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PROGRAMME LEARNING OUTCOME (PLO) & FOR B .ED. PROGRAM CODE: EDUBBED PUP OFFERED BY PUNJABI UNIVERSITY PATIALA

The program learning outcomes and the course learning outcomes have been clearly stated. These are in accordance with the syllabi prescribed by Punjabi University, Patiala .Following are the program outcomes of Bachelor of Education (B.Ed.) Programme which an undergraduate student of B.Ed. should demonstrate/be aware of:

PLO 1	Develop teaching competence with knowledge of learner-centered teaching methods. Understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum. Necessary competencies for organizing learning experiences.
PLO 2	Develop and apply pedagogical skills for teaching and dealing with classroom problems.
PLO 3	Apply the knowledge of Philosophy, Sociology and Psychology while pursuing teaching profession and dealing with students in the context of school education.
PLO 4	Demonstrate a critical engagement with education policies and programmes across different levels of education.
PLO 4	Critically think, reflect and analyze issues and problems in the Indian education context.
PLO 5	Situated education practices in history. Political and socio-cultural contexts both locally and globally.
PLO 6	Demonstrate analytical and professional skills related to teaching-learning process and curriculum development.
PLO 7	Demonstrate and understanding of different theoretical perspectives on learning and reflect on their own understanding of the nature and kinds of learning.
PLO 8	Demonstrate an understanding of diverse teaching skills at different phases of instruction at school level.
PLO 9	Demonstrate the use of various teaching-learning aids technological tools in the teaching-learning process.
PLO 10	Demonstrate an understanding of the various procedures and techniques of evaluation and their classroom applications.

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PROGRAMME LEARNING OUTCOME (PLO) & FOR M.ED. PROGRAM CODE: EDUBBED PUP OFFERED BY PUNJABI UNIVERSITY PATIALA

The program learning outcomes and the course learning outcomes have been clearly stated. These are in accordance with the syllabi prescribed by Punjabi University, Patiala .Following are the program outcomes of Masters of Education (M.Ed.) Programme which student of M.Ed. should demonstrate/be aware of:

PLO 1	Apply the knowledge of Philosophy, Sociology and Psychology while pursuing teaching profession and dealing with students in the context of school education.
PLO 2	Demonstrate a critical engagement with education policies and programmes across different levels of education.
PLO 3	Critically think, reflect and analyze issues and problems in the Indian education context.
PLO 4	Situated education practices in history. Political and socio-cultural contexts both locally and globally.
PLO 5	Demonstrate analytical and professional skills related to teaching-learning process and curriculum development.
PLO 6	Demonstrate an understanding of different theoretical perspectives on learning and reflect on their own understanding of the nature and kinds of learning.
PLO 7	Demonstrate sensitivity to social inclusion and familiarize with the legal and policy perspectives for inclusion in education.
PLO 8	Apply the knowledge and skills to deal with issues confronting contemporary society like environmental problems. Human rights violation. Value erisis etc.
PLO 9	Demonstrate academic integrity and professional ethics by keeping self-abiding to rules, Regulations. Values and high standards in teaching.

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COURSE LEARNING OUTCOMES (CLO) OF BACHELOR OF EDUCATION (B.Ed.) OFFERED BY PUNJABI UNIVERSITY PATIALA

Following are the Course Learning Outcome (CLO) the Bachelor of Education (B.Ed.) Program with program code EDUBED2PUP which students of B.Ed. **SEMESTER-I** should demonstrate/be aware of:

SEMESTER-I

Name of the Paper	CLO
Philosophical Perspective in Education EDUBED1101T	● Understand concepts and principles of foundations of education. ● Apply theories, ideas and generalization of educational foundations. ● Express and discuss philosophies and social concepts precisely and rationally. ● Analyze different views and schools of thoughts on education and draw generalization
Psychological Perspective in Education EDUBED1102T	● Understand the learner and his abilities. ● Understand the process of human development with special reference to adolescence. ● Analyze the characteristics and problems of Indian adolescents. ● Familiarize with administration and interpretation of Psychological tests. ● Apply the understanding of the different typed of learners in various classroom situations.
Teaching - Learning Process EDUBED1103T	● Explain the nature and characteristics of teaching. ● Describe the principles and maxims of teaching. ● Discuss anatomy of teaching. ● Differentiate between teaching and learning.
Library resources and art in education EDUBED1104T	● Understand the maintenance of the library. ● Understand the basic principles of library science and develop library ethic

	● Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression ● Enhance skills for integrating different Art forms across school curriculum at secondary level.
Experiential Learning EDUBED1107T	● To enable the student teachers to : ● Develop insight on indigenous models of experiential learning. ● Understand and practice models of Indian philosophers for societal reconstruction ● Promote respect for diversity, leadership and social justice ● Identify pedagogical practices for effective implementation of curriculum strategies.

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COURSE LEARNING OUTCOMES (CLO) OF BACHELOR OF EDUCATION (B.Ed.) OFFERED BY PUNJABI UNIVERSITY PATIALA

SEMESTER – II

Name of the Paper	CLO
Sociological Perspective in Education EDUBED1201T	• Understand the concept of education from a sociological perspective. • Analyze social stratification in Indian society. • Inculcate human values among the learners.
Educational Policy & Planning in Contemporary India EDUBED1202T	• Understand the education policy and its determinants. • Identify and apply various approaches of educational planning. Analyze the functioning of administrative bodies. • Critically analyze recent education policies
Curriculum Development EDUBED1203T	• Understand the need and importance of curriculum. • Analyze different issues in curriculum. • Apply different approaches to curriculum construction. Construct curriculum for children with special needs
Enriching Learning Through ICT EDUBED1204T	• Develop the required skills and their inter links for mastering the language. • Prepare and use teaching aids in the classroom and ICT (INTERNET and Computer Technology);

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SEMESTER – III

Name of the Paper	CLO
School Internship –Subject I & Subject -II	- Develop ability to substantive perspective and frameworks studied with the field based experiences that are provided. - Understanding creative ways to tracking student's performances. - Experience and understand the real world of teaching with the help of systematic supervisory support and feedback. - Develop an ability to cater to diverse needs of learners in the school
Engagement with Community	- Develop ability to substantive perspective and frameworks studied with the field based experiences that are provided. - Understanding creative ways to tracking student's performances. - Experience and understand the real world of teaching with the help of systematic supervisory support and feedback. - Develop an ability to cater to diverse needs of learners in the school

