


Key Indicator – 1.1 Curriculum Planning

Metric No. 1.1.3 – While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all Programme offered by the institution, which are stated and communicated to teachers and students through

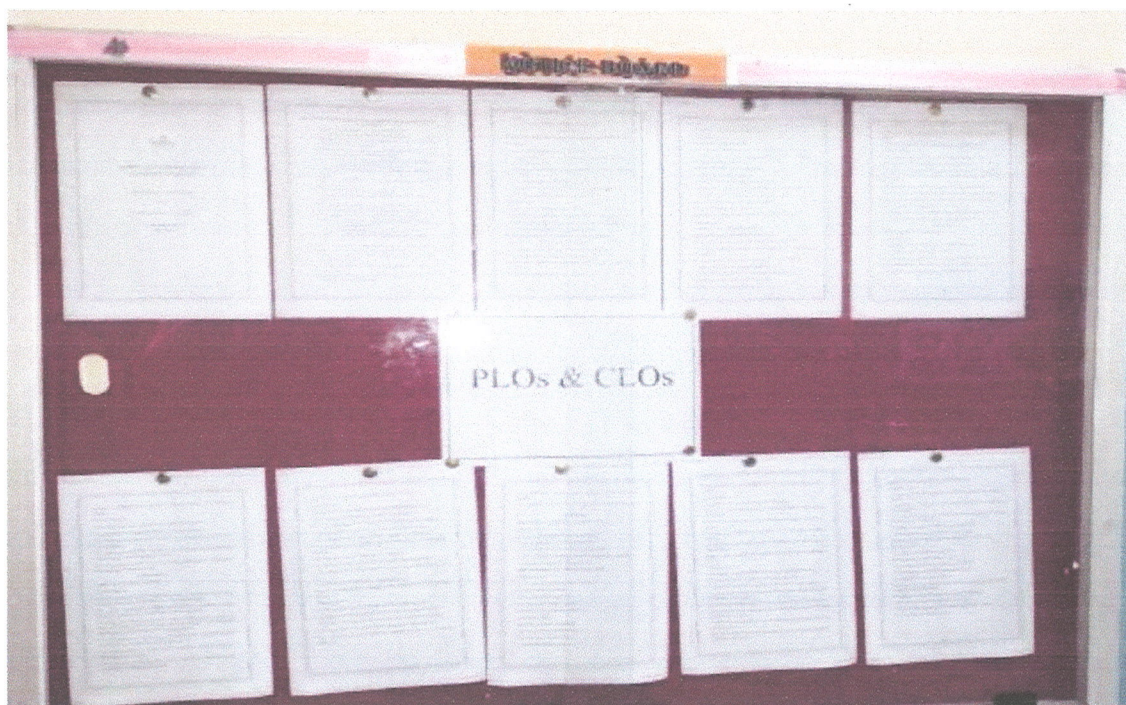
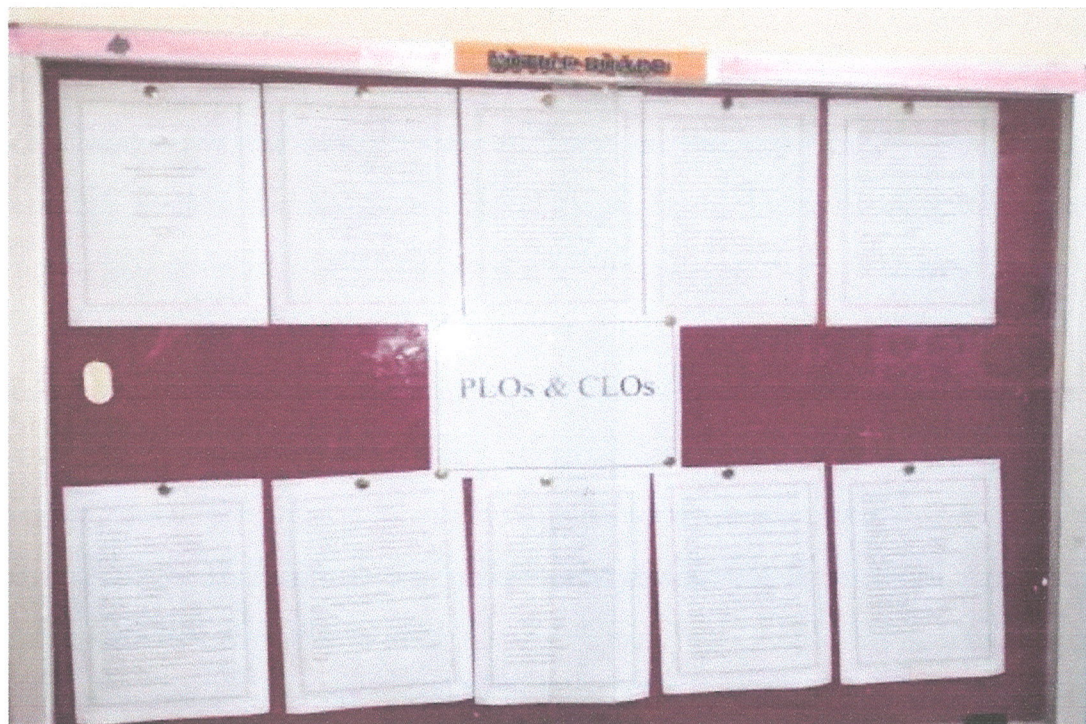


