

## Nalini Devi women's College of Teacher Education, Bhubaneswar

### Course Learning Outcome (CLO) of Two-Year B.Ed. Course

Sl. No.	Paper code	Units	Learning Objectives	Learning Outcomes
1.	<b>PE-1 Education, School and Society</b>	Unit-1	<ul style="list-style-type: none"> <li>• State the narrow and broad meaning of education and form own concept of education.</li> <li>• Identify various modes and processes of education.</li> <li>• Explain the aims of education as recommended by different commissions and education policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Defines the concept of education-derivational, narrow and wide; Eastern and Western viewpoints.</li> <li>• Explain the process-Bi-polar, tri-polar, multi-polar, life-long process.</li> <li>• Describes the mode-formal, informal and non-formal.</li> </ul>
2.		Unit-2	<ul style="list-style-type: none"> <li>• Explain the foundations of education and the aims, curriculum and methods of education with reference to schools of educational philosophy and educational thinkers.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the philosophy and education, Sociology and education and Psychology and education.</li> <li>• Explain the educational thoughts of Gandhi, Tagore, Aurobindo, Rousseau , Dewey and Freire.</li> </ul>
3.		Unit-3	<ul style="list-style-type: none"> <li>• State the relationship between school and education, school and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the school activities, School environment and resource requirements of school.</li> <li>• Describes the school-community interface.</li> </ul>
4.		Unit-4	<ul style="list-style-type: none"> <li>• State the relationship among education, society and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the society as a system; Education and culture as sub-systems; their inter relationship.</li> <li>• Describes the education as an instrument of social change, Education and modernization, education and culture.</li> </ul>
5.		Unit-5	<ul style="list-style-type: none"> <li>• Elaborate the linkage between education and national development.</li> </ul>	<ul style="list-style-type: none"> <li>• Defines the concept of National Development-Dimensions and Indicators.</li> <li>• Explain the education for sustainable development and education for inclusive development</li> </ul>

Sl. No.	Paper Code	Units	Learning Objectives	Learning Outcomes
1.	<b>PE-2 Childhood and growing up</b>	Unit-1	<ul style="list-style-type: none"> <li>• Explain the concepts of growth and development of human child and the underlined general principles of growth and development.</li> <li>• Describe briefly the periods and the typical characteristics of growth and development during each period.</li> <li>• Specify the contexts and factors influencing development.</li> </ul>	<ul style="list-style-type: none"> <li>• Define the concept of growth and development of human being.</li> <li>• State the stages of growth and development.</li> <li>• Explain with example the factors influencing development.</li> </ul>
2.		Unit-2	<ul style="list-style-type: none"> <li>• Explain the theories of socio-emotional, cognitive and language development and their educational implications.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the educational implications of Erickson theory.</li> <li>• Explain the role of teacher for cognitive and social development during childhood period.</li> </ul>
3.		Unit-3	<ul style="list-style-type: none"> <li>• Elaborate the developmental characteristics, contextual needs and tasks during adolescence and the role of school and teachers in addressing the challenges during this period of development.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the needs and problems of the adolescent.</li> <li>• Describe the ways to mitigate the problems of adolescent.</li> </ul>
4.		Unit-4	<ul style="list-style-type: none"> <li>• State the different forms of and characteristics of individual differences and the ways of meeting the classroom issues arising out of the differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies individual differences among students based on their individual characteristics.</li> <li>• Designs teaching learning plans as per the differential needs of the students.</li> </ul>
5.		Unit-5	<ul style="list-style-type: none"> <li>• Identify the learning needs during the different stages of development and adopt appropriate strategies in and out of school to meet the learning needs.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the learning needs of children in different contexts of development (socio-economic, cultural, geographical, political, CWSN etc) .</li> <li>• Explains the process of adoption of learning approaches to meet the learning needs of the students.</li> </ul>

