

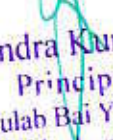
# UNIT-WISE STUDENT LEARNING OUTCOMES FOR B. Ed. COURSE

## COURSE 1- CHILDHOOD AND GROWING UP

Prepared by- Dr. Parinita Ratna Parkhi

UNIT	SLO NUMBER	STUDENT LEARNING OUTCOME
Perspectives in Development	1	The student will be able to draw examples to illustrate the principles of growth and development from real life.
	2	The student will be able to estimate the contribution of nature and nurture to her/his development.
	3	The student will be able to differentiate growth from Development.
	4	The student will be able to discuss the role of nature and nurture in the development of a child.
	5	The student will be able to explain the principles of Growth and development.
Stages of Human Development	6	The student will be able to describe the dimensions of development.
	7	The student will be able to list the stages of development.
	8	The student will be able to compare the dimensions of development across the developmental stages.
	9	The student will be able to identify the milestones in the different stages of development.
	10	The student will be able to analyse the major Developmental tasks at different stages of development.
Social and Emotional Development	11	The student will be able to define gender stereo types and gender roles.
	12	The student will be able to trace the development of gender stereotypes at different stages of childhood
	13	The student will be able to critically evaluate the Contributions of Gender Schema theory.
	14	The student will be able to formulate strategies for the development of non-gender stereotyped children
	15	The student will be able to explain the formation of gender identity in childhood and adolescence.
Contexts of Socialization	16	The student will be able to describe the role of school and community as socializing agencies.
	17	The student will be able to determine the extent of influence of different socializing agencies at different Periods of human life.
	18	The student will be able to identify the socializing Agencies of child development.
	19	The student will be able to explain how peers serve as an important socializing agency.
	20	The student will be able to discuss the role of family as a socializing agency.




  
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## COURSE 2- Education in India- Status, Problems and Issues

Prepared by- Manoj Kumar Kaushle

UNIT	SLO NUMBER	STUDENT LEARNING OUTCOME
Concept of Education –	1	The student will be able analyse the cause and effect of religious diversity.
	2	The student will be able to analyse the positive as well as negative impact of regional diversity.
	3	The student will be able to define social diversity
	4	The student will be able to analyse the causes and effect of Individual diversity.
	5	The student will be able to analyse the causes and effect of linguistic diversity.
Salient Features of Ancient Indian Education –	6	The student will be able to describe the salient features of the “Right to Education Act”.
	7	The student will be able to describe the preamble of the Indian constitution
	8	The student will be able to analyse the challenges to fulfil the constitutional obligations.
	9	The student will be able to list out the fundamental rights and duties of the citizens as envisaged in the Indian constitution
	10	The student will be able to explain Directive principles of State policy of the Indian constitution
Secondary Education	11	Student will be able to point out the significance of Programme of Action (1992)
	12	The student will be able to list out the major recommendations of Kothari Commission
	13	The student will be able to describe Malcom Admission Committee (1978) report
	14	The student will be able to analyse the Sachar Committee (2005) report
	15	The student will be able to summarize the significant features of New Education Policy
Teacher Education and Secondary School Curriculum	16	The student will be able to define Universalization of primary education.
	17	The student will be able to analyse the functions of RMSA Scheme The student will be able to analyze the functions of RMSA Scheme
	18	The student will be able to examine the challenges in achieving Universalization of primary education in India
	19	The student will be able to differentiate integrated education and inclusive education with examples
	20	The student will be able to describe the goals and objectives of SSA Scheme



  
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## *COURSE - Language across the curriculum – Part 1*

Prepared by- Rashmi Singh


UNIT	SLO NUMBER	STUDENT LEARNING OUTCOME
ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS	1	The student will be able to describe on how language is used for specific purpose and subjects.
	2	The student will be able to list the factors related to poor reading comprehension.
	3	The student will be able to illustrate the ways of using language for various subjects.
	4	The student will be able to explain the two theories of language.
	5	The student will be able to critically review the medium of instruction in classrooms.
ENGAGING WITH POPULAR SUBJECT-BASED EXPOSITORY WRITING	6	The student will be able to differentiate on how language being used as a school subject and as a means of communication.
	7	The student will be able to explain the first language and second language acquisition.
	8	The student will be able to describe the relationship between language mastery and subject mastery.
	9	The student will be able to explain the ways of mastery in first language and subject.
	10	The student will be able to describe the multilingualism in classrooms.
ENGAGING WITH JOURNALISTIC WRITING	11	The student will be able to develop the reading strategies for note making; summarizing and process writing.
	12	The student will be able to develop the ways to make reading writing connections.
	13	The student will be able to examine the content areas textbooks.
	14	The student will be able to explore the reading in the content areas.
	15	The student will be able to explain the schema theory and text structures.

