



N.K.T. NATIONAL COLLEGE OF EDUCATION FOR WOMEN
(AUTONOMOUS)
CHENNAI – 600 005

Programme Learning & Course Learning Outcomes

2021-2022

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Our Vision

We envision building our College as a frontline Institution to act as a catalyst in providing Academic and Research Excellence in Teacher Education and School Education under the inclusive setup, thereby contributing towards human resource development to meet the evolutionary and dynamic challenges in Education by scrupulously transforming students to Global Educators.

Our Mission

Our Mission is to prepare professionally competent and reflective Educators by

Our Mission is to prepare professionally competent and reflective Educators by

- Providing competency based pre-service Teacher Education through value based holistic teaching and learning by integrating technology into traditional and innovative practices;
- Inculcating basic values of teaching and research, namely, dignity, integrity, fairness, responsibility, commitment, freedom and teamwork;
- Developing cognitively enriched, effectively trained, morally upright, socially committed and spiritually inspired students;
- Nurturing critical thinking, effective communication, creativity and cultural awareness; and
- Instilling a strong belief in the core values of gender equality, human rights and ecology in order to make them socially responsible citizens.

Value Framework

The value framework serves the following six-fold purposes:

- Increasing the quest for knowledge and excellence among students;
- Facilitating effective learning environment to enhance competencies of students;
- Providing new dimensions and perspective to teaching and learning;
- Contributing to the growth and development of India with realistic optimism;
- Indoctrinating Indian value system among students through Education for the development of an integrated and socially responsible personality; and
- Inculcation of knowledge on par with the rest of the world.

Programmes Offered

- **Bachelor of Education (B.Ed.) General**
Duration - 2 years (Intake - 200 students)
- **Bachelor of Education (B.Ed.) Special Education (Visual Impairment-Generalist)**
Duration - 2 years (Intake - 30 students)
- **Master of Education (M.Ed.)**
Duration - 2 years (Intake - 50 students)
- **Master of Philosophy in Education (M.Phil.)**
Full Time - 1 year (Intake - 20 students)
Part Time - 2 years (Intake - 20 students)
- **Doctor of Philosophy in Education (Ph.D.)**
Full Time - 2 years (with M.Phil. Education)
Full Time - 3 years (without M.Phil. Education)

BACHELOR OF EDUCATION (B.Ed.) PROGRAMME

Programme Learning Outcomes of B.Ed. Programme

At the end of the B.Ed. programme, the student-teachers will be able to

1. identify the human behaviour at various developmental stages by employing the theories of development and adopt strategies to improve learning; (PE1 & PE4).
2. engage with studies on Indian society and Education and challenge gender roles in society through social institutions; (PE2 & PE6).
3. incorporate the principles and maxims of teaching in effectively constructing the tasks of teaching; (PE 3a, 3b)
4. analyze the various curriculum practices and implement innovations in the teaching-learning process, while promoting inclusive practices; (PE5, PE7)
5. reconstruct and deliver instruction from discipline Specific content knowledge through appropriate pedagogic processes that communicate meaningfully and to instill the skill of assessing learners using Continuous Comprehensive Evaluation; (CPS1, CPS 2a to 2d, CPS3, CPS4).

6. transfer the knowledge of areas such as Health and Physical Fitness, Library and Information Science, Women Entrepreneurship, Guidance and Counselling, Environmental Education, Women Education, Peace and Value Education and Pedagogy of Higher Secondary Education to practical life situations; (CPS 5a to 5h).
7. enhance professional capacities in areas such as Critical Understanding of ICT, Physical Education and Yoga, Reading and Reflecting on Texts, Life Skills for Understanding the Self and Drama and Art in Education and to engage with the self, the child, the community and the school; (EPC1, 2, 3, 4,5,6).
8. acquire a repertoire of professional skills in the respective pedagogies through School Internship activities;
9. demonstrate and exhibit enhanced human values and
10. sensitise to the needs of the community and mature holistically in all dimensions- physical, emotional, intellectual, ethical and spiritual.

Course Learning Outcomes of B.Ed. Programme

Semester- I

1. Perspectives in Education (PE)

(i) PE 1: Childhood and Growing up as a Learner

At the end of the course, the student-teachers will be able to

1. compare and contrast the developmental stages of human beings from pre-natal to old age;
2. interpret the various theories propounded by Psychologists;
3. apply appropriate methods to assess the development of learners;
4. assess child behaviour through psychological testing; and
5. investigate an individual or institution by employing the Case Study technique.

(ii) PE 2: Contemporary India and Education

At the end of the course, the student-teachers will be able to

1. address the problems prevalent in the Contemporary Indian Society;
2. point out the educational provisions enshrined in the Indian Constitution;
3. recognize the special recommendations of the Indian Education Commission in pre and post Independent India;
4. implement the various programmes of Quality Improvement for Education;
5. compare the schools of Education; and
6. extrapolate the contributions of Indian Philosophers to the field of Education.

(iii) PE 3a: Learning and Teaching-Part-I

At the end of the course, the student-teachers will be able to

1. interpret the concept of learning and teaching;
2. apply knowledge acquired on the task of teaching in real classroom situations; and
3. analyze the importance of modifications of teacher behavior.

2. Curriculum and Pedagogic Studies (CPS)

(i) CPS 1: Understanding the Disciplines and School Subjects

At the end of the course, the student-teachers will be able to

1. detect the origin and evolution of school subjects;
2. interpret the nature of school subjects; and
3. analyze the criteria required for the selection of content.

(ii) : Pedagogy of a School Subject-Part-I

(a) CPS 2a: Pedagogy of Tamil-Part-I

இப்பாடப் பொருளைக் கற்றபின் மாணவ-ஆசிரியர்

1. தமிழ்மொழிக் கல்வியின் தோற்றம் மற்றும் வளர்ச்சி பற்றிக் கூற இயலும்;
2. தமிழ்மொழி கற்பித்தலின் நோக்கங்கள் மற்றும் குறிக்கோள்களை விவரிக்க இயலும்;
3. தமிழ்மொழி கற்பித்தலுக்கான பயிற்று முறைகளை கையாள இயலும்;
4. குறுங்கற்பித்தல் திறன்களின் பாட நிகழ்வுகளை எழுதிப் பயிற்சி பெற இயலும்;

5. தமிழ்மொழிக் கற்பித்தலின் நுட்பக்கூறுகளை பயன்படுத்த இயலும்; மற்றும்
6. தமிழ்மொழி கற்பித்தலுக்கான முறைகள் மற்றும் அணுகுமுறைகளை பின்பற்ற இயலும்.
7. பாட வல்லுநர்களின் வகுப்புகளைக் உற்றுநோக்கி, தமிழில் செய்து காட்டி விளக்குதல் கருத்தை பிரதிபலிக்க இயலும்.
8. குறுநிலை கற்பித்தல் பாடங்கள் மற்றும் கல்வி தொழில்நுட்ப பதிவேடுகள் தயாரிக்க இயலும்.