Sl. No.	Paper Code	Units	Learning Objectives	Learning Outcome
1.	<b>PE-3 Learning Teaching</b>	Unit-1	<ul style="list-style-type: none"> <li>• State the meaning, nature, dimension and basic conditions of learning.</li> <li>• Explain briefly the Gagne's categories of learning</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the meaning nature and basic conditions of learning.</li> <li>• Elaborate the Gagne's categories of learning</li> <li>•</li> </ul>
2.		Unit-2	<ul style="list-style-type: none"> <li>• Discuss the broad perspectives of behaviouristics, social cognitive and constructivist views of learning and their educational implications.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain in detail the Behaviouristics Theories of learning.</li> <li>• Describe social cognitive theories in brief.</li> <li>• Elaborate the constructivist theories of learning.</li> </ul>
3.		Unit-3	<ul style="list-style-type: none"> <li>• Explain the process of learning as meaning making and the ways of facilitating meaningful learning in and out of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain briefly the process of learning as meaning making.</li> <li>• Suggest ways of facilitating meaningful learning in and out of the school.</li> </ul>
4.		Unit-4	<ul style="list-style-type: none"> <li>• Employ the process of teaching and managing classroom situations for meaningful learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain briefly about the modes of teaching-learning.</li> <li>• Elaborate the concept of teaching in diverse classrooms Paradigm shifts in organising learning.</li> </ul>
5.		Unit-5	<ul style="list-style-type: none"> <li>• Elaborate the processes of preparation and continuing development of professional teacher in the context of a professional ethics of teaching profession.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain briefly about teacher Preparation and teacher development.</li> <li>• Elaborate the teacher's Professional ethics and Accountability.</li> </ul>

Sl. No.	Paper Code	Units	Learning Objectives	Learning Outcome
1.	<b>PE-4 Contemporary Concerns in Education</b>	Unit-1	<ul style="list-style-type: none"> <li>• Describe the prevailing social inequalities ,diversities and marginalization in India and their implications for education.</li> <li>• Explain briefly discrimination and marginalization as a barriers for Universalisation of Education.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain in details prevailing social inequalities ,diversities and marginalization in India.</li> <li>• States the barriers for Universalisation of Education.</li> <li>•</li> </ul>
2.		Unit-2	<ul style="list-style-type: none"> <li>• State the relevant Constitutional Provisions ,policy recommendations and the</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the Constitutional Provisions, policy</li> </ul>

			<p>provisions in different acts relating to education specially to school education.</p> <ul style="list-style-type: none"> <li>• Explain problems in implementation of the policies with reference to access, enrolment, retention, and quality in education.</li> </ul>	<p>recommendations specially to school education.</p> <ul style="list-style-type: none"> <li>• Describe problems in the implementation of the policies with reference to access, enrolment, retention, and quality in education.</li> <li>• .</li> <li>•</li> </ul>
3.		Unit-3	<ul style="list-style-type: none"> <li>• Explain constitutional provisions for safe guarding child rights.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain briefly violations of Child Rights /Human Rights.</li> </ul>
4.		Unit-4	<ul style="list-style-type: none"> <li>• Describe the strategies of environmental education, peace education.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of environmental hazards and preparing a plan for environmental education.</li> </ul>
5.		Unit-5	<ul style="list-style-type: none"> <li>• Develop a set of professional values required to address the issues and concerns through curricular, and co-curricular practices.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>• Develop a plan for enhancing quality education.</li> </ul>

