

FIRST SEMESTER

COURSE LEARNING OUTCOMES

1. PERSPECTIVE IN SOCIOLOGICAL AND PHILOSOPHICAL BASES OF EDUCATION

CLO 1	Explain the educational implication underlying the thoughts of great thinkers.
CLO 2	Analyse the Concept of education and teaching
CLO 3	Make a distinction among different school of Education Philosophy and their teaching implication
CLO 4	Analyze the role of different agencies for social change, different dimensions of social change and factors affecting social change.
CLO 5	Discuss the role of education in economic development and the need of educational planning.
CLO 6	Explain the role of education in national integration, international understanding, human values and human right.

2. PERSPECTIVE IN PSYCHOLOGY OF TEACHING, LEARNING AND DEVELOPMENT

CLO 1	Comprehend the meaning, scope and the relevance of Educational Psychology.
CLO 2	Explain and understanding the intellectual, social and emotional changes that occur during different developmental stages.
CLO 3	Make a difference between various stages and level of teaching.
CLO 4	Differentiate between the focus of concern in the different theories of learning.
CLO 5	Work out the implication of the concept of intelligence, its different theories.
CLO 6	Analyse the concept of personality & adjustment.
CLO 7	Explain the different categories of mentally retarded children and their educational implication.

3. KNOWLEDGE AND CURRICULUM

CLO 1	Explain and understand the epistemological basis of education.
CLO 2	Analyse the basis of 'Knowledge' and 'Information Processing' context in teaching and learning.
CLO 3	Differentiate between content and process in educational contexts.
CLO 4	Plan instructional design keeping in view the various level of knowledge.

4. EDUCATIONAL TECHNOLOGY AND ITS APPLICATION

CLO 1	Describe the concept of Educational Technology and its linkage with modern technological devices.
CLO 2	Plan and organize T-L system effectively with Educational Technology Support.
CLO 3	Adopt the Educational Technology approach for optimizing learning outcomes.
CLO 4	Design and conduct teaching lesson based on different models of teaching.
CLO 5	Develop modules based on computer assisted teaching.

5. HUMAN RIGHT AND PEACE EDUCATION

CLO 1	Understand the concept of human right and child.
CLO 2	Realize the importance and need of human rights and child right.
CLO 3	Grapes the role of the Constitution in human rights and child rights.
CLO 4	Comprehend the concept of peace education
CLO 5	Recognize the importance of peace education in national development.
CLO 6	Know the pedagogy and evaluation for peace education.

6. WOMEN EDUCATION

CLO 1	To understand the need, importance and objectives of women education.
CLO 2	To explain advantages of women education.
CLO 3	To identify the problems related to women education.
CLO 4	To understand the history of women education.
CLO 5	To know the contribution of Thinkers on women education.
CLO 6	To make the student teacher aware about constitutional provisions and government strategies on women education.
CLO 7	To enlighten on current issue in women education and women empowerment.

7. POPULATION AND FAMILY LIFE EDUCATION

CLO 1	Understand the concept of population education.
CLO 2	Realize the importance and need of population.
CLO 3	Comprehend the problems that arise out of life and needs.
CLO 4	Understand the ideological base of quality of life and needs of family in the context of family life cycle.
CLO 5	Examine population and other related policies and initiatives by government and NGOs.

PRACTICAL

EPC-1

CLO 1	Orient themselves in Theoretical aspects of Microteaching, Teaching Skill, and Integration of Teaching Skills.
CLO 2	Develop Competency among students teacher in Teaching Skill, Integration of Teaching Skills.
CLO 3	Help student teacher in transferring the learnt skills in real classroom situation.