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COURSE LEARNING OUTCOMES (CLO) OF BACHELOR OF EDUCATION (B.Ed.) OFFERED BY PUNJABI UNIVERSITY PATIALA

SEMESTER – IV

Name of the Paper	CLO
Assessment for Learning	- Gain a critical understanding of issues in assessment and evaluation. - Differentiate between various types of assessment. - Use of a wide range of assessment tools. - Select and construct various types of assessment tools appropriately. evolve realistic, comprehensive and dynamic assessment
Gender, School and Society	- Develop basic understanding of gender and its related key concepts. - Understand some important landmarks in connection with gender and education in The contemporary perspective. - Learn about gender issues in school curriculum, text and pedagogical processes. Understand the relationship of gender, power and sexuality to education
Inclusive School	- Understand the concept and importance of inclusiveness in education. - Use different teaching strategies for inclusive education. - Understand the role of teachers, parents and community for supporting inclusion. Understand the recommendations of various Policies.
Understanding the Self	- Be aware of the processes of socialization. - Understand the self of the growing 'student' as well as „teacher‟.

	• Shape their own and student's sense of identity. • Reflect on one's aspirations and possibilities in order to develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'.
Reading and Reflecting on Texts	• To enable the student teachers to: • Understand different types of Text. • Reflect upon different types of policy document • Discuss narrative text, autobiographical text and ethnographical text
Strengthening Language Proficiency	• Enhance one's facility in the language of instruction is thus a vital need of student- • Teachers. • Strengthen the ability to 'read', 'think', „discuss and communicate' as well as to 'write'.
Health and Physical Education	• Understand the concept of holistic health and its various dimensions. • Understand the importance of sports and yoga for the development of holistic health. Develop a positive attitude. • Be equipped with their health status. • Be aware about rules of safety in hazardous situations. • Sensitise, motivate and help them to acquire the skills for physical fitness

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COURSE LEARNING OUTCOMES (CLO) OF MASTERS OF EDUCATION (M.Ed.) OFFERED BY PUNJABI UNIVERSITY PATIALA

SEMESTER-I

Name of the Paper	CLO
PHILOSOPHY OF EDUCATION	a) Understand the philosophical foundations of education. b) Acquaint him/her with different schools of thoughts on education and draw generalizations. c) Understand the theories and ideas of different educational thinkers. d) Understand the theoretical basis of present day educational system
PSYCHOLOGY OF LEARNING AND DEVELOPMENT	a) Understand the nature of learners. b) Apply the principles of Educational Psychology in the classroom situation. c) Enhance their mental health and personality. d) Administer Psychological tests.
EDUCATIONAL STUDIES	a)Have a general view of the field of education. (b) Develop foundational perspectives on education. (c) Orient themselves to the institutions, systems and structures of education. (d) Understand the contemporary concerns of education policy and practice
METHODOLOGY OF EDUCATIONAL RESEARCH	a)Explain the concept, scope, types and importance of educational research. b)Understand the importance of ethical issues in conducting educational research. c) Describe the importance of review of related literature. d)Understand the meaning, criteria and sources for identifying the research problems. e) Formulate research objectives and hypotheses for

	a research problem.
	f) Prepare the research proposal.
	g)Define population, sample and describe the different techniques of sampling. h)Explain the types, tools and techniques of data collection. i)Describe the various methods of educational research. j)Explain the different approaches to analyze the qualitative as well as quantitative data. k)Prepare the research Report.

COURSE LEARNING OUTCOMES (CLO) OF MASTERS OF EDUCATION (M.Ed.) OFFERED BY PUNJABI UNIVERSITY PATIALA

SEMESTER - II

Name of the Paper	CLO
HISTORY AND POLITICAL ECONOMY OF EDUCATION	a)Understand the philosophical, historical and contemporary thought on education. b) Familiarize the key concepts of social change and human cultural perspectives. c) Familiarize with key concepts of economic and political developments in India. d) Understand the development of education in India in comparative perspective
SOCIOLOGY OF EDUCATION	a) Understand the concept and nature of Sociology of Education. b) Comprehend the role of various social factors in Education. c) Analyze the factors responsible for social change. d) Understand the role of Education in cultural change. e) Understanding the new developments in the society and their impact on education.

CURRICULUM STUDIES	a) Understand the meaning and nature of the curriculum. b) Understand different approaches to curriculum development. c) Understand the role of the teacher in the transaction and evaluation of curriculum. d) Understand the recent developments in the field of curriculum development.
TEACHER EDUCATION: HISTORY AND POLICY PERSPECTIVE	a) Understand the objectives of NCF (2005) and NCFTE (2009). b) Familiarize yourself with different modes of pre-service teacher education. c) Gain insight into the transactional approaches for foundational and developmental courses. d) Know the different modes of in-service teacher education. e) Evaluate various components of a pre-service and in-service teacher education programs.

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SEMESTER - III

Name of the Paper	CLO
STATISTICS IN EDUCATIONAL RESEARCH	a) Understand the concept and nature of educational data. b) Understand and apply various statistical techniques to field-based educational data. c) Appreciate the role of statistical tools / techniques in analysis of data for educational research. d) Employ computer software for analyzing educational data. e) Make interpretations of findings revealed through statistical data analysis.
PROFESSIONAL DEVELOPMENT OF TEACHERS: (A) ELEMENTARY SCHOOL STAGE	a) Understand the concept of teacher effectiveness, professionalism, and commitment with ethics in the teaching profession. b) Familiarize yourself with the recommendations of different commissions and reports on preparation and professional development of teachers. c) Content analysis of one foundational and one developmental course of teacher education programme in terms of teachers' professional development and social competencies. d) Acquire knowledge about foundation and development courses in teacher education programmes. e) Understand the principles of underlying teacher education programmes at the elementary stage. f) Acquaint him/her with the recruitment and

	promotional policies for elementary school teachers. g) Develop understanding of challenges and concerns for qualitative improvement in elementary teacher education programmes for achievement of goals of UEE for EFA
PROFESSIONAL DEVELOPMENT OF TEACHERS: (B) SECONDARY SCHOOL STAGE	a) Understand the concept of teacher effectiveness, professionalism, and commitment with ethics in the teaching profession. b) Familiarize yourself with the recommendations of different commissions and reports on preparation and professional development of teachers. c) Content analysis of one foundational and one developmental course of teacher education programme in terms of teachers' professional development and social competencies. d) Acquire knowledge about foundation and development courses in teacher education programmes. e) Understand the principles of underlying teacher education programmes at the elementary stage. f) Acquaint him/her with the recruitment and promotional policies for secondary school teachers. g) Develop understanding of challenges and concerns for qualitative improvement in secondary teacher education programmes for achievement of goals of universal school education.