Any other relevant information

PLOs and CLOs


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PLO'S AND CLO'S DISPLAYED IN DEPARTMENT ROOM



A Jay Perile

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PROGRAMME LEARNING OUTCOME

AND

COURSE LEARNING OUTCOME

**With effect from
2020 - 2021**

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After the successful completion of B.Ed. degree programme, the graduates will be able to

1. Achieve excellence towards vision and mission of the College.
2. Create sensitivity about multilingualism and its effect on society.
3. Organize various scholastic and non-scholastic activities to mould the whole some personality and develop aesthetic senses.
4. Eliminate gender specific issues and promote healthy society.
5. Improve their ability to think critically and independently.
6. Promote social behaviour of school students by educating social trends, social mobility, social stratification, social change and social systems.
7. Develop an understanding of the philosophical and sociological perspectives in education.
8. Adapt the various learner centred teaching methods systematically to cope up with present generation.
9. Empower in school subject content and pedagogy.
10. Adapt information communication technology (ICT) in the teaching learning process.
11. Utilize the experiences expanded through all the school activities.
12. Attain physical fitness and wellness through sports and yoga practices.
13. Develop dignity of labour to enhance the productivity of institutions.
14. Fathom the individual difference of students with the acquired knowledge on psychological theories and techniques.
15. Develop an understanding about discipline and subjects of schools.
16. Cultivate more self confidence and self image to face the challenges of the society.
17. Empower their ability in communicating the content, views, ideas effectively.
18. Master in the preparation of appropriate teaching learning materials (TLM) for effective teaching and use appropriate evaluation tools and techniques in the process of assessment.
19. Adapt inclusive education programs and provide personalized education to the needy children.
20. Conduct social science research by identifying problems, appropriate tools and expand the existing research knowledge.

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PG COURSE – MASTER OF EDUCATION

SEMESTER – I

MS1PC1 - HISTORICAL AND POLITICAL ECONOMY OF EDUCATION IN INDIA

The student Teacher

CO1: Explain the historical development of Indian education.

CO2: Understand the significance of seventh schedule of the Indian constitution in educating the masses of our country.

CO3: Describe the terms of reference various educational committees and commissions after Indian independence.

CO4: List the salient aspects of National Skill Development Mission.

CO5: Understand the relationship between education and economic development.

MS1PC2 - ADVANCED EDUCATIONAL PSYCHOLOGY

The student Teacher

CO1: Understand the different schools of psychology

CO2: Compare and contrast the strength and weakness of different methods of psychology

CO3: Spell out the biogenic and socio-genic motives and various theories of motivation

CO4: Explain the factors influencing self-regulation of the learners

CO5: Understand the concepts of intelligence, its theories and measurement

CO6: Suggests ways to fostering creativity among the learners

CO7: Comprehend the personality theories and assessment of personality

CO8: Apply the different types of mechanisms in different situations

CO9: Acquire skills and competencies in designing and application of psychological tools and techniques

CO10: Debate the strength and weakness of standardized testing

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MS1TC1 - BASICS IN EDUCATIONAL RESEARCH

The student Teacher

CO1: Identify the different types of research

CO2: Identify the appropriate research problem pertaining to his/her dissertation work

CO3: Write the review of literature in accordance with the 7th edition of the Manual of American Psychological Association

CO4: Write a research proposal in an effective manner

CO5: Frame research questions and objectives

CO6: Find relevant sampling techniques in his/her research work

CO7: Develop various research instruments and standardize by appropriate methods

CO8: Understand the various types of hypotheses and its testing procedures

CO9: Conduct case studies and action research independently

CO10: Use various types of scales of measurement

MS1TE1 - TEACHER EDUCATION IN INDIA: ELEMENTARY LEVEL

The student Teacher

CO1: Understand the context of elementary education.

CO2: Gain knowledge of teacher education in ancient period.

CO3: Enumerate the roles and responsibilities of teachers and teacher educators.

CO4: Comprehend the concept, objectives, rationale, challenges and extent of success of teacher education.

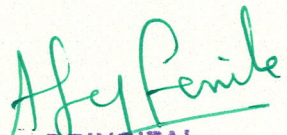
CO5: Explore the development of elementary education in India since independence.

CO6: Reflect on the relevance of strategies and programmes of UEE.

CO7: Analyse the various assessment procedures used in elementary education.

