#### PROGRAMME OUTCOMES OF PHD

- 1. PO1: Advanced research proficiency: Develop the ability to conduct independent and original research in the field of education, contributing to the advancement of knowledge and practice
- 2. PO2 :**critical analysis and problem solving** Enhance skills to critically analyze educational theories, policies, and practices and to develop innovative solutions to complex educational problems
- 3. PO3: Effective Communication: Cultivate the ability to effectively communicate research findings and educational concepts through scholarly writing and presentations.
- 4. PO4: Ethical research Practices: commit to ethical standards in educational research, including integrity, objectivity and respect for participants and intellectual property.
- 5. PO5: **Interdisciplinary collaborations**: Foster the ability to collaborate across disciplines, integrating diverse perspectives to enrich educational research and practice.
- 6. PO6: Lifelong learning and professional development: promote a commitment to continuous learning and professional growth to adapt to evolving educational landscape.
- 7. PO7: Academic Leadership: To prepare scholars for careers in academia, research institutions, policy making bodies and educational leadership roles

#### **COURSE TITLE: RESEARCH METHODOLOGY & STATISTICS**

#### **Course Outcomes (COs)**

By the end of this course, learners will be able to:

- 1. **CO1:** Understand the philosophical and ethical foundations of educational research and its evolving paradigms.
- 2. **CO2:** Demonstrate the ability to plan and implement educational research processes including review of literature, sampling, and tool development.
- 3. **CO3:** Differentiate and apply various approaches and methodologies in qualitative, quantitative, and mixed methods research.
- 4. **CO4:** Analyze and interpret data using appropriate statistical and qualitative techniques and tools.
- 5. **CO5:** Communicate research findings effectively through structured academic writing using proper formatting and referencing styles.

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## **Unit-wise Learning Outcomes (LOs)**

## Unit 1: Perspectives in Educational Research

Learners will be able to:

- Explain the purpose, scope, and features of educational research.
- Compare different epistemological paradigms such as positivism, post-positivism, and phenomenology.
- Identify emerging trends in educational research.
- Understand the processes of constructing and reconstructing research knowledge.
- Describe various research designs and their applications.
- Evaluate ethical issues in educational research, including plagiarism, participant rights, and researcher responsibilities.

## **Unit 2: Understanding Research Processes**

Learners will be able to:

- Conduct systematic review of related literature using academic databases and internet sources.
- Formulate hypotheses and design survey, observation, and experimental studies.
- Select and apply appropriate sampling techniques.
- Design valid and reliable tools for data collection in educational research.

## Unit 3: Approaches / Methods of Educational Research

Learners will be able to:

- Differentiate between quantitative and qualitative approaches in educational research.
- Apply appropriate quantitative methods (survey, experimental, correlational).
- Conduct qualitative studies such as case studies, historical analysis, ethnographic and phenomenological research.
- Understand and apply mixed-methods approaches and the concept of triangulation.
- Conduct narrative and discourse analysis using interviews and group discussions.

## Unit 4: Data Analysis in Educational Research

- Analyze qualitative data using coding, content analysis, and inductive reasoning.
- Apply parametric (t-test, ANOVA, ANCOVA) and non-parametric (Chi-square, Kruskal-Wallis, etc.) tests using SPSS or Excel.
- Conduct correlation, regression, factor analysis, and path analysis.
- Interpret statistical outputs and integrate internet and digital tools in data processing.

## Unit 5: Communicating and Reporting Educational Research

Learners will be able to:

- Develop research proposals aligned with academic and policy standards.
- Write critical and academic reports including dissertations, policy briefs, and evaluation studies.
- Prepare and submit research papers/articles for academic journals.
- Use proper technical writing styles, formatting standards, and referencing using APA style.
- Compile a research report with appropriate structure, citations, and bibliography.