Sl.No.	Paper	Units	Learning Objectives	Learning Outcomes
1	<b>PE-5 Knowledge and Curriculum</b>	<b>Unit-1</b>	<ul style="list-style-type: none"> <li>• State and explain the nature of knowledge</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the concept and nature of knowledge</li> <li>• Differentiate between knowledge and skill, knowledge and information, teaching and training, reason and belief</li> <li>• Explain the types, theories and sources of knowledge.</li> <li>• Identify the source of knowledge and process of acquisition of knowledge</li> </ul>
2		<b>Unit-2</b>	<ul style="list-style-type: none"> <li>• Describe the process of constructing knowledge</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate knowledge transmission (teacher-centric) vs. Knowledge construction (learner-centric)</li> <li>• Categorise the view of Dewey, Ausubel and Bruner on Process of knowing</li> <li>• Prepare a report on theories of Piaget vs. Vygotsky and their implications for curriculum</li> </ul>
3		<b>Unit-3</b>	<ul style="list-style-type: none"> <li>• Differentiate different types of curriculum</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Separate the types of curriculum and explain</li> <li>• Explain different mandates for curriculum policy</li> <li>• Produce a report on NCF-2005, SCF-2009 and NCFTE-2005</li> </ul>
4		<b>Unit-4</b>	<ul style="list-style-type: none"> <li>• Explain the processes and principles</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the Determinants of curriculum development</li> <li>• Categorise the Principles of curriculum development</li> </ul>

			of curriculum planning development	<ul style="list-style-type: none"> <li>• Prepare a plan following the stages of curriculum development for transaction of a content</li> </ul>
5		<b>Unit-5</b>	<ul style="list-style-type: none"> <li>• Elaborate the transaction, evaluation and renewal processes of curriculum</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Categorise and describe the steps of Classroom Transaction</li> <li>• Discriminate between modes of evaluation in curriculum i.e. internal and external, periodicity of evaluation i.e. continuous and periodic and mechanism i.e. research studies, on-site observation, FGD, on-line feedback</li> <li>• Prepare an appraisal report on the curriculum renewal process</li> </ul>

Sl. No.	Paper Code	Units	Learning Objectives	Learning Outcomes
1	<b>PE-6 Educational Management</b>	Unit-1	<ul style="list-style-type: none"> <li>• Spell out the structure of educational management at different levels from national to institutional level.</li> </ul>	<ul style="list-style-type: none"> <li>• Define the meaning and concept of management and educational management.</li> <li>• Define Characteristics of Educational Management.</li> <li>• Differentiate different types of Educational Management.</li> <li>• Describe the structure of Educational Management at national and international level.</li> </ul>
2		Unit-2	<ul style="list-style-type: none"> <li>• Explain the implications of various policies and provisions in respect Educational Management.</li> </ul>	<ul style="list-style-type: none"> <li>• State the concept, importance, scope and processes of school based Management.</li> <li>• Differentiate between School Management Committee and School Management Development Committee.</li> <li>• Summarise the different policies on School Management i.e. (RCFCEACT,2009 and State Rules 2010)</li> </ul>
3		Unit-3	<ul style="list-style-type: none"> <li>• Identify and Utilise Various resources for effective school functioning..</li> </ul>	<ul style="list-style-type: none"> <li>• Define Infrastructural Resources, Human resources, Material Resources, Financial Resources, Community Resources.</li> <li>• Describe the process of Resource Mobilisation.</li> <li>• Critically analyse the Role of school and Community in resource mobilisation.</li> </ul>
4		Unit-4	<ul style="list-style-type: none"> <li>• Actively participate in preparation of school development Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Define the meaning importance and process of school development plan.</li> <li>• Summarise the policies of school development plan.</li> <li>• Prepare blueprint for school development plan.</li> <li>• Find out the issues in implementation of SDP.</li> </ul>