(b) CPS 2a: Pedagogy of English-Part-I

At the end of the course, the student-teachers will be able to

1. justify the role of English in the right perspective and point out the rationale for learning English as a second language;
2. construct the various aims and objectives involved in teaching and learning of the language;
3. identify the methods and current trends in the teaching of English;
4. use diverse instructional resources in teaching the language;
5. employ individualized instruction in the teaching of English;
6. integrate the teaching skills effectively in the classroom;
7. observe the classes of subject experts and reflect on the demonstration of concepts in English; and
8. prepare mini teaching lessons and Educational Technology record.

(c) CPS 2a: Pedagogy of Mathematics-Part-I

At the end of the course, the student-teachers will be able to

1. explain the nature and scope of Mathematics;
2. formulate the aims and objectives of teaching Mathematics;
3. integrate the teaching skills effectively in the classroom;
4. identify the diverse needs of learners in Mathematics;
5. explore the various methods of teaching and learning Mathematics;
6. organize the utility of various learning resources;
7. observe the classes of subject experts and reflect on the demonstration of concepts in Mathematics; and
8. prepare mini teaching lessons and Educational Technology record.

(d) CPS 2a: Pedagogy of Physical Science-Part-I

At the end of this course, the student-teachers will be able to

1. interpret the nature and scope of Physical Science;
2. order the aims and objectives of teaching Physical Science;
3. integrate the teaching skills effectively in the classroom;
4. address the varied needs of students;
5. justify the usage of various methods of teaching Physical Science;
6. employ various teaching aids in explaining the concepts of Physical Science;
7. observe the classes of subject experts and reflect on the demonstration of concepts in Physical Science; and
8. prepare mini teaching lessons and Educational Technology record.

(e) CPS 2a: Pedagogy of Biological Science-Part-I

At the end of the course, the student-teachers will be able to

1. explain the nature and scope of Biological Science;
2. integrate aims and objectives of teaching Biological Science;
3. integrate the teaching skills effectively in the classroom;
4. explore the avenues of teaching and learning Biology;
5. identify the individual differences of learners and deliver instruction by employing the appropriate methods of teaching Biological Science;
6. organize teaching aids to support learning;
7. observe the classes of subject experts and reflect on the demonstration of concepts in Biological Science; and
8. prepare mini teaching lessons and Educational Technology record.

(f) CPS 2a: Pedagogy of Elements of Economics-Part-I

At the end of the course, the student-teachers will be able to

1. gain insight into the meaning, nature and scope of Economics;
2. design the aims and objectives of teaching-learning Economics;
3. integrate the teaching skills effectively in the classroom;

4. reflect upon the different requirements of learners;
5. explore various strategies and methods in teaching Economics;
6. utilize the different teaching aids in teaching Economics;
7. observe the classes of subject experts and reflect on the demonstration of concepts in Economics; and
8. prepare mini teaching lessons and Educational Technology record.

(g) CPS 2a: Pedagogy of Computer Science-Part-I

At the end of the course, the student-teachers will be able to

1. predict the historical evolution of computers and its components;
2. determine the aims and objectives of teaching Computer Science at the Primary, Secondary and Higher Secondary level;
3. apply the teaching skills in the teaching - learning situation;
4. explore the varied needs of learners and plan for teaching accordingly;
5. acquaint with the various methods, approaches and strategies of teaching Computer Science;
6. utilize the various learning resources effectively in the teaching of Computer Science;
7. observe the classes of subject experts and reflect on the demonstration of concepts in Computer Science; and
8. prepare mini teaching lessons and Educational Technology record.

3. Enhancing Professional Capacities (EPC)

(i) EPC 1: Critical Understanding of ICT

At the end of this course, the student-teachers will be able to

1. interpret the concept of Information and Communication Technology (ICT);
2. predict new horizons in ICT; and
3. discover enriched learning experiences using ICT.

(ii) EPC 2: Physical Education and Yoga

At the end of this course, the student-teachers will be able to

1. integrate the fundamental skills of games and sports;
2. explore the different physical activities;
3. develop the correct body postures for better health;
4. indicate leadership, followership and sportsmanship qualities;
5. demonstrate different asanas for enhancing physical health; and
6. prepare the Physical Education and Yoga record.

Semester- II

1. Perspectives in Education (PE)

(i) PE 3b: Learning and Teaching-Part II

At the end of the course, the student-teachers will be able to

1. expound the learning and teaching process in an effective manner;
2. implement the knowledge acquired on the principles and maxims of teaching in the classroom; and
3. analyze the difficulties of the learner and design teaching accordingly.

(ii) PE 4: Psychological Perspectives of Learners

At the end of the course, the student-teachers will be able to

1. gain insight into the cognitive process;
2. explain the concept of intelligence and creativity;
3. interpret various theories to improve learning;
4. analyze the relationship between learning and motivation; and
5. assess the affective aspects through psychological testing.

2. Curriculum and Pedagogic Studies (CPS)

(i) CPS 2b: Pedagogy of a School Subject-Part-II

(a) CPS 2b: Pedagogy of Tamil-Part-II

1. கல்வியில் இணைக்கலைத்திட்டத்தின் செயல்பாடுகளை மேற்கொள்ள இயலும்;
2. மாணவர்களின் தேர்ச்சியை மதிப்பிட வினாப் பண்புகளுக்கேற்ப வினாக்களைத் தயாரிக்க இயலும்;
3. தமிழ்ப் பாடங்களைத் திறம்படக் கற்பிப்பதற்கான முன்செயல்களைப் பழக இயலும்;
4. கற்பித்தலின் அடிப்படை விதிகளை அறிந்து அவற்றை பயன்படுத்த இயலும்;
5. வகுப்பறைத் திறன்களை மேம்படுத்துவதின் புதுமைப் போக்குகளை மேற்கொள்ள இயலும்; மற்றும்
6. நிறுவன கட்டமைப்பு பற்றி விவரிக்க இயலும்.
7. பதிவுகளை திறம்பட தயாரித்து பராமரிக்கவும்.
8. தமிழில் கற்றலின் பல்வேறு தேவைகளை அடையாளம் கண்டு பகுப்பாய்வு செய்யவும்.
9. தமிழில் கற்பித்தல் மற்றும் கற்றல் கருவிகள் தயாரிக்க.
10. தொடர்ச்சியான மற்றும் முழுமையான மதிப்பீடு மூலம் மாணவர்களை மதிப்பீடு செய்து முடிவுகளை பகுப்பாய்வு செய்யவும்.
11. மாணவர்களின் செயல்திறனுக்கு உதவ தமிழில் ஒரு கேள்வி வங்கியைத் தொகுக்கவும்.