# **TEACHER EDUCATION**

## **Course Outcomes (COs)**

By the end of this course, learners will be able to:

- 1. **CO1:** Analyze the evolution and policy frameworks guiding teacher education in India.
- 2. **CO2:** Understand and apply approaches for preparing teachers as professionals in diverse educational contexts.
- 3. **CO3:** Evaluate models and practices for continuous professional development (CPD) of teachers.
- 4. **CO4:** Identify and address critical issues and challenges in teacher education, including quality assurance.
- 5. **CO5:** Explore innovative practices and research trends to enhance teacher education quality and effectiveness.

## Unit-wise Learning Outcomes (LOs)

## **Unit 1: Teacher Education and Policy Perspectives**

- Define the nature, objectives, and scope of teacher education.
- Analyze post-independence policy developments in teacher education (e.g., University Education Commission, NPE, NCFTE).
- Differentiate between teacher education approaches (e.g., consecutive vs. integrated, face-to-face vs. distance).
- Explain the preparation of teachers for inclusive and global education contexts.
- Evaluate the role of apex bodies like MHRD (now MoE), UGC, NCTE, NCERT, and DIETs in policy planning and implementation.

## **Unit 2: Preparation of Teachers as Professionals**

Learners will be able to:

- Describe teaching as a profession and its associated roles and responsibilities.
- Identify the characteristics and ethical standards of professional teachers.
- Compare various teacher preparation approaches (e.g., system, task analysis, constructivist).
- Understand the structure and organization of pre-service teacher education.
- Reflect on issues affecting the professional preparation of teachers.

## **Unit 3: Continuous Professional Development of Teachers**

Learners will be able to:

- Explain the concept, need, and scope of CPD including induction, early professional development, and lifelong learning.
- Discuss models and practices for teacher development (e.g., teacher centers, clinical supervision, technology integration).
- Differentiate between career development and professional development.
- Identify factors influencing CPD, such as motivation, institutional support, and policy.
- Understand the role of teacher accountability, appraisal, and ethics.

## Unit 4: Critical Issues and Challenges in Teacher Education

Learners will be able to:

- Examine the gap between theory and practice in teacher education using case studies.
- Analyze challenges in student teacher admission, teacher educator recruitment, and retention.
- Understand the training needs and competencies of teacher educators.
- Evaluate NCTE's role in reforming teacher education.
- Assess the roles of NAAC and QCI in quality assurance of teacher education institutions.

## Unit 5: Innovations and Research in Teacher Education

- Identify and analyze innovative practices for enhancing the quality of teacher education.
- Explore emerging educational technologies (MOOCs, mobile learning, web 2.0/3.0 tools) in teacher education.
- Propose ways to improve the quality and relevance of research in teacher education.
- Understand the role and process of action research for school improvement.
- Explore key research areas in teacher education including teaching effectiveness, learning styles, service conditions, and multimedia use.

#### **ELECTIVES**

#### EDUCATIONAL MANAGEMENT PLANNING AND FINANACE

#### **COURSE OUTCOMES (COS)**

**CO1**: Demonstrate conceptual understanding of educational management, planning, and finance.

**CO2**: Analyze and compare classical and contemporary theories and approaches in educational administration.

**CO3**: Evaluate the relevance and impact of various management schools in shaping educational policies and practices.

CO4: Apply planning models and financial tools to real-world educational scenarios.

**CO5**: Examine national educational planning processes, with special focus on Indian Five-Year Plans.

**CO6**: Critically assess resource utilization, budget allocation, and financial management in educational institutions.

**CO7**: Conduct scientific inquiry and prepare evaluative reports on educational management systems.

**CO8**: Develop insights into institutional development and human resource management in the education sector.

**CO9**: Explore the dynamic interrelation between education, economic growth, and career development.

**CO10**: Interpret the structure and function of educational administration at multiple governance levels.

#### Learning Outcomes (LOs)

Upon successful completion of each unit, students will be able to:

#### **Unit 1: Educational Management**

- LO1.1: Define and explain key concepts and principles of educational management.
- LO1.2: Discuss and critique major management theories as applied to education.
- LO1.3: Identify emerging trends and challenges in managing educational institutions.
- LO1.4: Analyze governance structures and networking practices in education.