5		Unit-5	<ul style="list-style-type: none"> <li>• Explain the role of monitoring and feedback mechanism for effective school functioning.</li> </ul>	<ul style="list-style-type: none"> <li>• State the concept, importance, scope and objectives of monitoring.</li> <li>• Describe the Monitoring Mechanism.</li> <li>• Differentiate between Monitoring and Feedback Mechanism.</li> </ul>
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Sl. No.	Paper Code	Units	Learning Objectives	Learning Outcome
1.	<b>PE-7 A Creating an Inclusive School</b>	Unit-1	<ul style="list-style-type: none"> <li>• Explain the changing concepts related to inclusive education.</li> </ul>	<ul style="list-style-type: none"> <li>• Compares in changing trends of inclusive education based on conceptual and functional aspects.</li> <li>• Examines the rationale behind introducing Inclusive Education.</li> </ul>
2.		Unit-2	<ul style="list-style-type: none"> <li>• Elaborate the different categories of children with special needs, their problems in schooling, and need of inclusive education to address their educational problems</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishes different categories of CWSN based on their physical, social and emotional characteristics and associated challenges.</li> <li>• Justifies the need of inclusive education in addressing the leaning needs of CWSN.</li> <li>• Designs teaching- learning strategies for CWSN based on their specific learning needs.</li> </ul>
3.		Unit-3	<ul style="list-style-type: none"> <li>• State the barriers of inclusion in the existing schools</li> <li>• State the characteristics and dimensions of an inclusive school</li> <li>• Describes the process of developing an inclusive school</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies school-based factors hindering learning of CWSN in real life context.</li> <li>• Reviews various dimensions of Inclusive school.</li> <li>• Conducts a case study on inclusive school environment reflecting inclusive culture and practices.</li> <li>• Predicts various interventions to resolve challenges in learning of CWSN in school.</li> </ul>

Sl. No.	Paper Code	Units	Learning Objectives	Learning Outcome
1.	<b>PE 7b Gender, School and Society</b>	<b>Unit-1</b>	<ul style="list-style-type: none"> <li>• State the key concepts related to the gender issues.</li> <li>•</li> <li>• Comprehend some of the key concepts of gender studies that encourage critical thinking</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between sex and gender, masculinity and feminism.</li> <li>• Participate in the discussion “influence of gender in identity construction: determining home, society and culture”.</li> <li>•</li> </ul>
2.		<b>Unit-2</b>	<ul style="list-style-type: none"> <li>• Identifies forms of gender inequality in the day-to-day situation and discovers gender issues in school, curriculum, textbooks and pedagogical process.</li> </ul>	<ul style="list-style-type: none"> <li>• Define Gender inequality.</li> <li>• List out different types of gender inequality.</li> <li>• Distinguish mortality inequality and natal inequality.</li> <li>• Summarize forms and issues of gender inequality in the school context and "Textbook should be gender neutral"-comment on the statement.</li> </ul>
3.		<b>Unit-3</b>	<ul style="list-style-type: none"> <li>•</li> <li>• Understand and Explain the concepts associated with gender roles and address gender issues in Policy provisions related to NPE (1986/92), NCF (2005), RTE (2009), State Women's Policy (2014).</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Enlisted and discuss gender roles in addressing the issues of the role of family, school, community and media.</li> <li>• Critically analyses various policy provisions to address gender issues in NPE (1986/92), NCF 2005, RTE 2009, and STATE WOMEN'S POLICY 2014.</li> </ul>

Sl. No.	Paper Code	Units	Learning Objectives	Learning Outcome (Not more than 5 per unit)
1.	<b>CPS 1 Language Across the Curriculum</b>	Unit-1	<ul style="list-style-type: none"> <li>• Identify the language backgrounds of students and facilitate their movement from home / regional language to standard language.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies students' language backgrounds, recognizing the diversity within the classroom.</li> <li>• Prepares a report on language diversities of learners in a secondary grade with strategies to address the challenges.</li> <li>• Analyses the challenges and strategies of home language and School language.</li> <li>•</li> </ul>