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COURSE LEARNING OUTCOMES (CLO) OF MASTERS OF EDUCATION (M.Ed.) OFFERED BY PUNJABI UNIVERSITY PATIALA

SEMESTER - IV

Name of the Paper	CLO
DISSERTATION	a) Develop skills to find an appropriate problem and its solution through systematic investigation. b) Familiarize yourself with research methods in education. c) Get in-depth understanding of steps in conducting educational research

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CLO–PLO Mapping Matrix for "School Management" B.Ed. 2nd Semester

Course Learning Outcomes (CLOs)

- CLO1: Understand the principles and functions of school management and administration.
- CLO2: Develop the ability to plan and organize various school activities effectively.
- CLO3: Apply leadership and management skills to improve school functioning.
- CLO4: Analyze and address challenges related to school organization, infrastructure, and resources.
- CLO5: Evaluate the role of teamwork, communication, and decision-making in school management.

Program Learning Outcomes (PLOs)

- PLO1: Pedagogical knowledge and teaching skills
- PLO2: Understanding learner development
- PLO3: Classroom management and inclusive practices
- PLO4: Knowledge of educational psychology
- PLO5: Effective communication skills
- PLO6: Use of ICT in education
- PLO7: Value-based and ethical teaching
- PLO8: Community engagement
- PLO9: Reflective and self-directed learning
- PLO10: Research and innovation in education
- PLO11: Curriculum planning and evaluation
- PLO12: School leadership and administration
- PLO13: Critical thinking and problem-solving
- PLO14: Collaboration and teamwork
- PLO15: Commitment to lifelong learning

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CLO–PLO Mapping Matrix

CLOs \ PLOs	PL O1	PL O2	PL O3	PL O4	PL O5	PL O6	PL O7	PL O8	PL O9	PL O10	PL O11	PL O12	PL O13	PL O14	PL O15
CLO 1	3	2	3	2	2	2	3	2	2	1	3	3	2	2	2
CLO 2	3	2	3	1	2	3	2	2	2	1	2	2	2	2	2
CLO 3	3	2	3	2	3	2	3	2	2	1	2	3	3	3	2
CLO 4	2	2	3	2	2	2	3	3	2	1	1	2	2	3	3
CLO 5	2	2	2	2	2	2	2	2	3	2	3	3	2	2	2

*Note: 3 = Strongly aligned, 2 = Moderately aligned, 1 = Slightly aligned.

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CLO-PLO Mapping Matrix

Course: Teaching of Social Studies (Semester II, B.Ed.)

Course Learning Outcomes (CLOs)

- CLO1: Understand the nature, scope, and importance of teaching Social Studies.
- CLO2: Analyze various methods and approaches of teaching Social Studies.
- CLO3: Develop lesson plans and teaching aids suitable for SST classrooms.
- CLO4: Apply appropriate evaluation techniques for Social Studies.
- CLO5: Promote values, citizenship, and social responsibility through SST.

Program Learning Outcomes (PLOs)

- PLO1: Pedagogical knowledge and teaching skills
- PLO2: Understanding learner development
- PLO3: Classroom management and inclusive practices
- PLO4: Knowledge of educational psychology
- PLO5: Effective communication skills
- PLO6: Use of ICT in education
- PLO7: Value-based and ethical teaching
- PLO8: Community engagement
- PLO9: Reflective and self-directed learning
- PLO10: Research and innovation in education
- PLO11: Curriculum planning and evaluation
- PLO12: School leadership and administration
- PLO13: Critical thinking and problem-solving
- PLO14: Collaboration and teamwork
- PLO15: Commitment to lifelong learning

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CLO-PLO Mapping Matrix (3-Point Likert Scale)

CLOs \ PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PLO13	PLO14	PLO15
CLO1	3	3	2	3	2	2	3	2	2	1	3	2	3	2	2
CLO2	3	2	3	2	2	2	3	2	2	2	3	2	3	2	2
CLO3	3	2	3	2	3	3	2	1	2	1	3	2	3	2	2
CLO4	2	2	2	2	2	2	3	2	3	2	3	1	3	2	2
CLO5	2	2	2	2	2	2	3	3	2	1	2	2	2	3	3

*Note: 3 = Strongly aligned, 2 = Moderately aligned, 1 = Slightly aligned.

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CLO-PLO Mapping Matrix

Course: Understanding the Self (Semester II, B.Ed.)

Course Learning Outcomes (CLOs)

- CLO1: Develop self-awareness and understanding of one's identity.
- CLO2: Reflect on personal values, beliefs, and emotional intelligence.
- CLO3: Demonstrate interpersonal skills and effective communication.
- CLO4: Practice mindfulness, empathy, and self-regulation techniques.
- CLO5: Apply strategies for personal growth and professional well-being.

Program Learning Outcomes (PLOs)

- PLO1: Pedagogical knowledge and teaching skills
- PLO2: Understanding learner development
- PLO3: Classroom management and inclusive practices
- PLO4: Knowledge of educational psychology
- PLO5: Effective communication skills
- PLO6: Use of ICT in education
- PLO7: Value-based and ethical teaching
- PLO8: Community engagement
- PLO9: Reflective and self-directed learning
- PLO10: Research and innovation in education
- PLO11: Curriculum planning and evaluation
- PLO12: School leadership and administration
- PLO13: Critical thinking and problem-solving
- PLO14: Collaboration and teamwork
- PLO15: Commitment to lifelong learning

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CLO-PLO Mapping Matrix (3-Point Likert Scale)

CLOs \ PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PLO13	PLO14	PLO15
CLO1	3	3	2	3	3	1	3	2	3	1	2	2	3	3	3
CLO2	2	3	2	3	2	1	3	2	3	1	2	2	2	3	3
CLO3	2	2	2	2	3	2	3	2	2	1	2	1	3	3	2
CLO4	2	2	3	2	2	2	3	2	2	1	2	2	3	3	2
CLO5	3	2	2	2	2	1	3	2	3	1	2	2	3	3	3

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CLO-PLO Mapping Matrix

Course: Educational Policy and Planning in Contemporary India (Semester II, B.Ed.)