CO8: Familiarize evaluation in elementary teacher education.

CO9: Describe the teacher education system in India.


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CO10: Grasp the importance of work education, vocational education, fine arts and crafts education.

MS1TE2 - TEACHER EDUCATION IN INDIA: SECONDARY LEVEL

The student Teacher

CO1: Understand the historical background of secondary teacher education in India.

CO2: Explain the objectives and structure of secondary teacher education.

CO3: Explore the commissions and committees' recommendations of secondary teacher education. CO4: Spell out the role of National level and State Level agencies at secondary level Education.

CO5: Analyse the functioning of various agencies of secondary teacher education.

CO6: Sensitize the emerging major issues and challenges in secondary teacher education.

CO7: Assimilate the secondary teacher education curriculum and its transaction mode.

CO8: Realize the importance of preparing special education teachers.

CO9: Comprehend the National Curriculum Framework (2005) and its aspects.

CO10: Undertake the current trends in student's assessment at secondary level.

SEMESTER-II

MS2PC3 - PHILOSOPHY OF EDUCATION

The student Teacher

CO1: Explain the concepts and meaning of philosophy and education.

CO2: Describe the fundamental philosophical domains.

CO3: Analyse the Indian schools of philosophy and their educational implications.

CO4: Examine the Western schools of philosophy and their educational implications.

CO5: Discuss the educational contributions of Indian and Western thinkers.

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MS2PC4 - CURRICULUM DESIGN AND DEVELOPMENT

The student Teacher

CO1: Recognize the historical, philosophical, sociological and psychological foundations of curriculum

CO2: Summarize the principles of curriculum design and compare three approaches of curriculum design

CO3: Execute the phases of curriculum development process and interpret the technical and non-technical models of curriculum

CO4: Implement the curriculum models and types of teaching models

CO5: Explain the approaches and models of curriculum evaluation

MS2TC2 - ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

The student Teacher

CO1: Explain the process of conducting research.

CO2: Select suitable research design for their study.

CO3: Understand the significance of qualitative study in research

CO4: Understand the significance of mixed method of research

CO5: Understand the steps in action research.

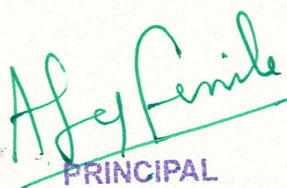
CO6: Explain the various techniques in collecting, analysing and interpreting the quantitative, qualitative and mixed method data.

CO7: Apply suitable statistical techniques to analyse the qualitative data.

CO8: Interpret the analysed data of the mixed mode research

CO9: Select suitable parametric or non-parametric tests for the data collected.

CO10: Write a research report on their own.


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MS2ST1 - PLANNING AND ADMINISTRATION OF EDUCATION: ELEMENTARY LEVEL

The student Teacher

CO1: Explain the historical perspectives of elementary education.

CO2: List out the educational role and functions of the central government, state government and local bodies.

CO3: Differentiate the concept of supervision, inspection and administration in the field of education.

CO4: Describe the implications of five year plans on the development of elementary education.

CO5: Evaluate the effect of different schemes implemented for quality enhancement of elementary education.

MS2ST2 - PLANNING AND ADMINISTRATION OF EDUCATION: SECONDARY LEVEL

The student Teacher

CO1: Explain the meaning, concept and scope of educational administration in India.

CO2: Understand the role of community in educational administration.

CO3: Assess the synchronization of educational planning and Five Year Plans of India.

CO4: Analyse the difficulties in implementing the RMSA and other state level initiatives in universalization of school education.

CO5: Understand the relationship between funding and management of school education.

CO6: Understand the role of monitoring bodies in implementation of government schemes for universal school education.

CO7: Examine the development process of universalization of school education in terms of its merits and demerits.

CO8: Apply knowledge to resolve the issues among the Centre and State and local agencies in educational administration.

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CO9: Critically evaluate the perspective plans of secondary education in 11th & 12th Five Year Plan.

CO10: Understand the conceptual framework conceptual framework of education planning in India.

SEMESTER-III

MS3PC5 - CREDITS: 4 SOCIOLOGY OF EDUCATION

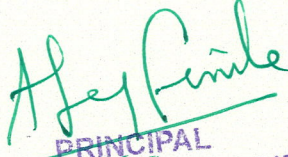
The student Teacher

1. Describe the scope and functions of Educational Sociology
2. Interpret the Social system and its impact on Education
3. Examine the relationship between education and cultural change
4. Analyse the impacts of Liberalization, Privatization and Globalization on Education.
5. Discriminate the concept of social equity and equality

MS3PC6 - ADVANCED TECHNIQUES OF INSTRUCTION

The student Teacher

1. Submit a report on LMS with anyone mode and present it
2. Prepare content for mobile learning
3. Use mobile learning in the classroom
4. Use white board in the classroom instruction
5. Implement online evaluation in their students
6. Develop E – portfolios
7. Debate the pros and cons of social media
8. List the online courses pertaining to education
9. Gain knowledge on blended learning
10. Differentiate hardware and software


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MS3TC3 - EDUCATIONAL MEASUREMENT AND EVALUATION

The student Teacher

CO1: Comprehend the concept, meaning and nature of measurement and evaluation.