2.		Unit-2	<ul style="list-style-type: none"> <li>Analyse the nature of classroom discourse and devise strategies to improve communication skills of students.</li> </ul>	<ul style="list-style-type: none"> <li>Describes the significance of language.</li> <li>Compares language across various disciplines and subjects.</li> <li>Analyses the nature of Classroom Discourse.</li> <li>Devises strategies to improve communication skills.</li> </ul>
3.		Unit-3	<ul style="list-style-type: none"> <li>Develop the appropriate skills of reading and writing among the learners and facilitate reading writing connection.</li> <li>Envision their role as facilitators of learners' language enrichment irrespective of the subjects they teach.</li> </ul>	<ul style="list-style-type: none"> <li>Makes a list of various purposes of writing.</li> <li>Gives reason for connecting reading and writing.</li> <li>Compares and contrasts various strategies of reading skill.</li> <li>Devises strategies to improve reading skills</li> <li>Prepares an action Plan for developing the subskills of reading and writing.</li> <li></li> </ul>

Sl. No.	Paper Code	Units	Learning Objectives	Learning Outcome (Not more than 5 per unit)
1.	<b>CPS-2 Learning assessment</b>	Unit-1	<ul style="list-style-type: none"> <li>State the nature, purpose and types of educational assessment and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Define meaning, nature and purpose of assessment and evaluation.</li> <li>Classify and exemplify assessment based on purpose, scope, attributes measured, nature of information gathered, mode of response etc</li> <li>Explain and use testing and non-testing methods of assessment.</li> <li>Develop and use different types of tools and techniques for continuous and comprehensive assessment of learning in the school situation.</li> </ul>
2.		Unit-2	<ul style="list-style-type: none"> <li>Explain the importance of assessment for learning and its processes for enhancing the quality of learning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>Explain the characteristics of assessment for learning.</li> <li>Analyze the use of qualitative and quantitative tools and techniques of assessment for learning.</li> <li>Appraise current CCA practices in secondary schools.</li> </ul>
3.		Unit-3	<ul style="list-style-type: none"> <li>Develop and use teacher made as well as standardised achievement tests.</li> </ul>	<ul style="list-style-type: none"> <li>Construct table of specification or blue print.</li> <li>Prepare different types of test items as per blue print.</li> <li>Explain the characteristics of good test with example.</li> </ul>

				<ul style="list-style-type: none"> <li>Analyze students' performance and prepare a report on the same.</li> </ul>
4.		Unit-4	<ul style="list-style-type: none"> <li>Analyze the trends and issues in learning and learner assessment.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Analyze the issues and problems in assessment.</li> <li>Describe the various recommendations of different policies for assessment and quality learning.</li> <li>Explain the emerging practices in assessment.</li> </ul>
5.		Unit-5	Analyze and interpret results of the assessment using rudimentary statistical methods.	<ol style="list-style-type: none"> <li>Use the measures of central tendency mean, median and mode while interpreting test results.</li> <li>Calculate the measures of variability – range, average deviation, quartile deviation and standard deviation for given dataset.</li> <li>Calculate the co-efficient of correlation by rank difference method and product moment method.</li> <li>Describe the importance, characteristics of normal probability curve.</li> </ol>

Sl. No.	Paper Code	Units	Learning Objectives	Learning Outcome (Not more than 5 per unit)
1.	<b>CPS-3 (Pedagogy of Physical Science)</b>	Unit-1	<ul style="list-style-type: none"> <li>State the nature &amp; importance of Physical Science &amp; its relevance in secondary school curriculum</li> </ul>	<ul style="list-style-type: none"> <li>1. Explain the nature of physical science in secondary school curriculum.</li> <li>2. State the importance &amp; relevance of physical science in secondary curriculum.</li> </ul>
2.		Unit-2	<ul style="list-style-type: none"> <li>Use various methods &amp; approaches to teaching learning Physical science suitable for the secondary school classes.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>1. Explain different steps of 5E Approach with examples.</li> <li>2. Describe different steps of ICON Model with examples.</li> </ul>
3.		Unit-3	<ul style="list-style-type: none"> <li>1. Plan lessons in physical science for effective classroom transactions</li> <li>2. Develop &amp; collect activities &amp; resource materials for their use in enhancing quality of learning of physical science at secondary level.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a lesson plans on any topic of physical science of secondary level by using 5E approach.</li> <li>Develop five activities &amp; experiments in physical science &amp; prepare a brief report.</li> </ul>