EPC-2

CLO 1	Empower in effective reading of a text with appropriate voice modulations, stress and speed.
CLO 2	Read a narrative, prosaic, interactive, satirical, autobiographical text suitability meaningfully and effectively.
CLO 3	Develop interest for reading, Listening reflecting and sharing the meaning of the text.
CLO 4	Develop capacity to analysis and summarized the ideas expressed in the text.
CLO 5	Identify the assumption underlying the text
CLO 6	Empower to grasp the import of the text, evaluate its Content and have their own views on the text.
CLO 7	Gain confidence by overcoming the blush and nervousness associated with public speaking.
CLO 8	Develop joy of reading, good poetical, satirical, and biopic, reflective and other kind of text.
CLO 9	Cultivate the habit of reading, original works of great exponents of various disciplines.

EPC-3

CLO 1	Oriented themselves towards basic concept of Music, Drama, Fine Arts, Dance and other literacy activities such as Elocution, Debate, Quiz etc.
CLO 2	Develop understanding of local art forms, music, plays.
CLO 3	Develop ability to organize various programs of music, drama and other literacy activities like Quiz, Essay Writing and Debate.
CLO 4	Enhance the aesthetic sense by means of these activities.
CLO 5	Appreciate performance done by others and give proper feedback.
CLO 6	Discuss the need of Music, Drama and other creative, co-scholastic activities in individual and social life.

SECOND SEMESTER

1. ENVIRONMENT EDUCATION AND SUSTAINABLE DEVELOPMENT

CLO 1	Understand concept concerning various aspects of the Education for sustainable development.
CLO 2	Know the meaning of Environment, its different dimension, pollution and the role of teacher in its prevention.
CLO 3	Understand the importance of Environment in traditional Indian society.
CLO 4	Understand the aim of Environment education, its importance, factors affecting it and the expectations of teacher training institutes related to Environmental education effective.
CLO 5	Use different strategies to make the Environmental education effective.
CLO 6	Identify the role of teacher in solving the problems related to Environmental education.
CLO 7	To assess the role of Indian values in Environmental management and education.

2. ASSESSMENT OF LEARNING

CLO 1	Differentiate between assessment and measurement.
CLO 2	Explain the conceptual basis of various types of assessment –Formative & Summative.
CLO 3	Design various assessment tools for measuring learning outcomes.
CLO 4	Interpret assessment outcomes using NRT AND CRT approaches.
CLO 5	Ensure reliability and validity of assessment tools.

3. ACTION RESEARCH IN EDUCATION

CLO 1	Explain the meaning and importance of action research with reference to Indian School.
CLO 2	Use various steps involved in action research in a school.
CLO 3	Design various step involved in action research project.
CLO 4	Use Action research strategy for improving school practices

4. INCLUSIVE EDUCATION

CLO 1	Analyse the negative effects of the practices of exclusion.
CLO 2	Practice the values of inclusive education.
CLO 3	Organize the various practices and programmes at the school level to suit the requirement of inclusive education.
CLO 4	Promote a cultural of inclusive education in the classroom interactions.

5. GANDHIAN PHILOSOPHY,NAI TALIM AND COMMUNITY ENGAGEMENT METHODOLOGY

CLO 1	Describe the social, economic, political and cultural framework of the local education needs.
CLO 2	Address the challenges with suitable responses for the identified local education issues.
CLO 3	Engage in the capacity building for management of the school-local education which helps teacher to train the student to get involved in local occupation, trades, professions.
CLO 4	Use dialogue method of community engagement.
CLO 5	Reconstruct and devise suitable pedagogy as per the local requirement and Promotes reflective practices.
CLO 6	Extends gender & Social equality in occupation without any stereotyping.
CLO 7	Helps in revamping the curriculum with indigenous method for self-reliance.

6. LIFE SKILL EDUCATION

CLO 1	To familiarize student teacher in the theoretical foundation of Life skill Educations.
CLO 2	To prepare students teachers in training methodologies and enable students to apply Life Skills in various sphere.
CLO 3	To develop professionals in Life Skills Education and enhance the ability to contribute as youth workers specialized in the area of Life Skills Education.
CLO 4	To foster the spirit of social responsibility in students and enhance social and Emotional well-being.