## *COURSE 3- Curriculum Development & School*

Prepared by- Dr. Dharashri Shriwas

UNIT	SLO NUMBER	STUDENT LEARNING OUTCOME
Unit- I: The Nature of Curriculum	1	The student will be able to list the characteristics of the good curriculum.
	2	The student will be able to define curriculum.
	3	The student will be able to understand the concept of curriculum.
	4	The student will be able to recognize the nature of curriculum.



  
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	5	The student will be able understand the foundations of curriculum.
<b>Unit- II: Curriculum Design and Approaches</b>	6	The student will be able to recognize the different components of curriculum design
	7	The student will be able to define the curriculum design.
	8	The student will be able to list the steps in conducting various research methods.
	9	The student will be able to list out the sources of curriculum design.
	10	The student will be able to recognize the features of problem centred, subject centred and learner cantered curriculum designs.
<b>Unit - III: Process of Curriculum Development</b>	11	The student will be able to explain the characteristics curriculum model.
	12	The student will be able to describe the steps involved in the phases of curriculum development.
	13	The student will be able to define the phases of curriculum process.
	14	The student will be able identify the importance of curriculum models in their development process.
	15	The student will be able to understand the horizontal and vertical organization of curriculum development.
<b>Unit – IV: Curriculum Implementation and Transaction</b>	16	The students will be able to list out the types of teaching models.
	17	The student will be able to understand the concept of curriculum implementation.
	18	The student will be able to recognize the need and importance of curriculum implementation models
	19	The student will be able to identify the factors influencing curriculum implementation.
	20	The student will be able to define the concept of curriculum design.

### ***COURSE 5 - READING AND REFLECTING ON TEXTS***

Prepared by-

UNIT	SLO NUMBER	STUDENT LEARNING OUTCOME
<b>UNIT 1: THEORETICAL PERSPECTIVES ON LEARNING</b>	1	The student will be able to compare classical conditioning with operant conditioning.
	2	The student will be able to analyse the basic assumptions of behavioural theory.
	3	The student will be able to state the Law of effect proposed by Thorndike.
	4	The student will be able to describe the meaning of learning as defined by behaviourists.
	5	The student will be able to explain the various laws of classical conditioning theory.
<b>UNIT 2: ROLE OF LEARNER IN LEARNING</b>	6	The students will be able to include different of active learning techniques in their teaching.
	7	The student will be able to define learning and self-learning.
	8	The student will be able to describe the principles of learning and their implications.
	9	The student will be able to differentiate rote learning from meaningful learning.
	10	The student will be able to list the different elements of learning.



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UNIT 3: LEARNING IN 'CONSTRUCTIVIST' PERSPECTIVE	11	The student will be able to differentiate of learner-cantered teaching from teacher-cantered teaching
	12	The student will be able to define learner cantered teaching
	13	The student will be able to list the characteristics of a learner-cantered teaching.
	14	The student will be able to bust misconceptions about learner-cantered teaching
	15	The student will be able to critically evaluate the advantages of learner-cantered teaching and teacher-cantered teaching.
UNIT 4: INDIVIDUAL DIFFERENCES AMONG LEARNERS	16	The student will be able to define the meaning of learning as defined by cognitive psychologists.
	17	The student will be able to state the characteristics of a fully functioning person.
	18	The student will be able to describe the Modes of cognitive development proposed by Bruner.
	19	The student will be able to list the stages of intellectual development identified by Piaget.
	20	The student will be able to explain the concept of Self-actualization