4.		Unit-4	<ul style="list-style-type: none"> <li>Use appropriate tools &amp; techniques for continuous &amp; comprehensive assessment of learning in physical science.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Prepare a unit test on any topic by developing the blue print &amp; test items.</li> <li>Prepare a plan for continuous assessment of classroom learning.</li> </ul>
5.		Unit-5	State the concepts in physical science included in the secondary school curriculum & make pedagogical analysis of those concepts	<ol style="list-style-type: none"> <li>Design pedagogical treatment for any topic of physical science(physics) &amp; design learning activities</li> <li>Design pedagogical treatment for any topic of physical science(chemistry) &amp; design learning activities</li> </ol>

Sl. No.	Paper Code	Unit	Learning Objectives	Learning Outcome
1.	<b>CPS-3 Mathematics</b>	Unit-1	<ul style="list-style-type: none"> <li>Narrate the evolution and nature of Mathematics and its importance in the school curriculum in the context of the recent curricular reforms.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the nature and scope of learning Mathematics.</li> <li>Analyse the rationale, objectives, principles of teaching- learning Mathematics at elementary and secondary level.</li> </ul>
2.		Unit-2	<ul style="list-style-type: none"> <li>Use various methods and approaches of teaching and learning Mathematics especially suitable for the secondary school classes.</li> </ul>	<ul style="list-style-type: none"> <li>List out different methods and approaches for teaching and learning of Mathematics.</li> <li>Explain the salient features of Constructivist approaches in teaching and learning of Mathematics.</li> <li>Practice the skill of teaching and learning of Mathematics using 5E and ICON Models.</li> </ul>
3.		Unit-3	<ul style="list-style-type: none"> <li>Plan lessons in Mathematics using traditional and constructivist approaches for effective classroom transactions.</li> <li>Develop and collect activities and resources materials for their use in enhancing the quality of Mathematics learning.</li> </ul>	<ul style="list-style-type: none"> <li>Enlist the materials required for developing a resource room or laboratory for Mathematics.</li> <li>Elaborate the procedure of preparing lesson plan for teaching and learning of Mathematics using traditional and constructivist approaches.</li> </ul>

4.		Unit-4	<ul style="list-style-type: none"> <li>• Conduct continuous and comprehensive assessment for enhancing the quality of Mathematics learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare evaluation tools for the assessing of students learning in Mathematics.</li> <li>• Critically analyse the importance of remedial teaching in Mathematics.</li> <li>• Prepare e-portfolios for self-assessment in Mathematics.</li> </ul>
5.		Unit-5	<ul style="list-style-type: none"> <li>• Explain the concept in Mathematics included in the secondary school curriculum and make pedagogical analysis of those concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform pedagogical analysis of various content in Mathematics of secondary level.</li> </ul>

