine the factors accounted for determination of attention	66.67
			2.Predict the psychology and interdependence of various aspects of development		
			3. 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		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
			differences among students		
			6. Adopt teaching methods to meet the specific needs of exceptional students		
2	**Sequence teaching – 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**	**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	Write about the relationship between Education and Culture	100
			2. Relate the significance of Education to the smooth functioning of Democracy		
			3. Develop an insight into the importance of Education for Human Resource Development		
3.	**Trace the progress of Education in India from**	**PC 3: History and Political Economy of**	1.Discover the process of historical development in	Explore the importance of	100

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
	the ancient to the present scenario and examine the impact of political factors and economic resources in Human Capital development	**Education**	ancient and Medieval India	Right to Education Act 2009	
			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		
4.	**Maximize the teaching-learning output through**	**PC 5: Curriculum Design and**	1. Summarize the nature, principles and types of	Discuss the different	100

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
	employing various models of curriculum development and advanced techniques of instruction	**Development**	curriculum	approaches of curriculum evaluation	
			2. Identify the determinants of a curriculum		
			3. Analyse the models of curriculum development		
			4. Classify the approaches of curriculum organization		
			5. Summarize the process of curriculum development		
			6. Relate curriculum development and the teaching-learning process		
			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	Elaborate the Flander's interaction	100
			2. Relate learning and		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
			Educational Technology	analysis.	
			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 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	Explain the steps in Action Research with example.	100
			2. Explore the major steps in Research		
			3. Identify the steps in writing a research proposal and execute		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
			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 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	Find Person's Correlation Co-efficient for the following data	
			2. Predict the role of sampling		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
			in Qualitative, Quantitative and Mixed Research		100
			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 knowledge of the**	**TEC I: Teacher Education:**	1.Appraise the working of various teacher training		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
	history and working of Teacher Education Institutions in India and carry on research in Teacher Education to fill up the lacunae	**Conceptual Framework**	institutions		
			2. Plan the implementation of Pre-Service Teacher Education curriculum effectively	What are the dynamic methods of teaching? Mention their merits.	66.67
			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. Analyze critically and prepare reflective reports on the		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
			administration, curriculum transaction, mode of evaluation and curricular/co-curricular activities of Co-operative schools.		
			9. Prepare reflective reports on any Teacher Education Institution which is engaged in developing an innovative curriculum and novel administrative practices		
		TEC 2: Teacher Education in India	1. Trace the historical development of Teacher Education in India		
			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	What are variables? Give	

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
			assess theoretical work, practical work and teaching proficiency	examples.	100
			5. Analyze career information and training in Teacher Education		
			6. Recognize the need for research in Teacher Education		
			7. Complete Field Internship in the parent teacher education institutions/any one of the Teacher Education Institutions.		
7.	**Manage the working of Educational Institutions at the Secondary and Higher Secondary Level and apply innovative trends to enhance curriculum transaction at the Secondary level**	**SCC 1: Structure, Status and Issues in Secondary Education**	1. Summarize the concept and history of Secondary and Higher Secondary Education in India		
			2. Analyze the psychological bases for Secondary and Higher Secondary Education		
			3. Predict the problems and challenges of Secondary and	Explain the issues of quality in Secondary and	100

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
			Higher Secondary Education	Higher Secondary Education	
			4. Compare the teaching and learning process in Secondary and Higher Secondary Education		
			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		
			2. Analyze the various curriculum approaches in schools at the Secondary Level		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
			3. Apply the theory of curriculum transaction in the classroom	Explain any one model of curriculum evaluation	100
			4. Develop 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**	**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	**-**	**-**

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
	Disadvantaged Groups, Education for Differently Abled learners, Environmental Education and Guidance and Counselling to practical Educational 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 Management (TQM) in educational institutions		
		STC 2: Adult Education	1. Explain the working of Non-formal Education in India	-	-
			2. Identify Adult Education Programmed in India		
			3. Discover the methods and techniques involved in imparting Adult Education		
			4. Point out the significance of life-long Education		
			5. Analyze the Research and Evaluation Techniques in Non-Formal Education		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
			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	Does Education on nutrition and health necessary for girls? Give reasons.	66.67
			2. Trace the problems of education of disadvantaged sections and address social group inequality		
			3. Summarize the status, problems and issues in educating girl children in India		
			4. Prioritize research avenues in Education with respect to the disadvantaged sections of society		
			5. Justify the essentials of educating girl children		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
			6. Classify laws relating to protection of girl children		
		STC 4: Education for Differently Able Learners	1.Discuss introductory concepts of Inclusive Education		
			2. Categorize the educational approaches and measures to meet the diverse needs of differently- abele 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 level in inclusive settings		
			6. Expound strategies for collaborative working and stakeholders support in		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
			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		