CO2: Understand the relationship between measurement and evaluation.

CO3: Acquire knowledge about various tools of measurement and evaluation in existence.

CO4: Develop skills on using psychological test for measurement and evaluation.

CO5: Get hands on SPSS to learn various statistical measurement and its analysis.

CO6: Enable to distinct various competencies in standardizing different types of measuring instrument.

CO7: Familiarize to construct different kinds of tests and tools.

CO8: Obtain knowledge on statistical concepts, test scores and its transformation.

CO9: Assimilate the new trends in evaluation in terms of grading, semester, CCE and online test.

CO10: Prepare question banks and other self-study materials.

MS3SC1 - CURRICULUM, PEDAGOGY AND ASSESSMENT: ELEMENTARY LEVEL

The student Teacher

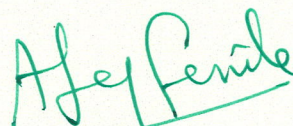
CO1: Recognize the basic types of curricula and issues in curriculum alignment.

CO2: Explain the knowledge dimensions and categories of major cognitive processes.

CO3: Summarize the Perspectives of Educational Pioneers on Curriculum and Pedagogy.

CO4: Implement the various types of instructional planning and support practices.

CO5: Evaluate the students' performance by applying various types of assessment techniques.



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MS3SC2 - CURRICULUM, PEDAGOGY AND ASSESSMENT: SECONDARY LEVEL

The student Teacher

CO1: Recognize the various approaches of curriculum theory and practice.

CO2: Generalize the philosophical perspectives of curriculum Orientation.

CO3: Summarize the different types of curriculum and pedagogy in the perspectives of educational pioneers.

CO4: Explain constructivists view on pedagogy and implement the current developments across the different levels of secondary curriculum.

CO5: Evaluate the merit and worth of various assessment techniques and evaluation models in the secondary level classroom context.

SEMESTER - IV

MS4PC7 - EDUCATIONAL STUDIES

The student Teacher

CO1: Understand the concept of education as a discipline with reference to social, cultural, political, economic, and technological aspects in knowledge construction.

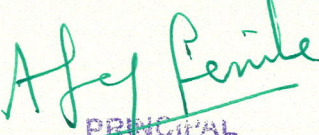
CO2: Obtain interdisciplinary knowledge from philosophy, psychology, sociology, economics, management and ICT for insightful constructive knowledge.

CO3: Analyse the socio-cultural concept of India in the light of 'unity in diversity' by integrating all the stakeholders for equality and quality education to socioeconomically deprived groups with policy of inclusion to learning disabilities.

CO4: Explore the multiple school contexts, its management system, challenges, participation of stakeholders in reconceptualization of learning resources.

CO5: Acquire knowledge on various regulatory and advisory bodies and agencies of education in India and overseas.

CO6: Get exposure with best practices by visiting IITs, NITs, IISCs, and other autonomous universities (Central/State/Deemed) and colleges.


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CO7: Sensitise about contemporary issues and challenges in school education and teacher education in line with UNESCOs Sustainable Development Goals 2030 (SDGs) G4: Equitable and quality education to all’.

CO8: Assimilate about multilingual and multicultural approaches for teaching diversity.

CO9: Apply their novel and critical ideas and concepts for bridging the gap in constructing knowledge along with skills.

CO10: Appreciate the values, ethos, culture and aesthetics in context of India.

MS4PC8 - COMPARATIVE EDUCATION

The student Teacher

CO1: Understand the need, scope and history of comparative education.

CO2: Comprehend the primary and secondary education’s aims and methods of instruction in U.S.A, U.K, Japan, Finland and India.

CO3: Analyze the role of national and state government on education.

CO4: Explore the comparative education of primary and secondary education of U.S.A, U.K, Japan, Finland and India.

CO5: Realize the issues and challenges in primary and secondary education of perspective of countries: U.S.A., U.K, Japan, Finland and India.

CO6: Acquire knowledge about the universalization of primary education in India.

CO7: Enable to distinct between the primary and secondary education.

CO8: Sensitize the constitutional provisions for comparative education in terms of overseas.

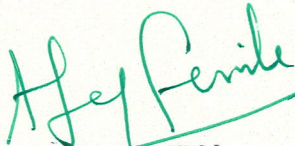
CO9: Analyze the emerging issues and challenges with respect to primary and secondary education in the global context.

CO10: Explore the determinants of national education with its merits and demerits.