### *COURSE 5 - Learning & Teaching*

Prepared by- Sural Narve

UNIT	SLO NUMBER	STUDENT LEARNING OUTCOME
UNIT 1: THEORETICAL PERSPECTIVES ON LEARNING	1	The student will be able to explain the various laws of classical conditioning theory.
	2	The student will be able to state the Law of effect proposed by Thorndike.
	3	The student will be able to compare classical conditioning with operant conditioning.
	4	The student will be able to describe the meaning of learning as defined by behaviourists.
	5	The student will be able to analyse the basic assumptions of behavioural theory.
UNIT 2: ROLE OF LEARNER IN LEARNING	6	The student will be able to list the characteristics of a learner-cantered teaching.
	7	The student will be able to define learner- cantered teaching.
	8	The student will be able to recognize the need for learner-cantered teaching approaches.
	9	The student will be able to bust misconceptions about learner-cantered teaching
	10	The student will be able to differentiate of learner-cantered teaching from teacher-cantered teaching
UNIT 3: LEARNING IN 'CONSTRUCTIVIST' PERSPECTIVE	11	The student will be able to define learning and self-learning.
	12	The student will be able to differentiate rote learning from meaningful learning.
	13	The student will be able to list the different elements of learning.
	14	The student will be able to describe the principles of learning and their implications.
	15	The students will be able to include different of active learning techniques in their teaching.
UNIT 4: INDIVIDUAL DIFFERENCES AMONG LEARNERS	16	The student will be able to compare the different pedagogical approaches in constructivism.
	17	The student will be able to define Constructivism.

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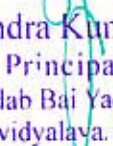
	18	The student will be able to analyse the role of constructivist learners.
	19	The student will be able to illustrate Gagne's eight levels of learning.
	20	The student will be able to describe the nature of learning process in Constructivism.

### *COURSE 7(a) – Pedagogy of School Subject Hindi*

Prepared by- K.L. Verma

UNIT	SLO NUMBER	STUDENT LEARNING OUTCOME
Unit 1: Perspectives of Hindi Language, Aims and Objectives of Teaching Hindi	1	The student will be able to recall the aims and objectives of teaching Hindi.
	2	The student will be able to recognize the nature and scope of Hindi.
	3	The student will be able to examine the need and significance of teaching of Hindi.
	4	The student will be able to acquaint with designing of lesson plan
	5	The student will be able to explore the values of teaching of Hindi
Unit 2: Planning Lessons, Resource Units, Unit Plan, Drill Lessons	6	The student will be able to recall the vocabulary and its strategies to enrich their vocabulary.
	7	The student will be able to hand on mini-teaching lesson plan writing.
	8	The student will be able to acquaint with teaching of various skills in Hindi teaching-learning.
	9	The student will be able to analyze the major steps in teaching a mini-lesson
	10	The student will be able to assimilate the teaching methods of prose, poetry, grammar and composition
Unit 3: Language Skills	11	The student will be able to develop creative skills.
	12	The student will be able to evaluate language skills
	13	The student will be able to comprehend the importance of four language skills.
	14	The student will be able to explain reading and writing skills.
	15	The student will be able to recall listening and speaking skills.
Unit 4: Curriculum Design	16	The student- teacher will be able to analyses the print resources in teaching of Hindi.
	17	The student- teacher will be able to familiarize the various methods in teaching of Hindi.
	18	The student- teacher will be able to adopt the small group interactive learning methods.
	19	The student- teacher will be able to identify the different teacher centered methods of teaching.
	20	The student- teacher will be able to discuss the audio resources in teaching of Hindi.



  
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## COURSE 7(d) – Pedagogy of School Subject English