#### **Unit 2: Educational Planning**

- LO2.1: Explain the need, scope, and types of educational planning.
- LO2.2: Compare different planning models and approaches.
- LO2.3: Identify the roles of central, state, and local agencies in educational planning.
- LO2.4: Critically analyze India's Five-Year Plans and their impact on education.

#### **Unit 3: Educational Finance**

- LO3.1: Interpret concepts related to educational finance and expenditure trends.
- LO3.2: Differentiate between micro and macro finance in education.
- LO3.3: Evaluate economic outcomes of education such as human capital development and poverty reduction.

- LO3.4: Explain cost-sharing models and grant-in-aid systems in India.
- LO3.5: Analyze processes for financial accountability and fund utilization in education.

#### **Unit 4: Resource Management**

- LO4.1: Assess the alignment between resource allocation and educational needs.
- LO4.2: Examine the effects of teacher-student ratios and class sizes on learning outcomes.
- LO4.3: Formulate strategies for efficient use of educational resources.
- LO4.4: Apply tools like cost-benefit analysis to assess educational investments.

#### **Unit 5: Human Resource Management**

- LO5.1: Understand HR planning, recruitment, and governance in education.
- LO5.2: Explore the role of education in empowering human resources.
- LO5.3: Examine how educational standards affect HR practices and quality.
- LO5.4: Analyze access to employment opportunities and teacher appraisal mechanisms.

#### EDUCATIONAL ASSESSMENT AND EVALUATION

#### COURSE OUTCOMES (COS)

By the end of this course, students will be able to:

**CO1:** Understand the philosophical foundations and evolving nature of educational assessment and evaluation.

**CO2:** Analyze and apply various measurement theories and models in educational contexts. **CO3:** Distinguish between different types of assessment and evaluation practices and their implications.

CO4: Employ appropriate tools and techniques for effective educational assessment.

**CO5:** Address critical issues related to ethics, validity, reliability, and professional standards in educational evaluation.

**CO6:** Interpret and report evaluation data to inform decision-making and improve educational practices.

# Learning Outcomes (LOs)

## Unit 1: Perspectives on Educational Assessment and Evaluation

After completing this unit, students will be able to:

- LO1.1: Explain the philosophical basis and nature of assessment and evaluation in education.
- LO1.2: Identify and compare various models and approaches of evaluation.
- LO1.3: Clarify the purposes and goals of educational assessment and evaluation.
- LO1.4: Apply key principles of educational measurement in designing assessments.
- LO1.5: Examine recent developments and innovations in assessment practices.

## **Unit 2: Measurement Theories and Models**

After completing this unit, students will be able to:

- LO2.1: Describe and differentiate between major educational measurement theories like Generalizability Theory and Item Response Theory.
- LO2.2: Analyze models like the Time Score Model, Latent Trait Model, and Rasch Model in educational measurement.
- LO2.3: Explain the concept of validity and the methods used to establish it (content, criterion, construct, predictive).
- LO2.4: Assess different types of reliability and the techniques for calculating it.
- LO2.5: Apply item analysis and scaling methods for test development and evaluation.

## Unit 3: Types of Educational Assessment and Evaluation

After completing this unit, students will be able to:

- LO3.1: Differentiate diagnostic, curriculum, institutional, program, and metaevaluation.
- LO3.2: Evaluate the purposes and methods for each type of evaluation in educational settings.
- LO3.3: Design evaluation frameworks appropriate to various educational levels and needs.

## Unit 4: Tools and Techniques for Educational Assessment

- LO4.1: Identify, construct, and use various tools such as tests, scales, portfolios, and questionnaires.
- LO4.2: Develop assessment items using sound item-writing techniques and manage item banks.
- LO4.3: Recognize and address factors like test anxiety, guessing, and test-wiseness.
- LO4.4: Employ qualitative techniques such as interviews, observations, and case studies.

• LO4.5: Differentiate between norm-referenced, criterion-referenced, and domain-referenced testing.