MS4TC4 - ICT ON TEACHING AND LEARNING

The student Teacher

CO1: Develop professional ability in ICT


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CO2: Apply the ICT skills in communications

CO3: Describe the impact of ICT on learning environments

CO4: Prepare the learners in learning

CO5: Identify the various educational resources

CO6: Integrates ICT in teaching learning process

CO7: Differentiate the advantages and disadvantages of ICT in assessment

CO8: Administer the test and evaluation by using ICT

CO9: Create online community by integrating ICT

CO10: Use Artificial Intelligence in teaching-learning and assessment process

MS4ST3 - EARLY CHILDHOOD CARE AND EDUCATION

The student Teacher

CO1: explain the concept, meaning and importance of early childhood care and education.

CO2: summarize various developments in early childhood stage.

CO3: implement the various committee recommendations and suggestions in early childhood care and education.

CO4: describe the implications of planning and management of early childhood care and education. CO5: compare various organization contributions in early childhood care and education.

MS4ST4 - TRENDS IN INDIAN HIGHER EDUCATION

The student Teacher

CO1: Deliberate on the issues related to access and equity in Indian higher education.

CO2: Analyse the impact of IR 4.0 on higher education.

CO3: Explain the different parameters determining the quality of Indian higher education.

CO4: Describe the role of statutory and other bodies in Indian higher education.

CO5: Suggest the means and methods of internationalising Indian higher education.

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MS4ST5 - WOMEN'S EDUCATION

The student Teacher

CO1: Explain the Participation of women in social reform movements

CO2: Examine the Policies related to women's empowerment

CO3: Execute the Women's rights

CO4: Evaluate the role of Mass media on gender education

CO5: Understand the role of education on women's empowerment

MS4ST6 - GUIDANCE AND COUNSELLING

The student Teacher

CO1: Understand the basics of guidance and would be able to plan out guidance programs.

CO2: Describe the nature and procedural aspects of Educational and Vocational guidance.

CO3: Compare the role of counsellors and teacher.

CO4: Suggest ways to organize the need based minimum guidance programmes in schools.

CO5: Demonstrate the skills and competencies in carry out individual, group and career appraisal.

CO6: Spell out the strength and weakness of non-standard and standard techniques of guidance.

CO7: Comprehend the nature of counselling along with the skills and responsibilities of a counsellor.

CO8: Suggest ways to organize counselling sessions.

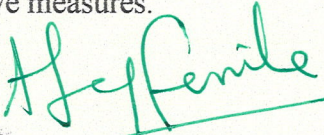
CO9: Analyse the cause and effect relationship and possible corrective measures.

CO10: Describe the nature of disabilities of the children.

MS4ST7 - EDUCATION FOR DIFFERENTLY ABLED

The student Teacher

CO1: Understand the educational implications for the students with differently abled


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CO2: Gain knowledge about inclusive pedagogy

CO3: Acquire knowledge about various level of curriculum accommodate for students with special needs

CO4: Gain knowledge of National Curriculum Framework and its role in inclusion

CO5: Apply universal design of learning and use assistive technology for students with differently abled

CO6: Explain the concept of specific teaching strategies to teach subjects at primary and secondary level

CO7: Learn the concept of alternative methods of evaluation for students with special needs.

CO8: Apply and utilize the provisions and exemptions for educational evaluation of students with differently abled

CO9: Plan to accommodate students with special needs in regular inclusive classroom

CO10: Develop strategies and teaching practices for teachers to teach school subjects.

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UG COURSE – BACHELAORS IN EDUCATION

SEMESTER – I

BD1EP - EDUCATIONAL PSYCHOLOGY

The student Teacher

CO1: Acquire knowledge about various methods of psychology

CO2: Acquire knowledge about the concept of learning and its related theories

CO3: Get to know about motivation and its influence on human behaviour

CO4: Acquire knowledge about concepts of intelligence and creativity

CO5: Familiarize with the concepts and theories of personality

BD1CE - CONTEMPORARY INDIA AND EDUCATION

The student Teacher

CO1: Identify aims of education and types of education.

CO2: Explain the nature of social diversity in India and the role of education in creating positive attitude towards diversity

CO3: Interpret the issues in contemporary India like industrialization, Universalization of education and integrated education and inclusive education.

CO4: Interpret about the Language policies during Pre-independent and Post-independent India.

CO5: Summarize about equality in constitutional provisions and elimination of social inequalities through education.

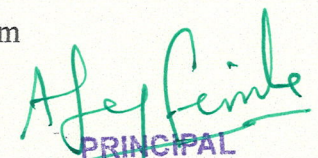
BD1TL - TEACHING AND LEARNING

The student Teacher

CO1: Generalize the Principles of Language across the Curriculum

CO2: Practice Language proficiency skills.

CO3: Distinguish the models of curriculum integration.


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CO4: Summarize the theories of language learning. CO5: interpret the language related issues.