7. HISTORICAL PERSPECTIVE OF EDUCATION

CLO 1	Understand about basic characteristic of Indian Society during different period.
CLO 2	Awareness about the development hierarchy and impact of history and polity on education.
CLO 3	Understand about the constitutional Ideas of protective discrimination and importance of social justice for modern Indian society.
CLO 4	Acquaint the different educational plans and policies Awareness about the education in international perspectives.

8. INDIAN KNOWLEDGE SYSTEM

CLO 1	Understand about Indian knowledge Systems: Origin, Evolution and Ontological Approach.
CLO 2	Understand Indian Knowledge Approaches-Time, Language, Environment, Management Science of Life and Mind.
CLO 3	Self-Exploration and Self Knowledge for Personal Effectiveness.
CLO 4	Associate the young Indian minds to their ancient knowledge system, wisdom, culture and patterns of growth of personality in order to understand the environment around them.
CLO 5	Help them in Channelizing their mind in positive, valued and ethically rational activities.
CLO 6	Understand and appreciate the rich heritage that resides in our traditions.
CLO 7	Inculcate an understanding of the mind/voice dynamic and its function in Indian Knowledge systems.
CLO 8	Aware about Sanskrit Language and Literature Origin, Structure and Unique Characteristic and Importance.
CLO 9	Being primed for practices that will prepare one for the inner-journey to discover the Self.
CLO 10	Learn to appreciate the origin and development of Indian thought and practice from ancient to current times.

THIRD SEMESTER

1. ENGLISH

CLO 1	Discuss the Importance of teaching English in India.
CLO 2	Justify the place of English language in school curriculum.
CLO 3	Describe the aims and objective of teaching English language at Secondary and higher secondary stage.
CLO 4	Familiar with different methods and approaches of teaching English.
CLO 5	Apply various skills of teaching.
CLO 6	Design effective evaluation strategy for evaluating various language competencies of English language.

2. MARATHI

CLO 1	Describe the importance of teaching Marathi in India.
CLO 2	Justify the place of Marathi language in school curriculum.
CLO 3	Discuss the aims and objectives of teaching Marathi language at Secondary and higher stage.
CLO 4	Use different methods the approaches of teaching Marathi language.
CLO 5	Apply various skills of Marathi Language
CLO 6	Select appropriate teaching strategy for teaching of Marathi language.
CLO 7	Design effective evaluation strategy for evaluating various languages competencies of Marathi language.

3. HINDI

CLO 1	Describe the importance of teaching Hindi in India.
CLO 2	Justify the place of Hindi language in school curriculum.
CLO 3	Discuss the aims and objectives of teaching Hindi language at Secondary and higher stage.
CLO 4	Use different methods the approaches of teaching Hindi .
CLO 5	Apply various skills of Marathi Language.
CLO 6	Select appropriate teaching strategy for teaching of Hindi language.
CLO 7	Analyse text book of Hindi language.
CLO 8	Design effective evaluation strategy for evaluating various languages competencies of Hindi language.

4. URDU

CLO 1	Discuss the importance of teaching Urdu in India.
CLO 2	Justify the place of Urdu language in school curriculum.
CLO 3	Describe the aims and objectives of teaching Urdu language at Secondary and higher secondary stage.
CLO 4	Explain different methods and approaches of teaching Urdu.
CLO 5	Use various skill of Urdu language.
CLO 6	Select appropriate teaching strategy for teaching of Urdu language.
CLO 7	Evaluate the text book of Urdu language.
CLO 8	Develop skill in preparation and use of different audio visual aids for teaching of Urdu language.
CLO 9	Use various techniques of evaluation of Urdu language competency.

5. BIOLOGY

CLO 1	Discuss the Place and importance of Biological science in teaching and curriculum.
CLO 2	Describe concept and principles of Biological Science.
CLO 3	Select appropriate methods to teach Biological Science.
CLO 4	Explain the concept, Approaches, Strategies and Techniques of teaching Biological Science.
CLO 5	Acquire adequate skill required for effective teaching of Biological Science at secondary and higher secondary level.
CLO 6	Develop the skills in preparation and use of different audio Visual aids which are useful in the teaching of Biological Science
CLO 7	Prepare teaching plan, unit annual plan for teaching Biological Science.
CLO 8	Organize different co-curricular activities for teaching Biological Science.