Prepared by- Dr. Parinita Ratna Parkhi

UNIT	SLO NUMBER	STUDENT LEARNING OUTCOME
Unit 1: Nature of English Language	1	The student will be able to recognize the strategies involved in teaching grammar.
	2	The student will be able to define the major teaching skills.
	3	The student will be able to analyse the teaching skills.
	4	The student will be able to compare active and passive vocabulary.
	5	The student will be able to differentiate teaching of prose and poetry.
Unit 2: Aims and Objectives of Teaching English	6	The student will be able to recognize the four aims of teaching English.
	7	The student will be able to identify the relationship between culture and language.
	8	The student will be able to define the principles of teaching English as a second language.
	9	The student will be able to describe the importance of English language in India.
	10	The student will be able to list the objectives of teaching English as a second language.
Unit 3: Instructional design of Teaching English Language	11	The student will be able to differentiate Grammar Translation Method and Direct Method of teaching English.
	12	The student will be able to describe the various methods of teaching English.
	13	The student will be able to compare Grammar Translation Method and bilingual Method.
	14	The student will be able to describe the various methods of teaching English.
	15	The student will be able to list the approaches of teaching English.
Units 4: Methods, Approaches to Develop English Language Skills	16	The student will be able to identify the relationship between culture and language.
	17	The student will be able to identify the various steps in planning a lesson.
	18	The student will be able to differentiate the instructional objectives based on cognitive, affective and psychomotor levels.
	19	The student will be able to recognize the four aims of teaching English.
	20	The student will be able to design a lesson plan.



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**COURSE 7(e) – Pedagogy of School Subject Physical Science (Physics and Chemistry)**

Prepared by-

UNIT	SLO NUMBER	STUDENT LEARNING OUTCOME
Unit 1: Meaning, Nature and Impact of Physical Science	1	The student will be able to explain the different teacher-centred methods and learner-centred methods.
	2	The student will be able to compare and contrast the different teacher-centred methods and learner-centred methods.
	3	The student will be able to apply the different teaching methods in their teaching practice.
	4	The student will be able to recognize the different individual and group methods.
	5	The student will be able to analyse the different recent trends in teaching.
Unit 2: Aims and Objectives of Teaching Physical Science	6	The student will be able to analyse the need and significance of teaching physical science.
	7	The student will be able to define physical science.
	8	The student will be able to discuss the nature and scope of physical science.
	9	The student will be able to explain the different values of teaching physical science.
	10	The student will be able to describe the aims and objectives of teaching physical science in schools.
Unit 3: Approaches and Methods of Teaching Physical Science	11	The student will be able to recognize the different individual and group methods.
	12	The student will be able to explain the different teacher-centred methods and learner-centred methods.
	13	The student will be able to apply the different teaching methods in their teaching practice.
	14	The student will be able to compare and contrast the different teacher-centred methods and learner-centred methods.
	15	The student will be able to analyse the different recent trends in teaching.
Unit 4: Instructional Design, Resources and Teaching Aid for teaching Physical Science:	16	The student will be able to compare and contrast the different resources for teaching physical science.
	17	The student will be able to classify the different resources for teaching physical science.
	18	The student will be able to give examples for different resources for teaching physical science.
	19	The student will be able to explain the different resources for teaching physical science.
	20	The student will be able to evaluate which resources are effective.



  
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**COURSE 10 – Pedagogy of School Subject History / Civics**

Prepared by-

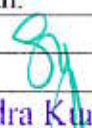
UNIT	SLO NUMBER	STUDENT LEARNING OUTCOME
Unit 1: Nature and Scope of History and Civics	1	The student will be able to define Unit Plan.
	2	The student will be able to describe Bloom's taxonomy of Educational Objectives
	3	The student will be able to discuss the steps involved in the preparation of a unit plan.
	4	The student will be able to list out the characteristics of good unit plan
	5	The student will be able to list out the criteria for the preparation of the lesson plan
Unit 2: Aims and Objectives of Teaching History and Civics	6	The student will be able to examine the values of Teaching History
	7	The student will be able to describe the meaning of History
	8	The student will be able to describe the important aim and objectives of Teaching History in Schools
	9	The student will be able to explain the nature and scope of History
	10	The student will be able to write about the rationale for Teaching History
Unit 3: Instructional design in Teaching History and Civics	11	The student will be able to state the components of the skill of questioning
	12	The student will be able to explain the components of the skill of introducing a lesson
	13	The student will be able to define Mini Teaching
	14	The student will be able to list the relevant skills in Mini Teaching
	15	The student will be able to describe the components of the skill of explaining
Unit 4: Methods, Techniques, and Instructional Materials of teaching History and civics	16	The student will be able to list out its merits and demerits.
	17	The student will be able to know teaching by students
	18	The student will be able to analyse the importance of experimental learning
	19	The student will be able to explain demonstration method and its merits
	20	The student will be able to peer tutoring