(b) CPS 2b: Pedagogy of English-Part-II

At the end of the course, the student-teachers will be able to

1. discover the importance of listening and speaking skills through teaching;
2. recognize the importance of teaching reading and the essentials of teaching writing skills;
3. analyze the methods of teaching Grammar and Vocabulary in the English language;
4. design instructional materials in the teaching of language;
5. prepare yearly plan, unit plan and daily lesson plan;
6. evaluate learners effectively;
7. identify and analyze the diverse needs of learners in English;
8. prepare teaching and learning materials in English;
9. score the students through Continuous and Comprehensive Evaluation and analyze the results; and
10. compile a question bank in English to aid student performance.

(c) CPS 2b: Pedagogy of Mathematics-Part-II

At the end of the course, the student-teachers will be able to

1. outline the importance of co- scholastic activities in Mathematics;
2. implement the process of evaluation in the classroom;
3. design year plans, unit plans and lesson plans in Mathematics;
4. predict the professional growth and commitment of the Mathematics teacher;
5. specify the importance of classroom climate and classroom management;
6. review the organization of a school plant;
7. prepare and maintain records effectively;
8. identify and analyze the diverse needs of learners in Mathematics;
9. prepare teaching and learning materials in Mathematics;
10. score the students through Continuous and Comprehensive Evaluation and analyze the results; and
11. compile a question bank in Mathematics to aid student performance.

(d) CPS 2b: Pedagogy of Physical Science-Part-II

At the end of the course, the student-teachers will be able to

1. organize the co-scholastic activities in Physical Science;
2. implement the process of evaluation in Physical Science;
3. recognize the significance of planning and teaching Physical Science;
4. integrate the picture of an ideal Physical Science teacher;
5. point out the importance of classroom climate and classroom management;
6. review the organization of the school plant;
7. identify and analyze the diverse needs of learners in Physical Science;
8. prepare teaching and learning materials in Physical Science;
9. score the students through Continuous and Comprehensive Evaluation and analyze the results; and
10. compile a question bank in Physical Science to aid student performance.

(e) CPS 2b: Pedagogy of Biological Science-Part-II

At the end of the course, the student-teachers will be able to

1. appreciate the importance of co-scholastic activities in Biological Science;
2. recognize the purpose of evaluation in Biological Science;

3. plan adequately before teaching the subject;
4. develop teacher professionalism and teacher commitment in the teaching of Biological Science;
5. predict classroom climate and classroom management;
6. determine the importance of organization and maintenance of the school plant;
7. identify and analyze the diverse needs of learners in Biological Science;
8. prepare teaching and learning materials in Biological Science;
9. score the students through Continuous and Comprehensive Evaluation and analyze the results; and
10. compile a question bank in Biological Science to aid student performance.

(f) CPS 2b: Pedagogy of Elements of Economics -Part-II

At the end of the course, the student-teachers will be able to

1. organize co-scholastic activities in the teaching of Economics;
2. identify the various steps in assessing learners;
3. design year plan, unit plan and lesson plans in Economics;
4. develop teacher commitment to enhance professionalism;
5. predict the appropriate classroom climate for better management;
6. expound appropriate knowledge on school plant;
7. identify and analyze the diverse needs of learners in Economics;
8. prepare teaching and learning materials in Economics;
9. score the students through Continuous and Comprehensive Evaluation and analyze the results; and
10. compile a question bank in Economics to aid student performance.

(g) CPS 2b: Pedagogy of Computer Science-Part-II

At the end of the course, the student-teachers will be able to

1. discriminate the various approaches to teaching Computer Science;
2. explore the process of Evaluation;
3. design the year plan, unit plan and lesson plans in Computer Science;

4. defend the significance of professional growth and commitment of Computer Science teacher;
5. point out the importance of classroom climate and manage the classroom effectively;
6. determine the appropriate school plant;
7. identify and analyze the diverse needs of learners in Computer Science;
8. prepare teaching and learning materials in Computer Science;
9. score the students through Continuous and Comprehensive Evaluation and analyze the results; and
10. compile a question bank in Computer Science to aid student performance.

(ii) CPS 3: Evaluation of Learners

At the end of the course, the student-teachers will be able to

1. explain the concept and identify the various approaches to Evaluation;
2. infer the qualities of a good testing tool;
3. construct and administer achievement tests;
4. interpret the test scores through quantitative analysis;
5. justify the need for Continuous and Comprehensive Evaluation and Portfolio Assessment;
6. assess children with special needs; and
7. prepare the Test and Measurement Record based on the scores of achievement test of students in internship schools.

(iii) CPS 4: Language across the Curriculum

At the end of the course, the student-teachers will be able to

1. compare the language diversity that exists in the class-rooms;
2. familiarize with the language acquisition;
3. interpret functions of language in the class rooms;
4. predict the importance of learning through the school language; and
5. utilize the language skills acquired in completion of the relevant activities specified.

3. Enhancing Professional Capacities (EPC)

(i) EPC 3: Reading and Reflecting on Texts

At the end of the course, the student-teachers will be able to

1. read and respond to a variety of texts in different ways;
2. enhance their capacities as readers and writers by becoming participants in the process of reading;
3. operate interactively- individually and in small groups;
4. design questions to think about, while reading a passage; and
5. critically appraise the content in books, documents and research papers.

Semester- III

1. Curriculum and Pedagogic Studies (CPS)

(i) CPS 2c: Pedagogy of a School Subject-Part-III

(a) CPS 2c: Pedagogy of Tamil-Part-III

இப்பாடப்பொருளைக் கற்றபின்பு மாணவ-ஆசிரியர்கள்

1. கற்றல் வளமுலங்களை பயன்படுத்த இயலும்;
2. தொழில்நுட்ப உதவியை பயன்படுத்தி துணைக்கருவிகளைத் தயாரிக்க முடியும்; மற்றும்
3. மாணவ-ஆசிரியர்களை, துறைக்கு ஆற்றப்படுத்துதல்
4. சக மாணவர்களின் போதனைகளை கவனித்து ஒரு பிரதிபலிப்பு பதிவேட்டை தயாரிக்கவும்
5. வழிகாட்டிகளுடன் இணை-கற்பித்தல் குறித்த பிரதிபலிப்பு பதிவேட்டை தயாரிக்கவும்.
6. தமிழில் பாடம் கற்பிக்கும் திட்டங்களை வடிவமைக்கவும்
7. தமிழில் கற்பிப்பதற்கு வசதியாக கற்பித்தல் கற்றல் கருவிகள் தயாரிக்கவும்
8. கற்பித்தல் திறனில் திறன்களைப் பெற்றுக்கொள்க.
9. பள்ளி வளாகத்தில் மூழ்கி இருத்தல் குறித்த பிரதிபலிப்பு இதழைத் தயாரிக்கவும்.