#### Unit 5: Issues Related to Educational Assessment and Evaluation

After completing this unit, students will be able to:

- LO5.1: Clarify the evolving role and ethical responsibilities of evaluators.
- LO5.2: Understand and apply professional standards for educational evaluation.
- LO5.3: Evaluate the impact of assessment studies on learners, institutions, and policy.
- LO5.4: Interpret and effectively report evaluation results.
- LO5.5: Critically appraise national educational assessments and their significance.

#### INCLUSIVE EDUCATION COURSE OUTCOMES (COS)

By the end of this course, students will be able to:

**CO1:** Understand the conceptual framework, need, and significance of inclusive education. **CO2:** Analyze the educational status and challenges faced by disadvantaged groups in India. **CO3:** Examine constitutional provisions, policies, and national/international commitments

related to inclusive education.

**CO4:** Evaluate government strategies, schemes, and initiatives for promoting education among marginalized communities.

**CO5:** Conduct critical analysis of educational research, status reports, and recommendations for specific disadvantaged groups.

**CO6:** Develop inclusive and responsive educational strategies for addressing diverse learner needs

# Learning Outcomes (LOs)

#### **Unit 1: Introduction to Inclusive Education and Disadvantaged Groups**

- LO1.1: Define inclusive education and explain its importance in the Indian context.
- LO1.2: Identify various disadvantaged groups and discuss the specific barriers they face in accessing education.
- LO1.3: Describe key policies and acts like *Education for All (2000)*, *RTE Act (2009)*, and their relevance to inclusive education.
- LO1.4: Differentiate between segregated, integrated, and mainstream education models.
- LO1.5: Summarize international commitments such as the *Dakar Framework* and *MDGs* and their influence on Indian education policy.

## Unit 2: Scheduled Castes (SCs) and Scheduled Tribes (STs)

After completing this unit, students will be able to:

- LO2.1: Discuss the current educational status and challenges faced by SCs and STs.
- LO2.2: Explain constitutional safeguards and developmental strategies for SCs and STs.
- LO2.3: Critically analyze the role of educational commissions and committees in uplifting SC and ST education.

## Unit 3: Minorities and Other Backward Castes (OBCs)

After completing this unit, students will be able to:

- LO3.1: Assess the educational status and reasons for marginalization of Minorities and OBCs.
- LO3.2: Examine constitutional provisions and national strategies for educational inclusion of these groups.
- LO3.3: Evaluate the effectiveness of committee and commission recommendations in improving educational access.

## Unit 4: Women and Children from Rural Areas

After completing this unit, students will be able to:

- LO4.1: Analyze gender and geographical disparities in education, especially for women and rural children.
- LO4.2: Propose strategies for improving educational outcomes for women and rural children.
- LO4.3: Evaluate the impact of government schemes like *Beti Bachao Beti Padhao*, *Mid-Day Meal, Kasturba Gandhi Balika Vidyalaya*, etc.

## **Unit 5: Differently Abled Persons**

- LO5.1: Examine the educational status and challenges faced by differently abled learners.
- LO5.2: Recommend inclusive strategies for the educational development of differently abled individuals.
- LO5.3: Analyze key government schemes (e.g., *Samagra Shiksha*, *Inclusive Education for Disabled at Secondary Stage IEDSS*) and their outcomes.

## MATHEMATICS EDUCATION COURSE OUTCOMES (COS)

By the end of this course, the students will be able to:

**CO1:** Understand the nature, structure, and aesthetic dimensions of mathematics and mathematical knowledge.

**CO2:** Analyze the historical development of mathematics and its relationship with society and technology.

**CO3:** Explain the processes of mathematical thinking, reasoning, and cognitive development in learners.

**CO4:** Evaluate the aims, problems, and innovative pedagogical practices in mathematics education.

**CO5:** Explore key areas of research in mathematics education and reflect on policy recommendations.

## Learning Outcomes (LOs)

## Unit 1: Nature and Structure of Mathematics

After completing this unit, students will be able to:

- LO1.1: Describe the nature and hierarchical structure of mathematical knowledge.
- LO1.2: Analyze the logical and abstract processes involved in mathematics.
- LO1.3: Appreciate the aesthetic and creative dimensions of mathematics and its role in education.