SL. No.	Paper Code	Units	Learning Objectives	Learning Outcome
1	<b>CPS-3 (Pedagogy of Biological Science)</b>	Unit-1	<ul style="list-style-type: none"> <li>• State the nature, scope and importance of Biological Science.</li> <li>• Describe the place of Biological Science in School curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• State the nature, scope and importance of Biological Science.</li> <li>• State objectives of teaching-learning Biological Science at secondary school level.</li> <li>• Describe the place of Biological Science in School curriculum.</li> <li>• Explain recent curricular reforms in school education.</li> <li>•</li> </ul>
2		Unit-2	<ul style="list-style-type: none"> <li>• Use various teaching methods, strategies and approaches to teaching-learning Biological Science appropriate for secondary school classes.</li> </ul>	<ul style="list-style-type: none"> <li>• State the characteristics of different methods of teaching Biological Science at secondary level.</li> <li>• Use suitable teaching methods, in teaching-learning Biological Science.</li> <li>• Identifies the various ways to use ICT for self-learning and concept mapping.</li> </ul>
3		Unit-3	<ul style="list-style-type: none"> <li>• Prepare unit plans, lesson plans in traditional, activity and constructivist approach.</li> </ul>	<ul style="list-style-type: none"> <li>• State the importance of learning activities in science viz. science labs, science exhibition, science club as an integral part of science education at secondary school level.</li> <li>• Prepare unit plans, lesson plans in traditional and 5' E model.</li> <li>• Prepare teaching-learning materials in Biological Science</li> </ul>
4		Unit-4	<ul style="list-style-type: none"> <li>• Describe the concept of continuous and</li> </ul>	<ul style="list-style-type: none"> <li>• Plan for continuous and comprehensive assessment in</li> </ul>

			comprehensive assessment in Biological Science at secondary school level.	<p>Biological Science in secondary classes.</p> <ul style="list-style-type: none"> <li>• Use various tools and devices for assessment in teaching-learning Biological Science</li> <li>• Identify different learning difficulties in Biological Science.</li> <li>• Plan remediation for learning difficulties in Biological Science.</li> </ul>
5		Unit-5	<ul style="list-style-type: none"> <li>• State the concepts of Biological Science included in the secondary school curriculum and make pedagogical analysis of the concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe concepts of Biological Science included in the secondary school curriculum.</li> </ul>

SL. No.	Paper Code	Units	Learning Objectives	Learning Outcome
1.	<b>CPS 3 ( Pedagogy of Language (Odia)</b>	Unit-1	<ul style="list-style-type: none"> <li>• State the importance and place of Odia as mother tongue in school curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• State the objectives of learning Odia at elementary and secondary levels</li> <li>• Describe Language policy in India with reference to NPE, 1986 and NCF – 2005</li> <li>• Critique the place of Odia as a mother tongue subject in school curriculum (both at elementary and secondary levels)</li> <li>• Utilize Odia language skills – their components in different contexts</li> <li>• Design activities based on Odia language skills – their components.</li> <li>• Discuss the importance of mother tongue in the life of an individual.</li> </ul>
2.		Unit-2	<ul style="list-style-type: none"> <li>• Develop the strategies to address the problems of Odia language acquisition in multilingual context</li> </ul>	<ul style="list-style-type: none"> <li>• Define different methods, approaches and strategies used for Odia language teaching</li> <li>• Analyse the merits and demerits of various approaches, methods and strategies critically</li> <li>• Appraise acquisition of Odia language : problems and</li> </ul>

				<p>issues with reference to multi-lingual context</p> <ul style="list-style-type: none"> <li>• Assess the importance of language context and input-rich classroom environment for acquisition of Odia language</li> <li>• Prepare a lesson plan utilizing the various methods and strategies used for Odia language teaching</li> </ul>
3.		Unit-3	<ul style="list-style-type: none"> <li>• Develop test items to assess learning in Odia and provide feedback as well as prepare enrichment materials.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the steps of 5E approach and ICON model lessons</li> <li>• Compare unit plan and lesson plan.</li> <li>• Use different teaching-learning materials (TLMs) during the pre-internship and school internship programme</li> <li>• Justify the effectiveness of 5E approach and ICON model over traditional lessons</li> <li>• Assess the portfolio.</li> </ul>
4		Unit-4	<ul style="list-style-type: none"> <li>• Use the understanding of phonetics, words, syntax and semantics for facilitating students speaking in odia.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify various speech sounds, words and intonation.</li> <li>• Elucidate the articulation of different sounds of Odia .</li> <li>• Pronounce odia words with proper articulation, stress and intonation.</li> <li>• Diagnose the learning difficulties of students in speaking Odia.</li> <li>• Develop remedial measures to be adopted by the Odia speaking.</li> </ul>
5		Unit-5	<ul style="list-style-type: none"> <li>• Plan and prepare appropriate pedagogical treatment of the prescribed contents for effective classroom transaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the language items like vocabulary, expression, and different grammatical components</li> <li>• Present the content utilising appropriate methods, approaches and strategies facilitating learning of language skills.</li> <li>• Formulate the learning objectives .</li> <li>• Design the learning activities nicely.</li> </ul>