6. CHEMISTRY

CLO 1	Familiar with the objectives of teaching Chemistry.
CLO 2	Analyse the syllabus in Chemistry.
CLO 3	Assess Various methods and techniques of teaching Chemistry effectively and Chemistry.
CLO 4	Identify adequate skills in the preparation and use of suitable teaching aids in Chemistry.

CLO 5	Organise co-curricular activities in Chemistry.
CLO 6	Select, and use appropriate tools of evaluation in Chemistry.
CLO 7	Interpret the result of various tools in Chemistry.

7. MATHEMATICS

CLO 1	Discover the Place and importance of Mathematics in teaching and curriculum.
CLO 2	Analyse the concept and principles of Mathematics and appropriate methods to teach Mathematics.
CLO 3	Verify the concepts, approaches, strategies and techniques.
CLO 4	Illustrated the Planning of teaching mathematics.

8. PHYSICS

CLO 1	Recognise the Place and importance of Physical Science in teaching and curriculum.
CLO 2	Associate concept and principles of Physical Science and select appropriate methods to teach Physical Science.
CLO 3	Discuss concepts, approaches, strategies and techniques.
CLO 4	Organise Planning of teaching Physical Science.

9. HISTORY

CLO 1	Judge the nature and structure of History.
CLO 2	Identify the objective of teaching History at the secondary school.
CLO 3	Point out importance of teaching History at the secondary School level.
CLO 4	Compare method, and approaches for organizing History curriculum.
CLO 5	Analyses skills to organize History curriculum.
CLO 6	Discuss the need for different type of planning needed in the History instruction.
CLO 7	Criticize various evaluation techniques in History.

10. GEOGRAPHY

CLO 1	Recognize the natural and structure of Geography.
CLO 2	List the objectives of teaching Geography at the Secondary School .
CLO 3	Justify the importance of teaching Geography at the Secondary School Level.
CLO 4	Choose the methods and approaches for organizing Geography curriculum.
CLO 5	Generate skills to organize Geography curriculum.
CLO 6	Explain the need for different type of planning needed in the Geography instruction.
CLO 7	Discover various evaluation techniques in Geography.

11. ECONOMICS

CLO 1	Related Economics subject and its correlation with other subjects.
CLO 2	Interpret different types of planning for teaching.
CLO 3	Summaries the importance of content analysis.
CLO 4	Classify different methods for teaching of Economics.
CLO 5	Demonstrate different technique in teaching of Economics.
CLO 6	Perform evaluation technique in Economics.

12. COMMERCE

CLO 1	Explain Commerce subject and its correction with other subjects.
CLO 2	Aware about different type of planning for teaching.
CLO 3	Demonstrate the different method for teaching of Commerce.
CLO 4	Compare different techniques in teaching in teaching of Commerce.
CLO 5	Summaries importance of evaluation of evaluation commerce.

13. MUSICS

CLO 1	Identify the place of Music in the Secondary School Curriculum.
CLO 2	Interpret different method of learning music.
CLO 3	Choose adequate skills in the use of various teaching aids in Music.
CLO 4	Discover difficulties and defects in achievement of Music.
CLO 5	Choose the technique of evolution in Music.
CLO 6	Organize and supervise music related, activities.
CLO 7	Discuss the role of music in social, economic, cultural, technological life.

14. HOME SCIENCE

CLO 1	Explain the place of the Home Science in the Secondary School syllabus.
CLO 2	Familiarize the students with laboratories in various area of home Science.
CLO 3	Point out different method of learning Home Science.
CLO 4	Choose adequate skills in the use of various teaching aids in home Science.