Course Learning Outcomes (CLOs)

- · CLO1: Understand the historical development of educational policies in India.
- · CLO2: Analyze the key features and implications of contemporary education policies such as NEP 2020.
- · CLO3: Evaluate the role of national and state-level bodies in policy formulation and implementation.
- · CLO4: Examine the challenges in educational planning and governance in a diverse society.
- · CLO5: Develop critical perspectives on equity, access, and quality in education policy.

Program Learning Outcomes (PLOs)

- · PLO1: Pedagogical knowledge and teaching skills
- · PLO2: Understanding learner development
- · PLO3: Classroom management and inclusive practices
- · PLO4: Knowledge of educational psychology
- · PLO5: Effective communication skills
- · PLO6: Use of ICT in education
- · PLO7: Value-based and ethical teaching
- · PLO8: Community engagement
- · PLO9: Reflective and self-directed learning
- · PLO10: Research and innovation in education
- · PLO11: Curriculum planning and evaluation
- · PLO12: School leadership and administration
- · PLO13: Critical thinking and problem-solving
- · PLO14: Collaboration and teamwork
- · PLO15: Commitment to lifelong learning

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CLO-PLO Mapping Matrix (3-Point Likert Scale)

CLOs \ PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PLO13	PLO14	PLO15
CLO1	3	3	2	2	2	2	3	3	3	2	3	3	3	2	3
CLO2	3	3	2	2	2	2	3	2	3	3	3	2	3	2	3
CLO3	3	3	2	3	2	1	3	2	3	3	3	3	3	2	3
CLO4	2	2	3	3	2	2	3	2	3	2	3	3	3	3	2
CLO5	3	3	2	3	3	2	3	3	3	3	3	3	3	2	3

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CLO–PSO Mapping

Program: B.Ed. (2nd Semester, 2025)
Subject: Teaching of Science

Faculty: Dr. Paramjeet Kaur Mangat

Course Learning Outcomes (CLOs)

- CLO1: Understand the need, planning, and maintenance of science laboratory.
- CLO2: Maintain stock and store registered with special reference to safety.
- CLO3: Use various methods of appropriateness of content, level, and classroom situations to make pupils' learning meaningful.
- CLO4: Develop lesson plan and unit plan.
- CLO5: Understand the qualities and role of a good science teacher.
- CLO6: Organize co-curricular activities and practical work in science.
- CLO7: Understand the concept, importance, and techniques of evaluation in science.

Program Specific Outcomes (PSOs)

- PSO1: Develop teaching competencies with knowledge of learner-centered teaching methods, understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum, necessary competencies for organizing learning experiences.
- PSO2: Develop and apply pedagogical skills for teaching and dealing with classroom problems.
- PSO3: Apply the knowledge of philosophy, sociology, and psychology while pursuing teaching profession and dealing with the students in the context of school education.
- PSO4: Demonstrate a critical engagement with education policies and programs across different levels of education.
- PSO5: Critically think, reflect, and analyze issues and problems in the Indian education context.

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- PSO6: Situate education practices in historical, political, and socio-cultural contexts both locally and globally.
- PSO7: Demonstrate analytical and professional skills related to teaching learning process and curriculum development.
- PSO8: Demonstrate an understanding of different theoretical perspectives on learning and reflect on their own understanding of the nature and kinds of learning.
- PSO9: Demonstrate an understanding of diverse teaching skills at different phases of instruction at school level.
- PSO10: Demonstrate the use of various teaching learning aids and technological tools in teaching learning process.
- PSO11: Demonstrate an understanding of the various procedures and techniques of evaluation and their classroom applications.
- PSO12: Demonstrate gender sensitivity and understand the gender issues faced by schools.
- PSO13: Demonstrate sensitivity to social inclusion and familiarize with the legal and policy perspectives for inclusion in education.
- PSO14: Apply the knowledge and skills to deal with issues confronting contemporary society like environmental problems, human rights violations, value crisis, etc.
- PSO15: Demonstrate academic integrity and professional ethics by keeping self-abiding to rules, regulations, values, and high standards of teaching.

CLO–PSO Mapping Matrix (3-Point Scale)

CLOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12	PSO13	PSO14	PSO15
CLO1	3	2	1	1	2	2	3	3	2	2	2	1	1	2	3
CLO2	2	3	2	1	1	1	2	2	2	2	2	2	1	2	2
CLO3	3	3	2	2	3	2	3	3	3	2	2	1	2	1	2

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CLO4	3	2	1	2	3	2	3	3	2	3	2	2	2	1	1
CLO5	2	2	3	3	3	1	2	1	3	2	1	3	1	2	3
CLO6	2	3	1	2	2	2	3	2	3	2	2	1	3	2	2
CLO7	1	2	3	3	3	1	3	3	1	1	3	1	1	1	3

Interpretation of 3-Point Scale

3 – Strongly Related

2 – Moderately Related

1 – Slightly Related

0 – Not Related

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CLO–PSO Mapping

Program: B.Ed. (2nd Semester)
Subject: Curriculum Development

Faculty: Dr. Paramjeet Kaur Mangat

Course Learning Outcomes (CLOs)

- CLO1: Understand the concept, need, importance, and types of curriculum and syllabus.
- CLO2: Understand the foundation, decentralization, development of curriculum, and national practices.
- CLO3: Know the process of curriculum change and development.
- CLO4: Understanding learner characteristics, teacher's experience, and parental expectation as stakeholders in curriculum.
- CLO5: Understand the different approaches to curriculum development as per the futuristic needs of vocational and skill development.
- CLO6: Know the need, purposes, and importance of curriculum for children with special needs.

Program Specific Outcomes (PSOs)

- PSO1: Develop teaching competencies with knowledge of learner-centered teaching methods, understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum, necessary competencies for organizing learning experiences.
- PSO2: Develop and apply pedagogical skills for teaching and dealing with classroom problems.
- PSO3: Apply the knowledge of philosophy, sociology, and psychology while pursuing teaching profession and dealing with the students in the context of school education.
- PSO4: Demonstrate a critical engagement with education policies and programs across different levels of education.
- PSO5: Critically think, reflect, and analyze issues and problems in the Indian education context.
- PSO6: Situate education practices in historical, political, and socio-cultural contexts both locally and globally.
- PSO7: Demonstrate analytical and professional skills related to teaching learning process and curriculum development.