(b) CPS 2c: Pedagogy of English-Part-III

At the end of the course, the student-teachers will be able to

1. analyze the need for teaching study and reference skills in the learning of English;

2. compare the art of teaching intensive and extensive readers;
3. utilize the ways of evaluating oneself for effective teaching behavior;
4. prepare reflective journals on observation of peer teaching;
5. prepare reflective journals on co-teaching with mentors;
6. design lesson plans in English;
7. prepare teaching learning materials to facilitate teaching in English;
8. acquire skills in teaching competency; and
9. prepare a reflective journal on School Internship.

(c) CPS 2c: Pedagogy of Mathematics-Part-III

At the end of the course, the student-teachers will be able to

1. integrate the importance of various learning resources;
2. conduct Action Research and disseminate the results;
3. discriminate the various tasks to be executed during field immersion;
4. prepare reflective journals on observation of peer teaching;
5. prepare reflective journals on co-teaching with mentors;
6. design lesson plans in Mathematics;
7. prepare teaching learning materials to facilitate teaching in Mathematics;
8. acquire skills in teaching competency; and
9. prepare a reflective journal on School Internship.

(d) CPS 2c: Pedagogy of Physical Science-Part-III

At the end of the course, the student-teachers will be able to

1. classify the various learning resources to support effective teaching;
2. execute Action Research and disseminate the results;
3. gain clarity on the various tasks to be executed during field immersion;
4. prepare reflective journals on observation of peer teaching;
5. prepare reflective journals on co-teaching with mentors;
6. design lesson plans in Physical Science;
7. prepare teaching learning materials to facilitate teaching in Physical Science;
8. acquire skills in teaching competency; and

9. prepare a reflective journal on School Internship.

(e) CPS 2c: Pedagogy of Biological Science-Part-III

At the end of the course, the student-teachers will be able to

1. prepare various learning resources to support effective teaching;
2. conduct Action Research and disseminate the results;
3. arrange various tasks to be executed during field immersion;
4. prepare reflective journals on observation of peer teaching;
5. prepare reflective journals on co-teaching with mentors;
6. design lesson plans in Biological Science;
7. prepare teaching learning materials to facilitate teaching in Biological Science;
8. acquire skills in teaching competency; and
9. prepare a reflective journal on School Internship.

(f) CPS 2c: Pedagogy of Economics-Part-III

At the end of the course, the student-teachers will be able to

1. develop the various learning resources in the teaching of Economics;
2. conduct Action Research and disseminate the results;
3. design various tasks to be executed during field immersion;
4. prepare reflective journals on observation of peer teaching;
5. prepare reflective journals on co-teaching with mentors;
6. design lesson plans in Economics;
7. prepare teaching learning materials to facilitate teaching in Economics;
8. acquire skills in teaching competency; and
9. prepare a reflective journal on School Internship.

(g) CPS 2c: Pedagogy of Computer Science-Part-III

At the end of the course, the student-teachers will be able to

1. assess the importance of various learning resources;
2. conduct Action Research and disseminate the results;

3. design the various tasks to be executed during field immersion;
4. prepare reflective journals on observation of peer teaching;
5. prepare reflective journals on co-teaching with mentors;
6. design lesson plans in Computer Science;
7. prepare teaching learning materials to facilitate teaching in Computer Science;
8. acquire skills in teaching competency; and
9. prepare a reflective journal on School Internship.

Semester- IV

1. Perspectives in Education (PE)

(i) PE 5: Knowledge and Curriculum

At the end of the course, the student-teachers will be able to

1. recognize the epistemological basis of knowledge;
2. point out the perspectives of a Curriculum;
3. develop competencies in curriculum construction;
4. analyze the various curriculum practices;
5. predict the innovations in curriculum development; and
6. formulate the basis of evaluating the curriculum.

(ii) PE 6: Gender, School and Society

At the end of the course, the student-teachers will be able to

1. illustrate the concept of gender, transgender, gender role development and challenges to gender equity; stereotypes and gender bias;
2. summarize the influence of social institutions (family, caste, class, religion, region) on gender identity
3. identify the role of schools, peers, teachers, curriculum and textbooks, gendered roles, relationships and ideas in textbooks and curricula in challenging gender inequalities/ reinforcing gender parity;

(iii) PE 7: Creating an Inclusive School

At the end of the course, the student-teachers will be able to

1. appreciate the need for promoting inclusive practices and point out the aim of Education at the Pre- Primary, Primary and Secondary level;
2. identify children with developmental disabilities and provide instruction accordingly; and
3. analyze the outcomes of policies and programmes to enhance the inclusive set-up.

2. Curriculum and Pedagogic Studies (CPS)

(i) CPS 2d: Pedagogy of a School Subject-Part-IV

(a) CPS 2d: Pedagogy of Tamil-Part-IV

இப்பாடப்பொருளைக் கற்றபின்பு மாணவ-ஆசிரியர்

1. மொழி ஆசிரியருக்குரிய பண்பு நலன்களை வளர்த்துக் கொள்ள முடியும்;
2. கலைத் திட்டத்தின் நோக்கங்களையும், குறிக்கோள்களையும் விளக்க இயலும்; மற்றும்
3. மனித வாழ்க்கையில் தமிழ்மொழி வளர்ச்சியின் பங்கை புறிந்து கொள்ள இயலும்.
4. நிறுவனத்தின் இணை-கல்வி நடவடிக்கைகளின் அமைப்பு குறித்த அறிக்கையைத் தயாரிக்கவும்.
5. தமிழில் பாட தொகுதி உருவாக்குக.
6. தமிழ் தொடர்பான பல்வேறு வலைத்தளங்களில் பகுப்பாய்வு செய்து அனுமானம் வரையவும்.
7. பள்ளியில் பதிவுகள் மற்றும் பதிவேடுகளின் பராமரிப்பு குறித்த அறிக்கையைத் தயாரிக்கவும்
8. கூட்டுறவு பள்ளியின் சுற்றுச்சூழல் குறித்து ஒரு அறிக்கையை தயார் செய்க.
9. பள்ளிகளில் கற்பிக்கும் ஒரு உத்தியாக களப்பயணங்களை ஏற்பாடு செய்யவும்.