## **Unit 2: History of Mathematics**

After completing this unit, students will be able to:

- LO2.1: Trace the historical development of mathematics in India and globally.
- LO2.2: Identify significant milestones in the evolution of mathematical thought from prehistoric to 20th-century mathematics.
- LO2.3: Examine the influence of mathematics on society and technology and vice versa.

## **Unit 3: Mathematical Thinking and Reasoning**

- **LO3.1:** Explain the cognitive development process in children relevant to mathematical learning.
- LO3.2: Illustrate how mathematical concepts and principles are developed and understood.
- **LO3.3:** Apply techniques of problem-solving, metacognition, and sense-making in mathematics instruction.

#### **Unit 4: Mathematics Education**

After completing this unit, students will be able to:

- LO4.1: Identify key issues and challenges in the teaching and learning of mathematics in schools.
- LO4.2: Clarify the aims of mathematics education through frameworks like Revised Bloom's Taxonomy and RCEM approach.
- LO4.3: Explore and evaluate innovative pedagogical practices and experiments in the mathematics curriculum.

## **Unit 5: Research in Mathematics Education**

After completing this unit, students will be able to:

- LO5.1: Justify the need for research in the field of mathematics education.
- LO5.2: Review national educational policies and recommendations related to mathematics teaching and learning.
- LO5.3: Identify major areas and themes for research in learning and assessment in mathematics education.

# **GUIDANCE AND COUNSELLING**

# **COURSE OUTCOMES (COS)**

**CO1:** Understand the foundational concepts of guidance, adjustment, and life development stages.

**CO2:** Analyze educational challenges and implement effective guidance strategies across academic levels.

**CO3:** Demonstrate knowledge of vocational development and career preparation through guidance.

**CO4:** Comprehend the theoretical and applied dimensions of counselling and adapt it to special needs populations.

**CO5:** Identify behavioral dysfunctions and apply appropriate counselling techniques while maintaining ethical standards

## **Unit-wise Learning Outcomes (LOs)**

## Unit 1: Concept of Guidance

- LO1.1: Define the concept and scope of guidance across various life stages.
- LO1.2: Identify developmental problems during childhood, adolescence, adulthood, and old age.

- LO1.3: Explain the concepts of adjustment and maladjustment and understand common defense mechanisms.
- LO1.4: Analyze adjustment issues at various developmental stages.
- LO1.5: Relate the importance of life goals to the process of guidance.

## **Unit 2: Educational Guidance**

After completing this unit, students will be able to:

- LO2.1: Describe the purpose and objectives of educational guidance.
- LO2.2: Analyze the multifaceted factors that contribute to students' educational problems.
- LO2.3: Plan and evaluate guidance programmes at the primary, secondary, and college levels.
- LO2.4: Identify the role of teachers as both counsellors and facilitators.
- LO2.5: Develop strategies to enhance parental involvement in educational guidance.

## Unit 3: Vocational Guidance and Individual Preparation

After completing this unit, students will be able to:

- LO3.1: Explain the nature and importance of vocational guidance in individual development.
- LO3.2: Evaluate the social, cultural, and individual factors influencing vocational development.
- LO3.3: Conduct job analysis and understand its relevance to job satisfaction.
- LO3.4: Identify and utilize occupational information sources for career planning.
- LO3.5: Prepare individuals for career success through skills training, interest discovery, and development of work ethics and professionalism.

# **Unit 4: Concept of Counselling**

- LO4.1: Define counselling and explain its scope and definitions.
- LO4.2: Describe the three phases of counselling: assessment, intervention, and termination.
- LO4.3: Address the counselling needs of special groups such as orphans, dropouts, and addicts.
- LO4.4: Recognize different types and effects of abuse and outline effective abuse counselling strategies.
- LO4.5: Map and utilize support networks available for counselling interventions.