**COURSE 11 – Pedagogy of School Subject Geography / Economics**

Prepared by-

UNIT	SLO NUMBER	STUDENT LEARNING OUTCOME
Unit 1: Meaning, Nature and Scope of Geography and Economics	1	The student will be able to discuss the steps involved in the preparation of a unit plan.
	2	The student will be able to define Unit Plan.
	3	The student will be able to list out the characteristics of good unit plan
	4	The student will be able to describe Bloom's taxonomy of Educational Objectives



  
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<b>Unit 2: Aims and Objectives of teaching Geography and Economics</b>	5	The student will be able to list out the criteria for the preparation of the lesson plan
	6	The student will be able to explain the nature and scope of Geography
	7	The student will be able to write about the rationale for Teaching Geography
	8	The student will be able to describe the important aim and objectives of Teaching Geography in Schools
	9	The student will be able to describe the meaning of Geography
	10	The student will be able to describe the meaning of Geography
<b>Unit 3: Instructional Design in Geography and Economics :</b>	11	The student will be able to define Mini Teaching
	12	The student will be able to state the components of the skill of questioning
	13	The student will be able to explain the components of the skill of introducing a lesson
	14	The student will be able to describe the components of the skill of explaining
	15	The student will be able to list the relevant skills in Mini Teaching
<b>Unit 4 : Methods of Teaching Geography and Economics</b>	16	The student will be able to peer tutoring
	17	The student will be able to explain demonstration method and its merits
	18	The student will be able to analyse the importance of experimental learning
	19	The student will be able to know teaching by students
	20	The student will be able to list out its merits and demerits.

### ***COURSE 12 – Pedagogy of School Subject Commerce***

Prepared by-

UNIT	SLO NUMBER	STUDENT LEARNING OUTCOME
<b>Unit 1: Meaning, Nature and Scope of Commerce and Economics</b>	1	The student will be able to discuss the steps involved in the preparation of a unit plan.
	2	The student will be able to define Unit Plan.
	3	The student will be able to list out the characteristics of good unit plan
	4	The student will be able to describe Bloom`s taxonomy of Educational Objectives
	5	The student will be able to list out the criteria for the preparation of the lesson plan
<b>Unit 2: Aims and Objectives of teaching Commerce and Economics</b>	6	The student will be able to explain the nature and scope of Commerce
	7	The student will be able to write about the rationale for Teaching Commerce
	8	The student will be able to describe the important aim and objectives of Teaching Commerce in Schools
	9	The student will be able to describe the meaning of Commerce
	10	The student will be able to describe the meaning of Commerce



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Unit 3: Instructional Design in Commerce and Economics :	11	The student will be able to define Mini Teaching
	12	The student will be able to state the components of the skill of questioning
	13	The student will be able to explain the components of the skill of introducing a lesson
	14	The student will be able to describe the components of the skill of explaining
	15	The student will be able to list the relevant skills in Mini Teaching
Unit 4 : Methods of Teaching Commerce and Economics	16	The student will be able to peer tutoring
	17	The student will be able to explain demonstration method and its merits
	18	The student will be able to analyse the importance of experimental learning
	19	The student will be able to know teaching by students
	20	The student will be able to list out its merits and demerits.