(b) CPS 2d: Pedagogy of English-Part-IV

At the end of the course, the student-teachers will be able to

1. apply the skills needed to organize various co-curricular activities;
2. determine the required traits for effective classroom management;
3. develop a good school plant and realize the need for maintaining various school records and registers;
4. prepare a report on the organization of co-scholastic activities;
5. construct modules in English;

6. analyse and draw inference on various websites related to English;
7. prepare a report on the maintenance of records and registers in schools;
8. write a report on the environment context of their co-operative schools; and
9. include field trips for enrichment of the teaching-learning process.

(c) CPS 2d: Pedagogy of Mathematics-Part-IV

At the end of the course, the student-teachers will be able to

1. discriminate learner-controlled instruction, collaborative and co- operative learning ;
2. design the Mathematics curriculum at the school level;
3. associate the relationship of Mathematics with other subjects and the community;
4. prepare a report on the organization of co-scholastic activities;
5. construct modules in Mathematics;
6. analyse and draw inference on various websites related to Mathematics;
7. prepare a report on the maintenance of records and registers in schools;
8. write a report on the environment context of their co-operative schools; and
9. include field trips for enrichment of the teaching-learning process.

(d) CPS 2d: Pedagogy of Physical Science-Part-IV

At the end of the course, the student-teachers will be able to

1. summarize learner-controlled instruction, collaborative and co-operative learning effectively ;
2. predict the curricular development in Physical Science;
3. explore the linkage of Physical Science with community life;
4. prepare a report on the organization of co-scholastic activities;
5. construct modules in Physical Science;
6. analyse and draw inference on various websites related to Physical Science;
7. prepare a report on the maintenance of records and registers in schools;
8. write a report on the environment context of their co-operative schools; and
9. include field trips for enrichment of the teaching-learning process.

(e) CPS 2d: Pedagogy of Biological Science-Part-IV

At the end of the course, the student-teachers will be able to

1. apply the knowledge of learner-controlled instruction, collaborative and co-operative learning effectively for better curriculum transaction;
2. analyze the curricular development in Biological Science;
3. discover the linkage of Biological Science with community life;
4. prepare a report on the organization of co-scholastic activities;
5. construct modules in Biological Science;
6. analyse and draw inference on various websites related to Biological Science;
7. prepare a report on the maintenance of records and registers in schools;
8. write a report on the environment context of their co-operative schools; and
9. include field trips for enrichment of the teaching-learning process.

(f) CPS 2d: Pedagogy of Economics-Part-IV

At the end of the course, the student-teachers will be able to

1. discriminate learner-controlled instruction, collaborative and co-operative learning for better curriculum transaction;
2. appreciate curriculum development in Economics;
3. associate the economic concepts to community life;
4. prepare a report on the organization of co-scholastic activities;
5. construct modules in Economics;
6. analyse and draw inference on various websites related to Economics;
7. prepare a report on the maintenance of records and registers in schools;
8. write a report on the environment context of their co-operative schools; and
9. include field trips for enrichment of the teaching-learning process.

(g) CPS 2d: Pedagogy of Computer Science-Part-IV

At the end of the course, the student-teachers will be able to

1. contrast learner-controlled instruction, collaborative and co-operative learning ;
2. predict the curricular development in Computer Science;
3. construct a system using the insight gained in Systems Approach;

4. prepare a report on the organization of co-scholastic activities;
5. construct modules in Computer Science;
6. analyze and draw inference on various websites related to Computer Science;
7. prepare a report on the maintenance of records and registers in schools; and
8. write a report on the environment context of their co-operative schools; and
9. include field trips for enrichment of the teaching-learning process.

(ii) CPS 5: Optional Courses

(a) CPS 5a: Health and Physical Fitness

At the end of the course, the student-teachers will be able to

1. analyze the different aspects of health and fitness;
2. express the importance of hygienic living;
3. identify the correct posture for a healthy living;
4. create awareness on the rules of safety and importance of first aid;
5. evaluate one's present status of physical fitness and provide the basis for setting-up an exercise programme; and
6. predict the importance of weight management through exercise and diet; and discover ways of coping with daily stress.

(b) CPS 5b: Library and Information Science

At the end of the course, the student-teachers will be able to

1. classify the types of libraries;
2. compare and contrast the various information sources;
3. explore the various services offered in a library;
4. plan the schedule of activities for a library;
5. summarize the different contemporary technologies in a library; and
6. sensitize with information literacy and user education.

(c) CPS 5c: Women Entrepreneurship

At the end of the course, the student-teachers will be able to

1. analyze the meaning and facts of entrepreneurship;
2. exhibit the behavioural qualities of an entrepreneur;
3. examine the key components of management tasks of women entrepreneurs;
4. discriminate the role of management functions in entrepreneurial development;
5. discover the contribution of organizations in developing entrepreneurship among Indian Women; and
6. indicate the role of teachers in promoting women entrepreneurs.

(d) CPS 5d: Guidance and Counseling

At the end of this course, the student-teachers will be able to

1. apply the principles of guidance in practical situations and explore the types of Guidance services;
2. discriminate the various types of counselling;
3. discover the history of Guidance Movement and analyze the various therapies in Counselling;
4. explain the important role of a counsellor;
5. demonstrate the techniques of group guidance and group counselling; and
6. express the need of guidance and counselling in schools;

(e) CPS 5e: Environmental Education

At the end of the course, the student-teachers will be able to

1. construct the objectives, scope and nature of Environmental Education;
2. perceive the causes and remedies for environmental hazards and pollution;
3. analyze the causes and control measures for environmental degradation;
4. prioritize the need for inclusion of Environmental Education in the school curriculum;
5. apply the knowledge of environmental policies and issues in India; and
6. predict the various types of disasters and identify the control measures.

(f) CPS 5f: Women Education

At the end of the course, the student-teachers will be able to

1. discover the history of Women's Movement;
2. identify the role of Indian Women at the work place;
3. apply the legal rights of Indian Women in practical situations;
4. predict the reasons for the decline of female population in India;
5. survey the problems faced by Indian Women; and
6. analyze the role of Indian Women in Politics.

(g) CPS 5g: Peace and Value Education

At the end of the course, the student-teachers will be able to

1. apply the concept of Peace Education in the transformation of violence into peace;
2. reflect on the nature of conflicts and their resolution;
3. imbibe the knowledge, attitudes and skills needed to achieve and sustain a global culture of peace;
4. comprehend the important sources of values;
5. summarize the concept of Value Education and point out the role of social institutions in developing values among children; and
6. utilize appropriate methods of teaching values.

