

**1.1.3 The institution envisages the following Program Learning Outcomes (POs) in tune with the prescribed curriculum:**

**PROGRAM LEARNING OUTCOME (PLO)**

- PLO 1. To empower to lead a life with harmony and excellence.
- PLO 2. To discover the hidden dimensions, potentials and richness of human mind.
- PLO 3. To realize the profession of teaching as a combination of Love+Sacrifice+Patience.
- PLO 4. To appreciate the great principle of Poojya Brahmananda Swami Sivayogi “Manushyan Nannavan Manassu Nannayal Mathy”
- PLO 5. To expand self-restrained, self-reliant and selfless human beings.
- PLO 6. To enhance professional competence coupled with pedagogical mastery.
- PLO 7. To transform the personality through leadership.
- PLO 8. To inculcate time tested values and ethics.
- PLO 9. To make competent to amalgamate various methods, strategies in teaching learning process.
- PLO 10. To sensitize the ways of transforming the society.
- PLO 11. To learn the ways of integrating technology in teaching and learning
- PLO 12. To examine various evaluation strategies in the education field.
- PLO 13. To recognize individual differences and inclusiveness in a classroom environment.
- PLO 14. To integrate learned aspects in the real- life situations.
- PLO 15. To cultivate appropriate code of conduct among students and teachers.

**COURSE LEARNING OUTCOMES (CLO)**

- 1. Recognize the diversity of Indian society and role of education in respecting them.
- 2. Apply the theories of development in educational contexts and design learning activities.
- 3. Discuss the importance of maintaining essential records in schools and Monitor adequacy of infrastructure in a school and Design time tables.
- 4. Analyze the significance of different school subjects and classify of academic discipline based on their nature and features.
- 5. Design objectives, learning experiences, and evaluation procedures based on different taxonomies of instruction.
- 6. Apply the knowledge of sociology and philosophy in teaching learning process and

differentiate eastern and western philosophical thoughts and its significance in education

7. Analyze the process, factors and theoretical bases of learning, compare and contrast the different perspectives on learning.
8. Describe the meaning, role and purpose of assessment in teaching learning process and critically analyse the assessment process in various approaches of classroom teaching learning.
9. Develop competencies in pedagogic analysis and content analysis and develop understanding of different families of Models of Teaching and competency in using appropriate Models in different learning situations.
10. Participate in teaching school subjects for the children of Class VI to X and experience the school in its totality
11. Assume the role of a regular teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process.
12. Acquire competencies and skills required for effective classroom teaching, class management and evaluation of student learning, organization of co-curricular activities, and working with the community.
13. Acquire skills to innovate within existing systemic limitation.
14. Reflect the own school experiences and keep records of the same.
15. Summarize the concept of gender as a social construct at different contexts and critically analyze and debate the recent issues associated with gender in school and society
16. Compare the philosophical thoughts of Indian and western thinkers on education and recognize the impact of education in social processes.
17. Define the concept of disability and inclusion within an educational framework and identify the dominating threads that contribute to the psychological construct of disability and identify the barriers and challenges to inclusive learning and participation.
18. Appraise professional ethics in various situations and collaborate with others in a professional manner.