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- PSO8: Demonstrate an understanding of different theoretical perspectives on learning and reflect on their own understanding of the nature and kinds of learning.
- PSO9: Demonstrate an understanding of diverse teaching skills at different phases of instruction at school level.
- PSO10: Demonstrate the use of various teaching learning aids and technological tools in teaching learning process.
- PSO11: Demonstrate an understanding of the various procedures and techniques of evaluation and their classroom applications.
- PSO12: Demonstrate gender sensitivity and understand the gender issues faced by schools.
- PSO13: Demonstrate sensitivity to social inclusion and familiarize with the legal and policy perspectives for inclusion in education.
- PSO14: Apply the knowledge and skills to deal with issues confronting contemporary society like environmental problems, human rights violations, value crisis, etc.
- PSO15: Demonstrate academic integrity and professional ethics by keeping self-abiding to rules, regulations, values, and high standards of teaching.

CLO–PSO Mapping Matrix (3-Point Scale)

CLOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12	PSO13	PSO14	PSO15
CLO1	3		2	2	2	2	3	2							2
CLO2	3	2	2	3	2	3	3	2							2
CLO3	3	2	2	3	3	3	3	2							2
CLO4	3	3	2	2	2	2	3	3	2		2				2
CLO5	3	3	2	2	2	3	3	2	2	2			2	2	2

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CL O6	2	2	2	2	2	2	2	2			3	3		2

Interpretation of 3-Point Scale

3 – Strongly Related

2 – Moderately Related

1 – Slightly Related

0 – Not Related

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Course: Sociological Perspective in Education

Semester: II (B.Ed.)

Course Learning Outcomes (CLOs):

- CLO1: Understand the concept and relationship between education and society.
- CLO2: Examine major sociological perspectives and their relevance to education.
- CLO3: Analyze the role of education in social change and mobility.
- CLO4: Evaluate the impact of social institutions and processes on education.
- CLO5: Explore contemporary social issues affecting education.

Program Learning Outcomes (PLOs):

- PLO1 Pedagogical knowledge and teaching skills
- PLO2 Understanding learner development
- PLO3 Classroom management and inclusive practices
- PLO4 Knowledge of educational psychology
- PLO5 Effective communication skills
- PLO6 Use of ICT in education
- PLO7 Value-based and ethical teaching
- PLO8 Community engagement
- PLO9 Reflective and self-directed learning
- PLO10 Research and innovation in education
- PLO11 Curriculum planning and evaluation
- PLO12 School leadership and administration
- PLO13 Critical thinking and problem-solving
- PLO14 Collaboration and teamwork
- PLO15 Commitment to lifelong learning

CLOs \ PLOs	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15

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CLO1	3	3	2	2	2	2	3	2	3	1	2	2	3	2	3
CLO2	3	3	2	2	2	1	3	2	3	1	2	1	3	2	3
CLO3	3	3	2	2	2	2	3	3	3	2	2	2	3	2	3
CLO4	3	3	3	2	2	1	3	3	3	2	2	2	3	2	3
CLO5	3	3	3	2	2	2	3	3	2	2	2	2	3	2	3

3 – Strongly Related
2 – Moderately Related
1 – Slightly Related

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Teaching of English

Semester: II (B.Ed.)

Course Learning Outcomes (CLOs):

- CLO1: Understand the principles, aims, and objectives of teaching English.
- CLO2: Develop skills in planning and delivering effective English lessons.
- CLO3: Apply appropriate methods and techniques for teaching various language skills.
- CLO4: Use resources and technology for enhancing English language teaching.
- CLO5: Assess learners' progress using different tools and provide constructive feedback.

Program Learning Outcomes (PLOs):

- PLO1 Pedagogical knowledge and teaching skills
- PLO2 Understanding learner development
- PLO3 Classroom management and inclusive practices
- PLO4 Knowledge of educational psychology
- PLO5 Effective communication skills
- PLO6 Use of ICT in education
- PLO7 Value-based and ethical teaching
- PLO8 Community engagement
- PLO9 Reflective and self-directed learning
- PLO10 Research and innovation in education
- PLO11 Curriculum planning and evaluation
- PLO12 School leadership and administration
- PLO13 Critical thinking and problem-solving
- PLO14 Collaboration and teamwork
- PLO15 Commitment to lifelong learning

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CLOs \ PLOs	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15
CLO1	3	3	2	2	3	2	3	2	2	2	3	2	3	2	3
CLO2	3	3	3	2	3	2	3	2	2	1	3	2	3	2	3
CLO3	3	2	3	2	3	2	3	2	2	1	3	2	3	2	3
CLO4	2	2	2	2	2	3	3	1	2	1	2	1	2	2	3
CLO5	2	2	2	2	2	2	3	2	2	2	3	1	2	2	3

3 – Strongly Related
2 – Moderately Related
1 – Slightly Related

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CLO-PLO Mapping Matrix

Course: Gender, School and Society (Semester IV, B.Ed.)

Course Learning Outcomes (CLOs)

- CLO1: Understand key concepts of gender, patriarchy, and feminism in education.
- CLO2: Analyze gender roles, socialization processes, and biases in schools.
- CLO3: Critically examine textbooks and curricula from a gender perspective.
- CLO4: Develop strategies to create gender-sensitive classroom environments.
- CLO5: Promote gender equity and social justice in school settings.