(h) CPS 5h: Pedagogy of Higher Secondary Education (Only for PG students)

At the end of the course, the student-teachers will be able to

1. analyze the structure and standards of Higher Secondary Education in the country;
2. familiarize with the administrative aspect of Higher Secondary Education;
3. reflect on the teaching strategies and research in Higher Secondary Education;
4. explore the examination reforms in the country;
5. expound the quality standards set in Higher Secondary Education; and
6. determine the role of planning in Educational Management.

3. Enhancing Professional Capacities (EPC)

(i) EPC 4: Life Skills for Understanding the Self

At the end of this course, the student-teachers will be able to

1. assess oneself through self -analysis;
2. construct positive thoughts for better mental health;
3. identify and manage emotions;
4. plan and manage time effectively; and
5. create dreams and aspirations and work towards one's goal.

(ii) EPC 5: Drama and Art in Education

At the end of this course, the student-teachers will be able to

1. associate Art with Education for better communication;
2. develop creative thinking through different Art forms;
3. realize that liberal arts help in making better professionals;
4. integrate the role of Art medium in Education;
5. interpret student's ability for perception and reflection; and
6. prepare a record on Drama and Art activities in the school.

(iii) EPC 6: Health and Physical Education

At the end of this course, the student-teachers will be able to

1. create the exposure to hygienic living;
2. assess the importance of first aid;
3. sensitize the significance of taking nutritious food;
4. discover the importance of correct postures and various postural defects;
5. develop the regime of physical fitness for healthy living;
6. integrate team spirit and co-operation for better group dynamics; and
7. prepare Health and Physical Education record

BACHELOR OF SPECIAL EDUCATION (B.Ed. Special Education) (Visual Impairment) PROGRAMME

Programme Learning Outcomes of B.Ed. Special Education (Visual Impairment) Programme

At the end of the B.Ed Special Education Programme, the student-teachers will be able to

1. identify the human behaviour at various developmental stages by employing the theories of development and adopt strategies to improve learning; (PE1 & PE4).
2. engage with studies on Indian society and Education in Contemporary India; (PE2).
3. incorporate the principles and maxims of teaching in effectively constructing the tasks of teaching; (PE 3a, 3b)
4. integrate the various curriculum practices in the classroom and make learning an enriching experience; (PE5)
5. reconstruct and deliver instruction from disciplinary content knowledge through appropriate pedagogic processes that communicate meaningfully and to assess learners using Continuous Comprehensive Evaluation; (CPS 2a to 2d, CPS3).
6. assess the needs of children with Visual Impairment and deliver instruction accordingly;(C12)
7. enhance professional capacities in areas such as ICT, Health and physical Education, Reading and Reflecting on Texts, Life skills and Drama and Art and to engage with the self, the child, the community and the school; (EPC2, 3, 5).
8. explicate the types of sensory impairments, study the implications and apply intervention strategies to enhance the learning of persons with disabilities; (B1)
9. expand and adapt the curriculum to meet the needs of the visually impaired children and equip them with functional academic skills and independent living skills; (C13)
10. apply exquisite teaching strategies and unique assessment methods to meet the challenges of the visually impairment learners; (C14)
11. extend adaptive technology and print-access for teaching children with low vision; (C15)
12. develop an insight into the plethora of emotions, the family experiences at the birth of a special child and the requisite skills needed to meet the challenges faced by special children in the family and community; (C16)

13. incorporate instructional strategies for teaching in mainstream classrooms, thereby including the visually impaired and equipping them with independent living skills; (B2)
14. assess the functional vision of the visually impaired students, train them in Braille, use assistive devices to help them learn, impart orientation and mobility training and teach general, special and inclusive stream as requirement demands; (E1)
15. organize Co-scholastic activities, citizenship training camp, field trips and work experience related activities for both general and special schools community; and
16. mature holistically in all aspects-Physical, emotional, intellectual, ethical and spiritual and sensitizing to the needs of the community.

Course Learning Outcomes of B.Ed. Special Education (Visual Impairment) Programme

Semester- I

1. Perspectives in Education (PE)

(i) PE 1: Childhood and Growing up as a Learner

At the end of the course, the student-teachers will be able to

1. compare and contrast the developmental stages of human beings from pre-natal to old age;
2. interpret the various theories propounded by Psychologists;
3. apply appropriate methods to assess the development of learners;
4. assess child behaviour through psychological testing; and
5. investigate an individual or institution by employing the case study technique.

(ii) PE 2: Contemporary India and Education

At the end of the course, the student-teachers will be able to

1. address the problems prevalent in the Contemporary Indian Society;
2. point out the educational provisions enshrined in the Indian Constitution;
3. recognise the special recommendations of the Indian Education Commission in pre

- and post Independent India;
4. implement the various programmes of Quality Improvement for Education;
 5. compare the schools of Education; and
 6. extrapolate the contributions of Indian Philosophers to the field of Education.

(iii) PE 3a: Learning and Teaching-Part-I

At the end of the course, the student-teachers will be able to

1. interpret the concept of learning and teaching;
2. apply knowledge acquired on the task of teaching in real classroom situations; and
3. analyze the importance of modifications of teacher behavior.

2. Curriculum and Pedagogic Studies (CPS)

(ii) CPS 2a: Pedagogy of a School Subject-Part-I

(a) CPS 2a: Pedagogy of Tamil-Part-I

இப்பாடப் பொருளைக் கற்றபின் மாணவ-ஆசிரியர்

- 1) தமிழ்மொழிக் கல்வியின் தோற்றம் மற்றும் வளர்ச்சி பற்றிக் கூற இயலும்;
- 2) தமிழ்மொழி கற்பித்தலின் நோக்கங்கள் மற்றும் குறிக்கோள்களை விவரிக்க இயலும்;
- 3) தமிழ்மொழி கற்பித்தலுக்கான பயிற்று முறைகளை கையாள இயலும்;
- 4) குறுங்கற்பித்தல் திறன்களின் பாட நிகழ்வுகளை எழுதிப் பயிற்சி பெற இயலும்;
- 5) தமிழ்மொழிக் கற்பித்தலின் நுட்பக்கருகளை பயன்படுத்த இயலும்; மற்றும்
- 6) தமிழ்மொழி கற்பித்தலுக்கான முறைகள் மற்றும் அணுகுமுறைகளை பின்பற்ற இயலும்.
- 7) பாட வல்லுநர்களின் வகுப்புகளை உற்று நோக்கி பொது மற்றும் சிறப்பு பள்ளிகளைக் குறிக்கும் வகையில் தமிழில் செய்து காட்டி விளக்குதல் கருத்தை பிரதிபலிக்கவும்.
- 8) முக்கிய துறைகள் மற்றும் சிறப்பு குறைபாடு நெறிகளுக்கு குருநிலை கற்பித்தல் பாடங்களைத் தயாராக்கவும்.