BD1LC - LANGUAGE ACROSS THE CURRICULUM

The student Teacher

CO1: Generalize the principles of language across the curriculum

CO2: Practice language proficiency skills.

CO3: Apprehend the models of curriculum integration.

CO4: Summarize the theories of language learning.

CO5: Interpret the language related issues.

BDITA - தமிழ் கற்பிக்கும் முறைகள் - I

பாட விளைவுகள்

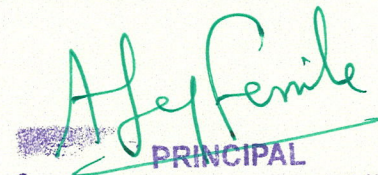
பாடம் முடிவுறும் தருவாயில், மாணவர்கள் பெறும் அடைவுகள்

1. தமிழ் மொழிகற்பித்தலின் நோக்கங்களையும் குறிக்கோள்களையும் கண்டறிதல்.
2. கற்பித்தல் திறன்களில் மேம்பட்டபயிற்சியினைப் பெறுதல்.
3. கற்பித்தல் அணுகுமுறைகளைக் கொண்டு பாடகற்பிப்புத் திட்டம் தயாரிக்கும் திறன் பெறுதல்.
4. பல்வேறுகற்பித்தல் முறைகளைப் பற்றி தெளிந்த அறிவினைப் பெறுதல்.
5. கற்பித்தல் ஊடகங்களைத் திறம்பட கையாளும் திறன் பெறுதல்.

BD1EN - PEDAGOGY OF ENGLISH- I

The student Teacher

CO1. Analyse the aims and objectives of teaching of English.


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- CO2. Practice micro teaching skills in the class.
- CO3. Write model lesson plans for teaching a prose and a poetry.
- CO4. Handle various methods of teaching English.
- CO5. Analyse the different use of Mass Media in classroom instruction.

BD1MA - PEDAGOGY OF MATHEMATICS -1

The student Teacher

- CO1: Understand the aims, objectives, need and significance of teaching Mathematics.
- CO2: Develop appropriate Micro Teaching Skills in Macro teaching.
- CO3: Prepare a Lesson Plan to teach Mathematics.
- CO4: Analyze various Teacher Centered Methods and Learner Centered Methods of teaching Mathematics.
- CO5: Utilize ICT skills for teaching Mathematics.

BD1PS - PEDAGOGY OF PHYSICAL SCIENCE – I

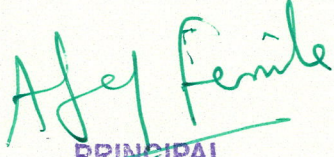
The student Teacher

- CO1. Examine the need and significance of teaching Physical Science.
- CO2. Formulate the instructional objectives of a lesson.
- CO3. Practise the microteaching skills in Physical Science.
- CO4. Interprets various methods of teaching Physical Science.
- CO5. Analyse and use the resources for teaching Physical Science.

BD1BS - PEDAGOGY OF BIOLOGICAL SCIENCE –I

The student Teacher

- CO1: Examine the Aims and Objectives of pedagogy of economics.
- CO2: Discuss the ways of planning for instruction.
- CO3: Analyse the importance of teaching skills.


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CO4: Construct a lesson plan for teaching economics. CO5: use the resources for teaching economics.

BD1CS - PEDAGOGY OF COMPUTER SCIENCE -1

The student Teacher

CO1: Explain the aims and objectives of teaching Computer Science.

CO2: Select and use appropriate teaching skills in their teaching.

CO3: Write lesson plans and unit plans on their own.

CO4: Develop programmed instruction for the lessons in Computer Science.

CO5: Explain the various instructional media to be used in teaching Computer Science.

BD1HI - PEDAGOGY OF HISTORY – I

The student Teacher

CO1: Describe the need and importance of Teaching History.

CO2: Demonstrate the various Teaching skills.

CO3: Prepare a Lesson Plan.

CO4: Handle various Methods of Teaching History.

CO5: Utilize various instructional media in Teaching History.

BD1EC - PEDAGOGY OF ECONOMICS –I

The student Teacher

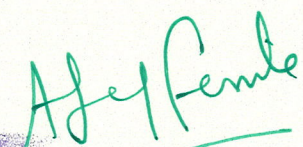
CO1: Examine the Aims and Objectives of pedagogy of economics.

CO2: Discuss the ways of planning for instruction.

CO3: Analyse the importance of teaching skills.

CO4: Construct a lesson plan for teaching economics.

CO5: Use the resources for teaching economics.


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BD1CA - PEDAGOGY OF COMMERCE AND ACCOUNTANCY - 1

The student Teacher

- CO1. Analyze the aims and objectives of teaching of Commerce.
- CO2. Practice micro teaching skills in the class.
- CO3. Write model lesson plans for teaching Commerce and Social Science.
- CO4. Handle various methods of teaching Commerce and Social Science
- CO5. Analyse the different use of Mass Media in classroom instruction.