Program Learning Outcomes (PLOs)

- PLO1: Pedagogical knowledge and teaching skills
- PLO2: Understanding learner development
- PLO3: Classroom management and inclusive practices
- PLO4: Knowledge of educational psychology
- PLO5: Effective communication skills
- PLO6: Use of ICT in education
- PLO7: Value-based and ethical teaching
- PLO8: Community engagement
- PLO9: Reflective and self-directed learning
- PLO10: Research and innovation in education
- PLO11: Curriculum planning and evaluation
- PLO12: School leadership and administration
- PLO13: Critical thinking and problem-solving
- PLO14: Collaboration and teamwork
- PLO15: Commitment to lifelong learning

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CLO-PLO Mapping Matrix (3-Point Likert Scale)

CLOs\PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PLO13	PLO14	PLO15
CLO 1	3	3	3	3	2	1	3	3	2	2	2	2	3	2	3
CLO 2	3	3	3	2	2	1	3	3	3	2	2	1	3	3	3
CLO 3	2	2	2	2	2	2	3	2	3	1	3	2	2	2	2
CLO 4	2	2	3	2	2	2	3	2	2	1	2	2	3	2	2
CLO 5	3	2	3	3	2	1	3	3	2	1	2	2	3	3	3

*Note: 3 = Strongly aligned, 2 = Moderately aligned, 1 = Slightly aligned.

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CLO-PLO Mapping Matrix

Course: Inclusive School (Semester IV, B.Ed.)

Course Learning Outcomes (CLOs)

- CLO1: Understand the concept and importance of inclusive education.
- CLO2: Identify and categorize different types of disabilities and learning needs.
- CLO3: Design inclusive lesson plans and learning environments.
- CLO4: Apply strategies for classroom management in inclusive settings.
- CLO5: Promote empathy, equity, and diversity among students.

Program Learning Outcomes (PLOs)

- PLO1: Pedagogical knowledge and teaching skills
- PLO2: Understanding learner development
- PLO3: Classroom management and inclusive practices
- PLO4: Knowledge of educational psychology
- PLO5: Effective communication skills
- PLO6: Use of ICT in education
- PLO7: Value-based and ethical teaching
- PLO8: Community engagement
- PLO9: Reflective and self-directed learning
- PLO10: Research and innovation in education
- PLO11: Curriculum planning and evaluation
- PLO12: School leadership and administration
- PLO13: Critical thinking and problem-solving
- PLO14: Collaboration and teamwork
- PLO15: Commitment to lifelong learning

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CLO-PLO Mapping Matrix (3-Point Likert Scale)

CLOs\PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PLO13	PLO14	PLO15
CLO1	3	3	3	3	2	2	3	2	2	1	3	2	3	3	3
CLO2	3	3	2	3	2	2	3	2	2	2	2	1	3	2	2
CLO3	3	3	3	2	2	3	2	2	3	1	3	2	3	2	2
CLO4	2	2	3	3	3	2	3	2	2	1	2	2	3	3	2
CLO5	2	2	3	3	2	2	3	3	3	1	2	2	2	3	3

*Note: 3 = Strongly aligned, 2 = Moderately aligned, 1 = Slightly aligned.

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CLO-PLO Mapping Matrix

Course: Reading and Reflecting on Texts (Semester IV, B.Ed.)

Course Learning Outcomes (CLOs)

- · CLO1: Develop reading comprehension and interpretative skills for academic and professional texts.
- · CLO2: Reflect critically on various forms of literature and educational texts.
- · CLO3: Enhance writing and expressive skills through reflective journals and reports.
- · CLO4: Foster habits of reading for pleasure and professional development.
- · CLO5: Engage with diverse texts to understand social, cultural, and educational contexts.

Program Learning Outcomes (PLOs)

- · PLO1: Pedagogical knowledge and teaching skills
- · PLO2: Understanding learner development
- · PLO3: Classroom management and inclusive practices
- · PLO4: Knowledge of educational psychology
- · PLO5: Effective communication skills
- · PLO6: Use of ICT in education
- · PLO7: Value-based and ethical teaching
- · PLO8: Community engagement
- · PLO9: Reflective and self-directed learning
- · PLO10: Research and innovation in education
- · PLO11: Curriculum planning and evaluation
- · PLO12: School leadership and administration
- · PLO13: Critical thinking and problem-solving
- · PLO14: Collaboration and teamwork
- · PLO15: Commitment to lifelong learning

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CLO-PLO Mapping Matrix (3-Point Likert Scale)

CLOs \ PLOs	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15
CLO1	3	2	2	2	3	1	3	2	3	2	2	2	3	2	3
CLO2	3	2	2	2	3	2	3	2	3	2	2	1	3	2	3
CLO3	2	2	2	2	3	2	3	2	3	2	2	1	3	2	3
CLO4	3	2	2	2	3	1	3	2	3	1	2	1	3	2	3
CLO5	3	3	3	3	3	2	3	3	3	2	2	2	3	2	3

*Note: 3 = Strongly aligned, 2 = Moderately aligned, 1 = Slightly aligned.

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CLO-PLO Mapping Matrix

Course: Guidance and Counselling (Semester IV, B.Ed.)

Course Learning Outcomes (CLOs)

- · CLO1: Understand the principles, need, and importance of guidance and counselling in education.
- · CLO2: Differentiate between types of guidance and counselling approaches.
- · CLO3: Apply techniques and skills for effective counselling in educational settings.
- · CLO4: Identify students' diverse needs and provide appropriate guidance interventions.
- · CLO5: Reflect on ethical and professional responsibilities of a counsellor.

Program Learning Outcomes (PLOs)

- · PLO1: Pedagogical knowledge and teaching skills
- · PLO2: Understanding learner development
- · PLO3: Classroom management and inclusive practices
- · PLO4: Knowledge of educational psychology
- · PLO5: Effective communication skills
- · PLO6: Use of ICT in education
- · PLO7: Value-based and ethical teaching
- · PLO8: Community engagement
- · PLO9: Reflective and self-directed learning
- · PLO10: Research and innovation in education
- · PLO11: Curriculum planning and evaluation
- · PLO12: School leadership and administration
- · PLO13: Critical thinking and problem-solving
- · PLO14: Collaboration and teamwork
- · PLO15: Commitment to lifelong learning

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CLO-PLO Mapping Matrix (3-Point Likert Scale)

CLOs \ PLOs	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15
CLO1	3	3	2	3	3	1	3	2	3	2	2	2	3	2	3
CLO2	2	2	2	3	3	1	3	2	3	1	2	2	2	2	2
CLO3	3	3	3	3	3	2	3	2	3	2	2	2	3	3	3
CLO4	3	3	3	3	3	2	3	3	3	2	3	2	3	2	3
CLO5	3	2	2	3	3	1	3	2	3	2	2	2	3	2	3

*Note: 3 = Strongly aligned, 2 = Moderately aligned, 1 = Slightly aligned.