(b) CPS 2a: Pedagogy of English-Part-I

1. At the end of the course, the student-teachers will be able to justify the role of English in the right perspective and point out the rationale for learning English as a second language;
2. construct the various aims and objectives involved in teaching and learning of the language; identify the methods and current trends in the teaching of English;
3. use diverse instructional resources in teaching the language;
4. employ individualized instruction in the teaching of English;
5. integrate the teaching skills effectively in the classroom;
6. observe the classes of subject experts and reflect on the demonstration of concepts in English with reference to General and Special schools; and
7. prepare Mini teaching record related to major disciplines and disability specialisations.

(c) CPS 2a: Pedagogy of Mathematics-Part-I

At the end of the course, the student-teachers will be able to

1. explain the nature and scope of Mathematics;
2. formulate the aims and objectives of teaching Mathematics;
3. apply the teaching skills appropriately in the classroom;
4. identify the diverse needs of learners in Mathematics;
5. explore the various methods of teaching and learning Mathematics;
6. organize the utility of various learning resources;
7. integrate the teaching skills effectively in the classroom;
8. observe the classes of subject experts and reflect on the demonstration of concepts in Mathematics with reference to General and Special schools; and
9. prepare Mini teaching record related to major disciplines and disability specializations.

(d) CPS 2a: Pedagogy of Physical Science-Part-I

At the end of this course, the student-teachers will be able to

1. interpret the nature and scope of Physical Science;
2. order the aims and objectives of teaching Physical Science;
3. integrate the teaching skills effectively in the classroom;
4. address the varied needs of students;

5. justify the usage of various methods of teaching Physical Science;
6. employ various teaching aids in explaining the concepts of Physical Science;
7. observe the classes of subject experts and reflect on the demonstration of concepts in Physical Science with reference to General and Special schools; and
8. prepare Mini teaching record related to major disciplines and disability specializations.

(e) CPS 2a: Pedagogy of Biological Science-Part-I

At the end of the course, the student-teachers will be able to

1. explain the nature and scope of Biological Science;
2. integrate aims and objectives of teaching Biological Science;
3. integrate the teaching skills effectively in the classroom;
4. explore the avenues of teaching and learning Biology;
5. identify the individual differences of learners and deliver instruction accordingly;
6. organize teaching aids to support learning;
7. observe the classes of subject experts and reflect on the demonstration of concepts in Biological Science with reference to General and Special schools; and
8. prepare Mini teaching record related to major disciplines and disability specializations.

(f) CPS 2a: Pedagogy of Elements of Economics-Part-I

At the end of the course, the student-teachers will be able to

1. gain insight into the meaning, nature and scope of Economics;
2. design the aims and objectives of teaching-learning Economics;
3. integrate the teaching skills effectively in the classroom;
4. reflect upon the different requirements of learners;
5. explore various strategies and methods in teaching Economics;
6. utilize the different teaching aids in teaching Economics;
7. observe the classes of subject experts and reflect on the demonstration of concepts in Economics with reference to General and Special schools; and
8. prepare Mini teaching record related to major disciplines and disability specializations.

specializations.

(g) CPS 2a: Pedagogy of Computer Science-Part-I

At the end of the course, the student-teachers will be able to

1. predict the historical evolution of computers and its components;
2. determine the aims and objectives of teaching Computer Science at the Primary, Secondary and Higher Secondary level;
3. apply the teaching skills in the teaching - learning situation;
4. explore the varied needs of learners and plan for teaching accordingly;
5. acquaint with the various methods, approaches and strategies of teaching Computer Science;
6. utilize the various learning resources effectively in the teaching of Computer Science;
7. observe the classes of subject experts and reflect on the demonstration of concepts in Computer Science with reference to General and Special schools; and
8. prepare Mini teaching record related to major disciplines and disability specializations.

(h) CPS 2a: Pedagogy of History-Part-I

At the end of the course, the student-teachers will be able to

1. trace the nature and scope of History;
2. spell out the aims and objectives of teaching History;
3. apply the teaching skills appropriately in the History classroom;
4. identify the diverse needs of learners and plan for teaching accordingly ;
5. implement various methods and strategies of teaching History;
6. use various learning resources effectively in the teaching of History;
7. observe the classes of subject experts and reflect on the demonstration of concepts in History with reference to General and Special schools; and
8. prepare Mini teaching record related to major disciplines and disability specializations.

(i) CPS 2a: Pedagogy of Geography-Part-I

At the end of the course, the student-teachers will be able to

1. gain insight into the nature and scope of Geography;
2. design the aims and objectives of teaching Geography;
3. apply the teaching skills appropriately in the Geography classroom;
4. identify the diverse needs of learners and plan for teaching accordingly;
5. employ various methods and strategies of teaching Geography;
6. develop various learning resources effectively in the teaching of Geography;
7. observe the classes of subject experts and reflect on the demonstration of concepts in Geography with reference to General and Special schools; and
8. prepare Mini teaching record related to major disciplines and disability specializations.

(j) CPS 2a: Pedagogy of Commerce and Accountancy-Part-I

At the end of the course, the student-teachers will be able to

1. explore the nature and scope of Commerce and Accountancy;
2. construct the aims and objectives of teaching Commerce and Accountancy;
3. apply the teaching skills appropriately in the Commerce and Accountancy classroom;
4. identify the diverse needs of learners and plan for teaching accordingly;
5. utilize various methods and strategies of teaching Commerce and Accountancy;
6. prepare various learning resources effectively in the teaching of Commerce and Accountancy;
7. observe the classes of subject experts and reflect on the demonstration of concepts in Commerce and Accountancy with reference to General and Special schools; and
8. prepare Mini teaching record related to major disciplines and disability specializations.

(k) CPS 2a: Pedagogy of Home Science-Part-I

At the end of the course, the student-teachers will be able to

1. explain the nature and scope of Home Science;
2. determine the aims and objectives of teaching Home Science;
3. apply the teaching skills appropriately in the Home Science classroom;
4. identify the diverse needs of learners and plan for teaching accordingly;
5. use various methods and strategies of teaching Home Science;
6. prepare various learning resources effectively in the teaching of Home Science;

7. observe the classes of subject experts and reflect on the demonstration of concepts in Home Science with reference to General and Special schools; and
8. prepare Mini teaching record related to major disciplines and disability specializations.

3. Disability Specialization-Visual Impairment (C)

(i) C 12: Identification of Children with Visual Impairment and Assessment of Needs

At the end of the course, the student-teachers will be able to

1. draw the structure of human eye and point out its common defects;
2. summarize the etiology of Visual Impairment;
3. enumerate the needs and implications of Visual Impairment;
4. identify and assess vision and functional skills of children with visual impairment; and
5. predict the needs and develop skills to assess children with Visual Impairment and Multiple Disabilities (VIMD).