### *COURSE 12 – Pedagogy of School Subject Mathematics*

Prepared by- Anil Kumar Singh

UNIT	SLO NUMBER	STUDENT LEARNING OUTCOME
Unit 1: Meaning, Nature and Scope of Mathematics	1	The student will be able to list out the criteria for the preparation of the lesson plan.
	2	The student will be able to distinguish unit plan and lesson plan.
	3	The student will be able to define a unit plan.
	4	The student will be able to list out the characteristics of good unit plan.
	5	The student will be able to explain the steps involved in the preparation of a unit plan.
Unit 2: Aims and Objectives of Teaching Mathematics	6	The student will be able to identify the aims and objectives of teaching Mathematics in schools.
	7	The student will be able to describe the meaning of Mathematics
	8	The student will be able to sensitize the needs and significance of teaching Mathematics.
	9	The student will be able to explain the nature of Mathematics
	10	The student will be able to examine the scope of Mathematics.
Unit 3: Instructional Design in Mathematics and CO-curricular Activities in Mathematics :	11	The student will be able to utilize the ICT resources in teaching Mathematics
	12	The student will be able to explain the types of resources for teaching Mathematics
	13	The student will be able to use the visual resources to teach Mathematics
	14	The student will be able to explain print resources to teach Mathematics
	15	The student will be able to explain audio resources to teach Mathematics
Unit 4: Approaches, Methods and Techniques of Teaching Mathematics	16	The student will be able to understand peer tutoring
	17	The student will be able to differentiate analytical and synthetic methods.
	18	The student will be able to compare deductive and inductive methods



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	19	The student will be able to write a note on small group learning
	20	The student will be able to describe whole-class interactive learning

### ***COURSE 13 – Pedagogy of School Subject Biological Science***

Prepared by- Surmal Narve

UNIT	SLO NUMBER	STUDENT LEARNING OUTCOME
Unit 1:1.1 Introduction to Teaching Biological Science	1	The student will be able to illustrate the components of the skill of non-verbal cues
	2	The student will be able to understand the meaning of mini teaching
	3	The student will be able to explain the components of the skill of introducing a lesson
	4	The student will be able to state the components of the skill of questioning
	5	The student will be able to describe the components of the skill of explaining
1.2 Co-curricular Activities and Resources in Teaching Biological Science	6	The student will be able to explain audio resources to teach Biological Science
	7	The student will be able to utilize the ICT resources in teaching Biological Science
	8	The student will be able to explain print resources to teach Biological Science
	9	The student will be able to list the types of resources for teaching Biological Science
	10	The student will be able to use the visual resources to teach Biological Science
Unit 2: Aims and Objectives	11	The student will be able to analyse the needs and significance of teaching Biological Science
	12	The student will be able to understand the meaning of Biological Science
	13	The student will be able to examine the scope of Biological Science
	14	The student will be able to explain the nature of Biological Science
	15	The student will be able to point out the aims and objectives of teaching Biological Science in schools
Unit 3: Approaches, Methods and Models of Teaching Biology	16	The student will be able to describe the laboratory method
	17	The student will be able to analysis the peer tutoring
	18	The student will be able to explain the lecture method
	19	The student will be able to explain the demonstration method and its merits
	20	The student will be able to give reasons for the individual activities
Unit 4: Instruction Design in Teaching Biological Science.	21	The student will be able to explain Bloom's taxonomy of Educational Objectives
	22	The student will be able to list out the characteristics of good unit plan
	23	The student will be able to prepare a model lesson plan from Standard IX
	24	The student will be able to explain the steps involved in the preparation of a unit plan
	25	The student will be able to state the characteristics of good test



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**COURSE 13 – EPC 2: DRAMA AND ART IN EDUCATION**

Prepared by-

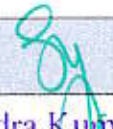
UNIT	SLO NUMBER	STUDENT LEARNING OUTCOME
UNIT 1: VISUAL ARTS AND CRAFTS (PRACTICAL)	1	Students Become Better Learners
	2	They Learn to Empathize with Other Social Elements.
	3	Having Understood the Core of Education, They Devise Methods for Creative Learning.
	4	The Students Are Able to Yield Better Results and Act as Catalysts For Change In Society.
	5	They Become Torchbearers of Critical Thinking and Encourage the Flow of Discourse,
UNIT 2: PERFORMING ARTS: DANCE, MUSIC, THEATRE AND PUPPETRY (PRACTICAL)	6	Demonstrate Use and Mastery of The Elements of Design
	7	Students will be equipped with key critical thinking skills, performance skills, speaking and writing skills, public speaking skills and teamwork.
	8	Through drama and art in education, students can also be imparted the knowledge of pronunciation, intonation as well as storytelling.
	9	Language learning skills are also strengthened through the use of drama and art in education.
UNIT 3: APPRECIATION OF ARTS	10	Students will learn about theatre and performing arts and transform simple stories into wonderful scripts
	12	Students will also know about body language, impromptu performance and presenting a story in front of an audience.
Project Work (Units 1 and 2)	12	Having understood the core of education, they devise methods for creative learning.
	13	The students are able to yield better results and act as catalysts for change in society.
	14	The students comprehend the difference between Education and Experience.