# **Unit 5: Behaviour Dysfunctions and Counselling**

After completing this unit, students will be able to:

- **LO5.1:** Identify common behavioral issues such as learning disabilities, stress, anxiety, and suicidal tendencies in school-aged children.
- LO5.2: Determine the role of teachers and parents in early identification and support of such students.
- LO5.3: Demonstrate core counselling skills including active listening, questioning, and effective communication.
- LO5.4: Understand the need for ethical codes and professional standards in counselling.
- LO5.5: Explain the rights of clients and the principles of confidentiality in counselling practice.

#### SCIENCE EDUCATION Course Outcomes (COs)

By the end of this course, students will be able to:

- 1. **CO1:** Analyze the historical development and contemporary trends in science education and its role in sustainable development.
- 2. **CO2:** Evaluate and apply various pedagogical strategies and constructivist approaches in teaching science.
- 3. **CO3:** Integrate ICT effectively into science teaching and leverage digital resources for professional development.
- 4. **CO4:** Design appropriate tools and techniques for assessment and evaluation in science education.
- 5. **CO5:** Conduct and critique educational research in science education and engage with relevant policies and practices.

## **Unit-wise Learning Outcomes**

## **Unit 1: Introduction to Science Education**

After completing this unit, learners will be able to:

- Explain the history and evolution of science education in India and globally.
- Interpret major science education policies such as the Secondary Education Commission, NPE-1986, NCF-2005, and SDG-2030.
- Critically evaluate the validity and objectives of science curricula.
- Reflect on the role of science education in achieving sustainable development.

## Unit 2: Pedagogical Shift, Approaches and Strategies of Learning Science

- Distinguish between scientific concepts, alternate conceptions, and misconceptions.
- Apply various teaching strategies such as problem-solving, inquiry-based, and cooperative learning methods.

- Use theories by Piaget, Vygotsky, and Ausubel to support concept development in science classrooms.
- Design lesson plans using models like 5E, 7E, and STS-oriented teaching approaches.
- Apply Bloom's revised taxonomy to plan effective science learning experiences.

# Unit 3: Professional Development and ICT in Science Education

Learners will be able to:

- Identify and access various science education journals and open educational resources.
- Integrate ICT tools like virtual labs, MOOCs, and multimedia into science lessons.
- Use ICT to promote task-based, online, and group learning in science classrooms.
- Demonstrate understanding of copyright, patenting, and digital pedagogy tools in science education.
- Explore global ICT initiatives like iEARN and Flat Classroom Projects for collaborative learning.

## Unit 4: Assessment and Evaluation in Science Education

Learners will be able to:

- Differentiate between formative and summative assessment in science education.
- Develop and use rubrics, checklists, and other tools to assess practical and theoretical understanding.
- Utilize peer assessment, concept mapping, and reflective practices for evaluating science learning.
- Analyze and design science question papers aligned with national education board patterns.
- Use feedback from assessments to inform and improve teaching practices.

# Unit 5: Research in Science Education

- Define and differentiate among types of research: qualitative, quantitative, action research.
- Identify ethical concerns and policy perspectives in science education research.
- Evaluate areas of contemporary research and methodologies used in science education.
- Explore roles of NCERT, SCERT, CSIR, ICAR, and other organizations in supporting science education research.
- Plan and participate in seminars, conferences, and academic forums to present research.

# COURSE TITLE: SOCIAL SCIENCE EDUCATION COURSE OUTCOMES (COS)

By the end of this course, students will be able to:

- 1. **CO1:** Understand the nature, structure, and relevance of social science education in contemporary society.
- 2. **CO2:** Demonstrate pedagogical competence using integrated approaches and ICT tools in teaching social sciences.
- 3. **CO3:** Analyze and reflect upon current global and local issues, including environmental sustainability, peace, and gender, through the lens of social science education.
- 4. **CO4:** Apply appropriate evaluation methods in the assessment of learning in social sciences, with a focus on continuous and comprehensive evaluation (CCE).
- 5. **CO5:** Understand and apply various research methodologies in social sciences, including the use of SPSS and the contributions of key social scientists.