SEMESTER - II

BD2UD - UNDERSTANDING DISCIPLINES AND SUBJECTS

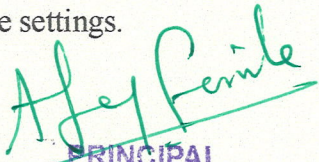
The student Teacher

- CO1: Describe the role of disciplines and subjects in school curriculum.
- CO2: Explain the development of curriculum with social, political and intellectual contexts.
- CO3: Discuss the paradigm shift in selection of content.
- CO4: Analyse the advantages of learner centered curriculum.
- CO5: Explain the aspects of life-oriented curriculum.

BD2AL - ASSESSMENT FOR LEARNING

The student Teacher

- CO1: Gain knowledge of judging and scoring of student performance.
- CO2: Know the principles of assessment practices.
- CO3: Differentiate between the types of assessment.
- CO4: Point out the key issues in classroom assessment.
- CO5: Understand how assessment can be possible in inclusive settings.


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BD2EE - ENVIRONMENTAL EDUCATION

The student Teacher

CO1: Understand the need for environmental education.

CO2: Name the natural resources and its associated problems.

CO3: Identify the different types of pollution, its impact and management of pollution.

CO4: Appreciate the policies and programmes initiated to protect the environment.

CO5: Analyse the environmental education curriculum.

BD2SM - SCHOOL MANAGEMENT AND ADMINISTRATION

The student Teacher

CO1: Explain the characteristics of various forms of school management.

CO2: Describe the different management approaches in school management and administration.

CO3: Demonstrate the salient aspects of various theories of educational administration.

CO4: Spell out the role of a Headmaster and Headmistress in school management.

CO5: Appreciate the role of different agencies that provide financial support for education.

BD2TA - தமிழ் கற்பிக்கும் முறைகள்

பாட விளைவுகள்

1. தாய்மொழிக் கல்வியின் சிறப்பினைக் கண்டுணர்தல்.
2. மொழிதிறன்கள் மற்றும் வளங்களில் முழுத்திறனறிவுபெறுதல்.
3. பாடநூல் தயாரித்தலில் கலைத்திட்டத்தின் முக்கியத்துவத்தை உணர்தல்.
4. கற்றலுக்கான அடிப்படை வளங்களைக் கையாளுதல்.
5. புள்ளியியல் அளவைகளைக் கொண்டு சோதனைகளைக் மதிப்பீடு செய்வதில் மேம்பட்ட பயிற்சியினைப் பெறுதல்.

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கட்டமைத்தல்

மற்றும்

மதிப்பீடுசெய்வதில்

மேம்பட்டபயிற்சியினைப் பெறுதல்.

BD2EN - PEDAGOGY OF ENGLISH – II

The student Teacher

CO1: Analyse the concept of pedagogy, andragogy and heutagogy.

CO2: Practise Carl Roger's Non- directive model in a new learning situation

CO3: Practise activity- based Instruction concept like Role play, simulation, gaming and prioritising. CO4: analyse different types of Educational Resources in Classroom learning.

CO5: Set achievement test and evaluate English based instruction.

BD2MA - PEDAGOGY OF MATHEMATICS – II

The student Teacher

CO1: Explain the concept of critical Pedagogy.

CO2: Adopt various teaching Models in teaching Mathematics.

CO3: Demonstrate Activity Based Instruction and Group Controlled Instruction.

CO4: Develop the various Educational Resources for teaching and learning Mathematics.

CO5: Analyse the difference between Assessment and Evaluation.

BD2PS - PEDAGOGY OF PHYSICAL SCIENCE – II

The student Teacher

CO1: Examine the importance of Critical Pedagogy.

CO2: Appreciate the various models of teaching.

CO3: Practise Activity Based Instruction in teaching Physical Science.

CO4: Analyse and use the resources for teaching Physical Science. CO5: handle various types of evaluation in teaching Physical Science.

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BD2BS - PEDAGOGY OF BIOLOGICAL SCIENCE – II

The student Teacher

CO1: Examine the importance of Critical Pedagogy.

CO2: Appreciate the various models of teaching.

CO3: Practise Activity Based Instruction in teaching of biological science.

CO4: Analyse and use the resources for teaching biological science.

CO5: Handle various types of evaluation in teaching biological science.

BD2CS - PEDAGOGY OF COMPUTER SCIENCE – II

The student Teacher

CO1: Analyse the concept of Pedagogy, Andragogy and Heutagogy.

CO2: Demonstrate Carl Roger's Non- directive model in a new learning situation.

CO3: Practise activity-based Instruction concept like Role play, simulation, gaming and prioritising. CO4. analyse different types of Educational Resources in Classroom learning.

CO5: Construct an achievement test and evaluate computer-based instruction.