**COURSE 13 – CC 1 Gender, School and Society**

Prepared by- Santosh Giri

UNIT	SLO NUMBER	STUDENT LEARNING OUTCOME
	1	The student will be able to compare the gender roles in different cultures.



  
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UNIT I Gender Issues: Key Concepts	2	The student will be able differentiate sex from gender.
	3	The student will be able to discuss the gender roles in media and popular culture.
	4	The student will be able to define gender roles
	5	The student will be able to analyses gender roles with respect to family, religion, caste and class.
UNIT II Gender Challenges and Education	6	The student will be able to explain different ways of measuring gender identity.
	7	The student will be able to report on the actual gender-based responsibilities in the school system.
	8	The student will be able to define 'Gender Identity'.
	9	The student will be able to explain the concept of gender socialization.
	10	The student will be able to point out instances of gender discrimination in the school setting.
UNIT III Gender Issues and Role of Teacher	11	The student will be able to discuss the status of transgenders in the Indian society.
	12	The student will be able to analyses the representation of gender in school text books.
	13	The student will be able to describe the role of schools in nurturing masculinity and femininity.
	14	The student will be able to evolve ways to integrate gender into the school curriculum.
	15	The student will be able to discuss gender issues in diverse cultural constraints.
UNIT IV Role of the Media and Life Skills Education	16	The student will be able describe the presentation of gender in magazines.
	17	The student will be able to suggest ways to develop positive notions of body and self.
	18	The student will be able to analyses the representation of gender in a given movie.
	19	The student will be able to analyses how gender is presented in TV shows.
	20	The student will be able to detect the presence of gender bias in advertisements.

### *COURSE 13 – CC 2. Educational Technology & ICT*

Prepared by- Surmal Narve

UNIT	SLO NUMBER	STUDENT LEARNING OUTCOME
Unit 1 : Fundamentals of Computer	1	The student will be able to identify, describe and apply emerging technologies in teaching & learning.
	2	The student will be able to demonstrate knowledge, attitudes & skills of digital age work & learning.
	3	The student will be able to Plan design & assess effective learning environments and experiences.
	4	The student will be able to implement curriculum methods and strategies that use technology to maximize student learning.
Unit 2: Computer Organization: Hardware and Software	6	The student will be able to compare and contrast social, ethical assessment and evaluation strategies.
	7	The student will be able to working of hardware.
	8	The student will be able to working of software.



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	9	The student will be able to utility of software.
Unit 3: Microsoft Windows (System Software)	11	The student will be able to operate word processing software.
	12	The student will be able to operate Microsoft excel database software.
	13	The student will be able to operate Microsoft Access.
	14	The student will be able to operate Microsoft power point presentation software.
	15	The student will be able to make picture and diagrams in MS paint.
Unit 4: Applications Information and Communication Technology in Education	16	The student will be able to make formative evaluation plan.
	17	The student will be able to enhances creativity and thinking skills.
	18	The student will be able to provides efficient and better use of IT technology.
	19	The student will be able to improve research work and helps in communicating with different education providers.
	20	The student will be able to gives instant information on any topic in justice single click and many more.

### ***COURSE 13 – CC3: CREATING AND INCULSIVE SCHOOL***

Prepared by-

UNIT	SLO NUMBER	STUDENT LEARNING OUTCOME
Unit 1- Special needs and education	1	The students will be able to design academic interventions for the disabled persons
	2	The student will be able to list the characteristics of different categories of disabilities.
	3	The student will be able to define impairment, disability and handicap.
	4	The student will be able to differentiate disability from impairment
	5	The student will be able to bust misconceptions about disability
unit 2- nature types and characteristics of children with special needs	6	The student will be able to critically evaluate the contributions of the different models of disability.
	7	The student will be able to compare the different models of disability
	8	The student will be able to state the need for developing models of disability.
	9	The student will be able to explain the features of different models of disability.
	10	The student will be able to compare the different models of disability.
Unit III- Inclusive Education	11	The student will be able to develop ways to overcome barriers to inclusive education.
	12	The student will be able to define inclusive education.
	13	The student will be able to describe the relationship between inclusive education and 'Education for All'.
	14	The student will be able to propose ways to promote inclusive education.
	15	The student will be able to explain the benefits of mixed ability grouping
	16	The student will be able to illustrate the contribution of policies to the implementation of inclusive education in India