## **Unit-wise Learning Outcomes**

#### **Unit 1: Nature of Social Science**

Learners will be able to:

- Explain the fundamental nature and scope of social science as an academic discipline.
- Critically analyze the curriculum structure of social science with regard to developmental needs.
- Evaluate the relevance and utility of social science in addressing contemporary social issues.

## Unit 2: Social Sciences as a Carrier of Human Values

Learners will be able to:

- Apply integrated pedagogical approaches for value-based education in social science.
- Use ICT tools effectively to enhance student engagement and understanding in social science classrooms.
- Promote critical thinking and ethical reasoning through the teaching of social sciences.

## Unit 3: Latest Trends and Issues in Social Science

- Identify and articulate the role of social science education in developing sensitivity toward environmental and social issues.
- Discuss the concepts of sustainable development and women empowerment from a socio-educational perspective.
- Analyze the contribution of peace education and the United Nations in global peacebuilding efforts.
- Explore ways to integrate peace and economic literacy into social science education.

## **Unit 4: Evaluation**

Learners will be able to:

- Understand the different types and purposes of evaluation in the context of social sciences.
- Apply principles and methods of Continuous and Comprehensive Evaluation (CCE) in classroom settings.
- Design assessment tools and practices suitable for evaluating various competencies in social science learners.

## Unit 5: Research in Social Science

Learners will be able to:

- Differentiate between qualitative and quantitative research approaches in social science.
- Demonstrate basic proficiency in the use of SPSS for analyzing research data.
- Identify and apply appropriate research methods for classroom-based and academic investigations.
- Reflect on the work and legacy of influential social scientists and their contributions to the field.

# COURSE TITLE: LANGUAGE EDUCATION COURSE OUTCOMES (COS)

By the end of this course, the learners will be able to:

- 1. **CO1:** Understand the structure of language and analyze theories of language acquisition and development.
- 2. **CO2:** Critically examine policies, legislations, and recommendations concerning language education in India.
- 3. **CO3:** Apply tools and techniques for conducting research in the field of language education.
- 4. **CO4:** Identify and analyze the role of formal and informal agencies in promoting language education.
- 5. **CO5:** Evaluate contemporary trends, resources, and creative practices in language pedagogy.

## Unit-wise Learning Outcomes

## Unit 1: Structure and Theories of Language

- Describe components of language structure including morphology, syntax, semantics, phonetics, and intonation.
- Differentiate between classical and modern languages with reference to their features and instructional approaches.
- Compare major theories of language learning (e.g., behaviorist, innatist, interactionist).

• Apply communicative and literature-based approaches in language pedagogy to enhance student engagement and proficiency.

## Unit 2: Policies and Legislations about Language

Learners will be able to:

- Explain the principles and implications of the Three-Language Formula and the role of mother tongue in education.
- Analyze the impact of multilingualism in government and private schools.
- Critically evaluate the recommendations of various commissions and committees (e.g., Kothari Commission, NCF) regarding language education policy in India.

#### Unit 3: Tools and Techniques of Research in Language Education

Learners will be able to:

- Use research tools like observation, interviews, questionnaires, and opinionnaires in language education contexts.
- Develop and interpret attitude scales, rating scales, and aptitude tests for language learning.
- Collect and analyze data using appropriate sampling methods and interpret research findings effectively.

#### **Unit 4: Agencies of Language Education**

Learners will be able to:

- Distinguish between formal and non-formal agencies involved in language education.
- Discuss the contributions of national organizations such as NCERT, SCERT, and National Council of Languages in policy and curriculum development.
- Evaluate the role of language labs and Teaching-Learning Research Centres in fostering language acquisition.

## Unit 5: New Trends in Language Education

- Examine innovations in language curriculum and pedagogical strategies.
- Assess the process of textbook development and criteria for evaluating language course materials.
- Integrate audio-visual aids, print media, and electronic media in language instruction.
- Promote creativity through innovative practices in language learning and assessment.