				<ul style="list-style-type: none"> <li>• Discuss and Demonstrate different learning activities in a stimulated environment</li> <li>• Develop appropriate assessment strategies meeting the diverse needs of learners.</li> <li>•</li> </ul>
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Sl. No.	Paper Code & Paper	Units	Learning Objectives: On completion of this course, the student-teacher shall:	Learning Outcome To enable each student-teacher to:
4.	CPS 3 (a&b): Pedagogy of Language (English)	<b>Unit-1</b>	<ul style="list-style-type: none"> <li>• Analyse the issues relating to importance and place of English in school curriculum, acquisition of skills in English, realization of aims and objectives of learning English and language policy as conceived in NPE, 1986 and NCF – 2005</li> </ul>	<ul style="list-style-type: none"> <li>• State the objectives of learning English at elementary and secondary levels</li> <li>• Describe Language policy in India with reference to NPE, 1986 and NCF – 2005</li> <li>• Critique the place of English as a compulsory subject in school curriculum (both at elementary and secondary levels)</li> <li>• Utilize English language skills – their components in different contexts</li> <li>• Design activities based on English language skills – their components</li> </ul>
5.		<b>Unit-2</b>	<ul style="list-style-type: none"> <li>• Use various methods, approaches and strategies for teaching-learning English and transact various types of lesson plans covering all aspects of English language following different approaches</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Define different methods, approaches and strategies used for English language teaching</li> <li>• Analyse the merits and demerits of various approaches, methods and strategies critically</li> <li>• Appraise acquisition of English language : problems and issues with reference to multi-lingual context</li> <li>• Assess the importance of language context and input-rich classroom environment for acquisition of English language</li> <li>• Prepare a lesson plan utilizing the various methods and strategies used for English language teaching</li> </ul>
6.		<b>Unit-3: Transaction of Contents and Learning</b>	<ul style="list-style-type: none"> <li>• Develop test items to assess learning in English and</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the steps of 5E approach and ICON model lessons</li> <li>• Compare unit plan and lesson plan.</li> </ul>

		<b>Assessment in English</b>	<p>provide feedback as well as prepare enrichment materials</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use different teaching-learning materials (TLMs) during the pre-internship and school internship programme</li> <li>• Justify the effectiveness of 5E approach and ICON model over traditional lessons</li> <li>• Frame different types of test items in English lessons</li> <li>• Develop different enrichment materials in English for teaching purposes (using 5E model)</li> </ul>
		<b>Unit-4: English Language and its Articulation</b>	<ul style="list-style-type: none"> <li>• Use the understanding of phonetics for facilitating students' speaking in English</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Identify various speech sounds, and patterns of stress and intonation</li> <li>• Elucidate the articulation of different sounds of English(Pure and Diphthongs)</li> <li>• Produce English sounds with proper articulation, stress and intonation</li> <li>• Diagnose the learning difficulties of students in speaking English</li> <li>• Develop remedial measures to be adopted by the Odia speaking learners for speaking English correctly</li> </ul>
		<b>U Unit-5: Pedagogical Treatment of Content</b>	<ul style="list-style-type: none"> <li>• Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the language items like vocabulary, expression, and different grammatical components</li> <li>• Present the content utilising appropriate methods, approaches and strategies facilitating learning of language skills</li> <li>• Demonstrate different learning activities in a simulated environment</li> <li>• Develop appropriate assessment strategies meeting the diverse needs of learners.</li> <li>•</li> </ul>