  
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UNIT IV- identification and assessment of children with special educational needs	17	The student will be able to analyse the relative importance of the global policies for inclusive education.
	18	The student will be able to explain the global initiatives for inclusive education
	19	The student will be able to compare the programmes and policies for inclusive education in different countries.
	20	The student will be able to describe the schemes for inclusive education in India.

***COURSE 13 – CC3: CC 4. Optional Course: Environmental Education***

Prepared by-

UNIT	SLO NUMBER	STUDENT LEARNING OUTCOME
Unit 1: Introduction to Environmental Education	1	The student will be able to define Environment.
	2	The student will be able to explain objectives of environmental education.
	3	The student will be able to acquire knowledge, values, attitudes and skills need to protect and improve the environment.
	4	The student will be able to create change in behaviour of individuals, students and society towards the environment.
	5	The student will be able to develop concern and awareness about the total environment and its associated problems.
Unit 2: Environment and Pollution	6	The student will be able to recall land resources and prevention of soil erosion.
	7	The student will be able to discuss the forest resources and deforestation.
	8	The student will be able to realize the importance of water resources and prevention of water scarcity.
	9	The student will be able to list out the mineral resources and food resources.
	10	The student will be able to analyse about food crisis and exploitation of mineral resources.
Unit 3: Agencies in Environmental Education	11	The student will be able to recall the importance of environmental education
	12	The student will be able to discuss the environmental issues
	13	The student will be able to analyse environmental protection
	14	The student will be able to critically evaluate the ideas of the Earth summit
	15	The student will be able to analyse Kyoto Conference and Copenhagen conference
Unit 4: Methods of Teaching Environmental Education	16	The student will be able to recall the impact of human activities on environment.
	17	The student will be able to realize the importance of International NGO'S
	18	The student will be able to evaluate Environment protection.
	19	The student will be able to discuss the importance of international initiatives to protect Environment.
	20	The student will be able to list out the role of N.C.E.R.T in Environmental Education



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**COURSE 13 – EPC 3: Understanding the Self**

Prepared by- Dr. Parinita Ratna Parkhi

UNIT	SLO NUMBER	STUDENT LEARNING OUTCOME
Unit 1: Exploring the Aim of Life Objectives	1	Students Express what they know about the concept by means of illustration, drawing or mind map.
	2	Student able to decide on the principles applied to solve the problems.
	3	Student will create their own rubrics, checklist and reting scale.
	4	The student will be able identify the importance of curriculum content.
	5	The student will be able to distinguish school subjects from academic disciplines.
Unit 2: Discovering one’s True Potential	6	The student will be able to classify the 6 different types of concepts of knowledge.
	7	The student will be able to recognize the different sources of knowledge.
	8	The student will be able to compare the changes in social science, natural science and linguistics.
	9	The student will be able to explain the different forms of knowledge with examples.
	10	The student will be able to define social science, natural science and linguistics and their subfields
Unit 3: Developing Sensitivity	11	The student will be able to reason out why a subject is included in the school curriculum.
	12	The student will be able to explain the different criteria for the selection of subject matter or content of the curriculum.
	13	The student will be able to state the different recent developments in a school curriculum.
	14	The student will be able to reason out why a subject is excluded in the school curriculum.
	15	The student will be able to describe the need and importance of studying school subjects.
Unit 4: Peace, Progress and Harmony	16	The student will be able to explain the advantages of learner-oriented curriculum.
	17	The student will be able to evaluate John Dewey’s ideas on disciplinary knowledge and curriculum
	18	The student will be able to explain the advantages of learner-oriented curriculum.
	19	The student will be able to discuss how social oriented curriculum fosters social reconstruction.
	20	The student will be able to define disciplines and subjects



  
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