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CLO–PSO Mapping

Program: B.Ed. (4th Semester)
Subject: Assessment for Learning

Faculty: Dr. Paramjeet Kaur Mangat

Course Learning Outcomes (CLOs)

- CLO1: Differentiate between Measurement, Examination, Assessment, and Evaluation.
- CLO2: Critically evaluate different tools of evaluation.
- CLO3: Examine new trends in evaluation to assess children's psychological development and curriculum.
- CLO4: Understand different dimensions of learning and related assessment procedures, tools, techniques.
- CLO5: Analyze, manage, and interpret assessment data.
- CLO6: Understand policy perspective on examination, evaluation, and implementation practices.
- CLO7: Develop critical understanding of issues in assessment and explore realistic, dynamic assessments.
- CLO8: Understand the critical role of assessment in enhancing learning.

Program Specific Outcomes (PSOs)

- PSO1: Develop teaching competencies with knowledge of learner-centered teaching methods, understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum, necessary competencies for organizing learning experiences.
- PSO2: Develop and apply pedagogical skills for teaching and dealing with classroom problems.
- PSO3: Apply the knowledge of philosophy, sociology, and psychology while pursuing teaching profession and dealing with the students in the context of school education.
- PSO4: Demonstrate a critical engagement with education policies and programs across different levels of education.
- PSO5: Critically think, reflect, and analyze issues and problems in the Indian education context.
- PSO6: Situate education practices in historical, political, and socio-cultural contexts both locally and globally.
- PSO7: Demonstrate analytical and professional skills related to teaching learning process and curriculum development.

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- PSO8: Demonstrate an understanding of different theoretical perspectives on learning and reflect on their own understanding of the nature and kinds of learning.
- PSO9: Demonstrate an understanding of diverse teaching skills at different phases of instruction at school level.
- PSO10: Demonstrate the use of various teaching learning aids and technological tools in teaching learning process.
- PSO11: Demonstrate an understanding of the various procedures and techniques of evaluation and their classroom applications.
- PSO12: Demonstrate gender sensitivity and understand the gender issues faced by schools.
- PSO13: Demonstrate sensitivity to social inclusion and familiarize with the legal and policy perspectives for inclusion in education.
- PSO14: Apply the knowledge and skills to deal with issues confronting contemporary society like environmental problems, human rights violations, value crisis, etc.
- PSO15: Demonstrate academic integrity and professional ethics by keeping self-abiding to rules, regulations, values, and high standards of teaching.

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CLO–PSO Mapping Matrix (3-Point Scale)

CLO \ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10	PSO11	PSO12	PSO13	PSO14	PSO15
CLO 1	3	1	2	2	1	1	2	1	1	1	3	1	1	2	3
CLO 2	2	2	2	1	2	1	2	1	2	2	3	1	1	1	2
CLO 3	3	2	2	2	2	3	2	3	1	2	3	2	2	2	3
CLO 4	3	3	1	1	1	2	2	3	2	2	3	1	1	1	2
CLO 5	2	2	2	1	2	2	3	1	1	2	3	1	1	2	2
CLO 6	2	1	2	3	2	2	2	2	1	1	2	1	2	2	2
CLO 7	3	2	2	2	3	3	3	3	2	2	3	2	2	3	3
CLO 8	2	3	1	1	2	2	2	3	3	3	3	2	2	2	3

Interpretation of 3-Point Scale

3 – Strongly Related

2 – Moderately Related

1 – Slightly Related

0 – Not Related

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CLO–PSO Mapping

Program: B.Ed. (4th Semester)
Subject: Teacher Education

Faculty: Dr. Paramjeet Kaur Mangat

Course Learning Outcomes (CLOs)

- CLO1: Develop an understanding about teacher education.
- CLO2: Know about pre-service and in-service teacher training agencies.
- CLO3: Understand the functions and role of NCERT, NCTE, DIET, and CTE in education.
- CLO4: Know and apply various instructional techniques to impart teacher education
- CLO5: Role of professional organizations towards teacher education
- CLO6: Appreciate the process of research in teacher education
- CLO7: Understand the policy perspectives in teacher education
- CLO8: Critically examine the process of teacher training in India.

Program Specific Outcomes (PSOs)

- PSO1: Develop teaching competencies with knowledge of learner-centered teaching methods, understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum, necessary competencies for organizing learning experiences.
- PSO2: Develop and apply pedagogical skills for teaching and dealing with classroom problems.
- PSO3: Apply the knowledge of philosophy, sociology, and psychology while pursuing teaching profession and dealing with the students in the context of school education.
- PSO4: Demonstrate a critical engagement with education policies and programs across different levels of education.
- PSO5: Critically think, reflect, and analyze issues and problems in the Indian education context.
- PSO6: Situate education practices in historical, political, and socio-cultural contexts both locally and globally.
- PSO7: Demonstrate analytical and professional skills related to teaching learning process and curriculum development.
- PSO8: Demonstrate an understanding of different theoretical perspectives on learning and reflect on their own understanding of the nature and kinds of learning.
- PSO9: Demonstrate an understanding of diverse teaching skills at different phases of instruction at school level.

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- **PSO10:** Demonstrate the use of various teaching learning aids and technological tools in teaching learning process.
- **PSO11:** Demonstrate an understanding of the various procedures and techniques of evaluation and their classroom applications.
- **PSO12:** Demonstrate gender sensitivity and understand the gender issues faced by schools.
- **PSO13:** Demonstrate sensitivity to social inclusion and familiarize with the legal and policy perspectives for inclusion in education.
- **PSO14:** Apply the knowledge and skills to deal with issues confronting contemporary society like environmental problems, human rights violations, value crisis, etc.
- **PSO15:** Demonstrate academic integrity and professional ethics by keeping self-abiding to rules, regulations, values, and high standards of teaching.

CLO–PSO Mapping Matrix (3-Point Scale)

CLO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12	PSO13	PSO14	PSO15
CLO1	3	1	2	2	1	1	2	1	1	1	3	1	1	2	3
CLO2	2	2	2	1	2	1	2	1	2	2	3	1	1	1	2
CLO3	3	2	2	2	2	3	2	3	1	2	3	2	2	2	3
CLO4	3	3	1	1	1	2	2	3	2	2	3	1	1	1	2
CLO5	2	2	2	1	2	2	3	1	1	2	3	1	1	2	2
CLO6	2	1	2	3	2	2	2	2	1	1	2	1	2	2	2
CLO7	3	2	2	2	3	3	3	3	2	2	3	2	2	3	3
CLO8	2	3	1	1	2	2	2	3	3	3	3	2	2	2	3

Interpretation of 3-Point Scale

3 – Strongly Related
2 – Moderately Related
1 – Slightly Related
0 – Not Related

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Course: Strengthening Language Proficiency

Semester: IV (B.Ed.)