BD2HI - 5 PEDAGOGY OF HISTORY– II

The student Teacher

CO1: Explain the Paradigm shift.

CO2: Demonstrate the various teaching models.

CO3: Identify activity based and group-controlled instruction.

CO4: Establish various resource centres in teaching History.


CO5: Generalise multiple assessment tools in teaching and learning.

BD2EC - PEDAGOGY OF ECONOMICS – II

The student Teacher

CO1: Examine the importance of Critical Pedagogy.

CO2: Appreciate the various models of teaching.


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CO3: Practise Activity Based Instruction in teaching of Economics

CO4: Analyse and use the resources for teaching Economics.

CO5: Demonstrate various types of evaluation in teaching Economics.

BD2CA - PEDAGOGY OF COMMERCE AND ACCOUNTANCY – II

The student Teacher

CO1: Examine the importance of Critical Pedagogy.

CO2: Appreciate the various models of teaching.

CO3: Practise Activity Based Instruction in teaching of Commerce and Accountancy.

CO4: Analyse and use the resources for teaching Commerce and Accountancy.

CO5: Demonstrate various types of evaluation in teaching Commerce and Accountancy.

SEMESTER - III

EPC11(A)- READING AND REFLECTING ON TEXTS

The aim of this course is to enhance the professional capacities of a student-teacher, specifically reading and writing skills.

Course objectives: To enable student-teachers

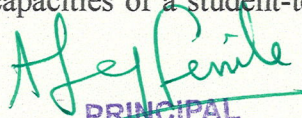
1. To enhance their capacities as readers and writers by becoming participants in the process of reading.
2. To read diverse texts/books and learn to think together.
3. To use their reading and writing skills for effective preparation for the other courses.

EPC11(B) - DRAMA AND ARTS IN EDUCATION

The aim of this course is to enhance the professional capacities of a student-teacher, specifically his / her creativities and aesthetic sensibilities.

Course objectives: To enable the student-teachers:

1. To use the techniques of art, music and drama for enhancing teaching and learning.
2. To use art, music and drama for enhancing one's self, expression and creativity.
3. To identify and recognize the experts in art, music and drama in the community and involve them for enhancing of teaching-learning process.


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EPC 11(C) - CRITICAL UNDERSTANDING OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The aim of this course is to enhance the professional capacities of a student teacher in integrating Information and Communication Technologies (ICTs) with effective teaching and learning in a classroom.

Course objectives: To enable the student-teachers:

1. To teach effectively in a “technology enhanced classroom” (previously referred to as “smart classroom”).
2. To achieve knowledge-comprehension, practice skills and presentation skills in ICT.

EPC 11(D) - UNDERSTANDING THE SELF

The aim of this course is to develop understanding of student-teachers about themselves as a person and as a teacher through conscious on going reflections.

Course Objectives: To enable the student-teachers:

1. To develop sensibilities, dispositions and skills that will help them in facilitating their personal growth and students.
2. To develop social-relational sensitivity and effective communication skill such as listening and observing.
3. To develop a holistic and integrated understanding of the human self and personalities.

SEMESTER – IV

BD4GS - GENDER, SCHOOL AND SOCIETY

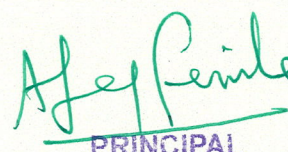
The student Teacher

CO1: Discuss the reasons for gender inequalities

CO2: Analyze the gender role and responsibilities in schools

CO3: Integrate gender roles in School and curriculum.

CO4: Debate on preventive measures of Sexual Abuse and Violence



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CO5: Explain about the Gender equalities and role of mass media

BD4KC - KNOWLEDGE AND CURRICULUM

The student Teacher

CO1: Recognize the types, categories of knowledge.

CO2: Generalize the Principles of Curriculum Development.

CO3: Compare the various Curriculum design and organization of Curriculum.

CO4: Determine the various models of Curriculum.

CO5: Summarize the Evaluation Phases.

BD4CI - CREATING AN INCLUSIVE SCHOOL

The student Teacher

CO1: Explain Various Education programmes for CWSN.

CO2: Analyse the different Barriers to Inclusive Education.

CO3: Examines the strategies to build inclusive learning environment in School.

CO4: Demonstrates the importance of curriculum adaptation.

CO5: Interprets the common issues and challenges in management of inclusive classroom.

BD4YH - YOGA, HEALTH AND PHYSICAL EDUCATION

The student Teacher

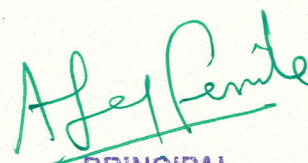
CO1: Examine the need and importance of value education

CO2: Discuss the ways of fostering values in children.

CO3: Analyse the importance of peace education.

CO4: Construct the culture of developing peace education.

CO5: Use the approaches of value inculcation in children.



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