15. PHYSICAL EDUCATION

CLO 1	Discuss the concept of holistic health, its various dimensions and determinants.
CLO 2	Develop positive attitude toward health physical education and yoga as individual.
CLO 3	Sensitize, motivate and help them to acquire the skill for physical fitness, learn correct postural.
CLO 4	Habit and activities for its development.
CLO 5	Develop interest for the practice of Yogasanas and meditations.
CLO 6	Describe the various policies and program related to health , physical education and Yoga.
CLO 7	Describe the process of assessment of health and physical fitness.

16. FINE ARTS EDUCATION

CLO 1	Identify the basics of different art forms and impact of Art forms on the human mind.
CLO 2	Develop artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different art forms, through genuine exploration, experience and free expressions.
CLO 3	Acquire skills for integrating different art forms across school curriculum for better learning and development.
CLO 4	Develop skill for integrating different Art forms across school curriculum at secondary level.
CLO 5	Create awareness of the rich cultural heritage of the country.

PRACTICAL

EPC -1 NAI TALIM AND COMMUNICATY ENGAGEMENT PROJECT

CLO 1	Understand the social, economic, political and cultural framework of the local education needs.
CLO 2	Address the challenges with suitable responses for the identified local education issues.
CLO 3	Engage in the capacity building for management of the school-local community education which help teachers to train the students to get involved in the local occupations, trades, professions.
CLO 4	Reconstruct and devise suitable pedagogy as per the local requirement and Promotes reflective practices.
CLO 5	Extends gender & Social equality in occupations without any stereotyping.
CLO 6	Helps in revamping the curriculum with indigenous methods for self-reliance.

FOURTH SEMESTER

1. CONTEMPORARY INDIAN EDUCATION

CLO 1	Analyse the role of various committees and commissions in the shaping of contemporary.
CLO 2	Explain the background of the present educational problems and their dimensions in a proper perspective.
CLO 3	Reflect on the possible effective measures to address the educational problems at the various level of education.
CLO 4	Develop a critical perspective for revisiting various problem-ridden educational exposures.

2. GENDER, SCHOOL AND SOCIETY

CLO 1	Related the issues of gender in school and social practices in a correct perspective.
CLO 2	Identify the gender related discriminatory practices in educational context.
CLO 3	Explain the classroom situations having potential for gender based discrimination.
CLO 4	Indicate the stand taken in policy documents in respect of gender, education and society.

3. SCHOOL MANAGEMENT AND LEADERSHIP

CLO 1	Understand the process of planning, organizing, controlling and evaluating aspects of managerial concern in school education and their implication.
CLO 2	Develop competencies in using the results of SWOT analysis for better management of classroom and school system.
CLO 3	Acquire appropriate skill and competencies for imbibing, effective transactional and transformational leadership attributes.

4. GUIDANCE AND COUNSELING IN SCHOOL

CLO 1	Plan and organize guidance programmes in schools.
CLO 2	Conduct counseling session in school situation.
CLO 3	Use appropriate tools & techniques for guidance & counseling session.

5. VALUE EDUCATION AND MORAL ETHICS

CLO 1	Understand the value aspects of educational programmes and activities.
CLO 2	Appreciate the importance of value education at School Level.
CLO 3	Develop an attitude favorable for imbibing moral ethics/Code of conduct necessary for teaching profession.
CLO 4	Interpret the moral obligation implicit in the job of teaching.

6. HISTORY OF INDIAN EDUCATION

CLO 1	Explain the feature of Ancient Indian Education.
CLO 2	Describe the development of elementary education in Indian and its main issues related to it.
CLO 3	Describe the development of Secondary education in Indian and its main issues.
CLO 4	Offer comments on various problems related to Indian Education System.

EPC -3 YOGA EDUCATIONS

CLO 1	Understand the basic concept of Yoga.
CLO 2	Understand the benefits of exercise, Physical fitness and health related physical fitness.
CLO 3	Understand and perform different of yoga for positive health
CLO 4	Understand the benefits of yoga for positive health.