Course Learning Outcomes (CLOs):

- CLO1: Enhance listening and speaking skills in a professional context.
- CLO2: Develop reading comprehension and analytical abilities.
- CLO3: Improve writing skills for academic and classroom communication.
- CLO4: Build vocabulary and grammatical accuracy in language use.
- CLO5: Apply language proficiency for effective classroom discourse and student engagement.

Program Learning Outcomes (PLOs):

- PLO1 Pedagogical knowledge and teaching skills
- PLO2 Understanding learner development
- PLO3 Classroom management and inclusive practices
- PLO4 Knowledge of educational psychology
- PLO5 Effective communication skills
- PLO6 Use of ICT in education
- PLO7 Value-based and ethical teaching
- PLO8 Community engagement
- PLO9 Reflective and self-directed learning
- PLO10 Research and innovation in education
- PLO11 Curriculum planning and evaluation
- PLO12 School leadership and administration
- PLO13 Critical thinking and problem-solving
- PLO14 Collaboration and teamwork
- PLO15 Commitment to lifelong learning

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CLOs \ PLOs	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15
CLO1	3	2	2	2	3	2	3	2	2	1	2	1	2	2	3
CLO2	3	2	2	2	3	2	3	2	2	2	2	1	2	2	3
CLO3	3	2	2	2	3	2	3	2	2	2	2	1	3	2	3
CLO4	3	2	2	2	3	2	3	2	2	1	2	1	2	2	3
CLO5	3	2	2	2	3	2	3	2	2	2	2	1	3	2	3

3 = Strongly aligned

2 = Moderately aligned

1 = Slightly aligned

Principal

Smt. Jawala Devi College of Education

Sanghol, Fatehgarh Sahib

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CLO-PLO Mapping Matrix

Course: Curriculum Studies (Semester II, M.Ed.)

Course Learning Outcomes (CLOs)
- CLO1: Understand the concept, principles, and foundations of the curriculum.
- CLO2: Analyze various approaches and models of curriculum development.
- CLO3: Evaluate the processes of curriculum implementation and assessment.
- CLO4: Examine contemporary trends and issues in curriculum studies.
- CLO5: Develop the ability to design, adapt, and reform curriculum based on educational needs.

Program Learning Outcomes (PLOs)
- PLO1: Advanced pedagogical knowledge and skills
- PLO2: Understanding learner diversity and development
- PLO3: Curriculum design and instructional planning
- PLO4: Educational psychology and learner assessment
- PLO5: Effective academic communication
- PLO6: ICT integration in education
- PLO7: Ethics and value education
- PLO8: Leadership in educational settings
- PLO9: Reflective and self-directed learning
- PLO10: Research competencies in education
- PLO11: Policy analysis and educational planning
- PLO12: Institutional management and administration
- PLO13: Critical and creative thinking
- PLO14: Collaborative and interdisciplinary approach

CLO-PLO Mapping Matrix (3-Point Likert Scale)

CLOs \ PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PLO13	PLO14
CLO1	3	3	3	2	2	2	3	2	3	2	3	2	3	2
CLO2	3	3	3	2	2	2	2	2	2	3	3	2	3	2
CLO3	3	2	3	3	2	2	2	3	3	3	3	3	3	2
CLO4	3	3	2	3	2	2	3	3	3	3	3	3	3	3
CLO5	3	3	3	2	3	2	3	3	3	3	3	3	3	3

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CLO-PLO Mapping Matrix

Course: History and Political Economy of Education (Semester II, M.Ed.)

Course Learning Outcomes (CLOs)

- CLO1: Understand the historical development of education in India.
- CLO2: Examine the political and economic influences on educational systems.
- CLO3: Analyze the role of education in social transformation and nation-building.
- CLO4: Evaluate policies and reforms in the context of historical and political perspectives.
- CLO5: Develop a critical understanding of the relationship between education, state, and economy.

Program Learning Outcomes (PLOs)

- PLO1: Advanced pedagogical knowledge and skills
- PLO2: Understanding learner diversity and development
- PLO3: Curriculum design and instructional planning
- PLO4: Educational psychology and learner assessment
- PLO5: Effective academic communication
- PLO6: ICT integration in education
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CLO 1	3	2	2	2	2	1	3	2	2	2	3	2	3	2
CLO 2	2	2	2	2	2	1	2	3	2	3	3	2	2	3
CLO 3	3	3	3	2	2	1	3	2	3	3	2	3	3	3
CLO 4	3	2	3	2	3	2	2	3	3	3	3	3	3	3
CLO 5	3	2	3	2	3	2	3	3	3	3	3	3	3	3

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CLO-PLO Mapping Matrix

Course: Sociology of Education (Semester II, M.Ed.)

Course Learning Outcomes (CLOs)

- CLO1: Understand the concept, scope and significance of Sociology of Education.
- CLO2: Analyze various sociological theories and their application to education.
- CLO3: Examine the role of education in social change, mobility and equity.
- CLO4: Evaluate the influence of social institutions and structures on education.
- CLO5: Explore contemporary social issues affecting the education system.

Program Learning Outcomes (PLOs)

- PLO1: Advanced pedagogical knowledge and skills
- PLO2: Understanding learner diversity and development
- PLO3: Curriculum design and instructional planning
- PLO4: Educational psychology and learner assessment
- PLO5: Effective academic communication
- PLO6: ICT integration in education
- PLO7: Ethics and value education
- PLO8: Leadership in educational settings
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CLO 1	3	3	2	2	2	2	3	2	3	2	3	2	3	2
CLO 2	3	3	3	2	2	2	2	2	3	3	3	2	3	2
CLO 3	3	3	2	2	2	2	3	3	3	3	3	2	3	3
CLO 4	3	3	2	2	2	2	3	3	2	3	3	2	3	3
CLO 5	3	3	2	2	2	3	3	3	2	3	3	3	3	3

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