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
		STC 6: Guidance and Counseling	1. Explain the nature, purpose, scope and need of guidance		
			2. Point out the significance of guidance in the classroom	Describe Directive Counseling with examples.	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 counseling systematically		
9.	**Maximize performance in the NET examination through the inputs**	**Orientation to NET: Paper I**	Apply the knowledge obtained in gaining a high score in the	**-**	**-**

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Evaluation	Attainment %
	obtained in the Internal Courses.	**Orientation to NET: Paper II**	NET Examination		
10.	**Successfully complete all related Field Internship activities**	**Practical Work**	Gain expertise in field related activities and prepare reflective reports on the activities undertaken in co-operative schools and Teacher Education Institutions	Practicum	100
11.	**Attain holistic development in all aspects physical, emotional, intellectual, ethical and spiritual**	**Theory and Practicum components of the M.Ed. Programme**	Mould in all dimensions- physical, emotional, intellectual. ethical and spiritual through the courses and the field immersion activities of the M.Ed Programme.	Theory Practicum	100 100

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PLO & CLO Mapping with Learning Experiences for the M.Phil Programme

At the end of the M.Phil. Programme, the prospective Teacher Educators will be able to:

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Learning Experiences
1.	**Advance upon the methodological and analytical skills needed to carry out research systematically in focal areas of Education**	**MPHARME : Advanced Research Methodology and Educational Statistics**	1.Appraise the methods of acquiring knowledge through Research	
			2. Predict the nature of Research and employ the same in solving problems in Education	
			3. Build on the Philosophical bases of Research	
			4. Interpret the Normative and Interpretive paradigms in Research	
			5. Examine the Scientific Research methods for problem solving	

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Learning Experiences
			6. Classify and apply the Humanistic Research methods according to the nature of the research problem	
			7. Conduct policy oriented research	
			8. Summarize the findings of Research based on Qualitative analysis of data	
			9. Incorporate advanced statistical technique in Scientific Research	
			10. Apply the exhaustive knowledge acquired to conduct research in Education	
2.	**Construct the syllabus that revolves around the topic chosen for research and successfully complete the same**	**MPHBP: Background Paper**	1. Construct and master the syllabus for the background paper related to their topic of Research	
			2. Gain an in-depth knowledge of the research problem	

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Learning Experiences
			undertaken	
3.	**Prepare the preliminary dissertation report and build on the report to bring the dissertation to completion**	**MPHPD: Preliminary Dissertation Work**	1.Identify the lacunae in Research and focus on the associated problem	
			2. Prepare a preliminary dissertation report highlighting the probable path to the completion of the research work	
4.	**Discern the paradigm shift of contemporary education from the present to the future and incorporate the educational policies appropriately for the advancement of Education.**	**MPHCEIE: Contemporary Evolution in Indian Education**	1.Set the standards in Higher Education of adopting innovative practices	
			2. Analyze the scope and predict the trends in Teacher Education	
			3. Examine the status of Non-Formal Education Programmes in India	
			4. Work towards the progress of Women's Education	

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Learning Experiences
4.			5. Justify the need for Inclusive Education in the normal school set up	
			6. Identify the problems of Tribal Education and plan activities for the Education of the tribal sector	
			7. Transform the conventional classroom to a digital one	
			8. Assess cognitive self-management	
			9. Incorporate the electronic media in Education	
5.	**Develop proficiency in dissertation work and conduct research systematically**	**MPHDR: Dissertation**	1.Appreciate the need for Research in Education	
			2.Apply the appropriate methods in the research work	
			3.Construct/ select tools in line with the variables of study	
			4.Employ suitable statistical	

S.No.	Programme Learning Outcome	Courses	Course Learning Outcomes	Learning Experiences
			techniques for the analysis of data	
			5.Interpret the data analyzed to discover the findings of the research study	
			6.Extend the findings of the research undertaken to the Educational process	