4. Enhancing Professional Capacities (EPC)

EPC 2: Physical Education, Adapted Physical Education and Yoga

At the end of this course, the student-teachers will be able to

1. integrate the fundamental skills of games and sports;
2. explore the different physical activities;
3. develop the correct body postures for better health;
4. indicate leadership, followership and sportsmanship qualities;
5. demonstrate different asanas for enhancing physical health; and
6. prepare the Physical Education, Adapted Physical Education and Yoga record.

Semester- II

1. Perspectives in Education (PE)

(i) PE 3b: Learning and Teaching-Part II

At the end of the course, the student-teachers will be able to

1. expound the learning and teaching process in an effective manner;
2. acquire knowledge about the principles and maxims of teaching; and
3. analyze the difficulties of the learner and design teaching accordingly.

(ii) PE 4: Psychological Perspectives of Learners

At the end of the course, the student-teachers will be able to

1. gain insight into the cognitive process;
2. explain the concept of intelligence and creativity;
3. interpret various theories to improve learning;
4. analyze the relationship between learning and motivation; and
5. assess the affective aspects through psychological testing.

2. Curriculum and Pedagogic Studies (CPS)

(i) CPS 2b: Pedagogy of a School Subject-Part-II

(a) CPS 2b: Pedagogy of Tamil-Part-II

நோக்கங்கள் இப்பாடப்பொருளைக் கற்றபின்பு மாணவ-ஆசிரியர்கள்

1. கல்வியில் இணைக்கலைத்திட்டத்தின் செயல்பாடுகளை மேற்கொள்ள இயலும்;
2. மாணவர்களின் தேர்ச்சியை மதிப்பிட வினாப் பண்புகளுக்கேற்ப வினாக்களைத் தயாரிக்க இயலும்;
3. தமிழ்ப் பாடங்களைத் திறம்படக் கற்பிப்பதற்கான முன்செயல்களைப் பழக இயலும்;
4. கற்பித்தலின் அடிப்படை விதிகளை அறிந்து அவற்றை பயன்படுத்த இயலும்;
5. வகுப்பறைத் திறன்களை மேம்படுத்துவதின் புதுமைப் போக்குகளை மேற்கொள்ள இயலும்; மற்றும்
6. நிறுவன கட்டமைப்பு பற்றி விவரிக்க இயலும்.
7. கற்பவர்களின் பல்வேறு தேவைகளை அடையாளம் கண்டு தமிழில் பகுப்பாய்வு செய்யவும்.
8. பொது மற்றும் சிறப்பு மாணவர்களுக்கு தமிழில் கற்பித்தல் மற்றும் பொருட்கள் தயாரிக்கவும்.

9. தொடர்ச்சியான மற்றும் முழுமையான மதிப்பீடு மூலம் மாணவர்களின் மதிப்பெண்களை பெற்று முடிவுகளை பகுப்பாய்வு செய்யவும்.
10. மாணவர்களின் செயல் திறனுக்கு உதவும் வகையில் தமிழில் ஒரு வினா வங்கியைத் தொகுக்கவும்.
11. சிறப்பு மற்றும் உள்ளடக்கிய பள்ளியில் தழுவல் மற்றும் மதிப்பீட்டில் கவனம் செலுத்தும் பாட திட்டங்களை வடிவமைக்கவும்.

(b) CPS 2b: Pedagogy of English-Part-II

At the end of the course, the student-teachers will be able to

1. discover the importance of listening and speaking skills through teaching;
2. recognize the importance of teaching reading and the essentials of teaching writing skills;
3. analyze the methods of teaching Grammar and Vocabulary in the English language;
4. design instructional materials in the teaching of language;
5. prepare yearly plan, unit plan and daily lesson plan;
6. evaluate learners effectively;
7. assess learners in English using appropriate evaluation techniques;
8. identify and analyze the diverse needs of learners in English;
9. prepare teaching and learning materials in English for both general and special students;
10. construct a reflective record on Continuous and Comprehensive Evaluation practiced in the internship schools;
11. compile a question bank in English to aid student performance.
12. design lesson plans focusing on adaptation and evaluation in special and inclusive schools.

(c) CPS 2b: Pedagogy of Mathematics-Part-II

At the end of the course, the student-teachers will be able to

1. outline the importance of co-scholastic activities in Mathematics;
2. implement the process of evaluation in the classroom;

3. design year plans, unit plans and lesson plans in Mathematics;
4. predict the professional growth and commitment of the Mathematics teacher;
5. specify the importance of classroom climate and classroom management;
6. review the organization of a school plant;
7. identify and analyze the diverse needs of learners in Mathematics;
8. prepare teaching and learning materials in Mathematics for both general and special students;
9. construct a reflective record on Continuous and Comprehensive Evaluation practiced in the internship schools;
- 10.compile a question bank in Mathematics to aid student performance.
- 11.design lesson plans focusing on adaptation and evaluation in special and inclusive schools.

(d) CPS 2b: Pedagogy of Physical Science-Part-II

At the end of the course, the student-teachers will be able to

1. organize co-scholastic activities in Physical Science;
2. implement the process of evaluation in Physical Science;
3. recognize the significance of planning and teaching Physical Science;
4. integrate the picture of an ideal Physical Science teacher;
5. point out the importance of classroom climate and classroom management;
6. review the organization of the school plant;
7. identify and analyze the diverse needs of learners in Physical Science;
8. prepare teaching and learning materials in Physical Science for both general and special students;
9. construct a reflective record on Continuous and Comprehensive Evaluation practiced in the internship schools;
- 10.compile a question bank in Physical Science to aid student performance.
- 11.design lesson plans focusing on adaptation and evaluation in special and inclusive schools.

(e) CPS 2b: Pedagogy of Biological Science-Part-II

At the end of the course, the student-teachers will be able to

1. appreciate the importance of co-scholastic activities in Biological Science;
2. recognize the purpose of evaluation in Biological Science;
3. plan adequately before teaching the subject;
4. develop teacher professionalism and teacher commitment in the teaching of Biological Science;
5. predict classroom climate and classroom management;
6. determine the importance of organization and maintenance of the school plant;
7. identify and analyze the diverse needs of learners in Biological Science;
8. prepare teaching and learning materials in Biological Science for both general and special students;
9. construct a reflective record on Continuous and Comprehensive Evaluation practiced in the internship schools;
- 10.compile a question bank in Biological Science to aid student performance.
- 11.design lesson plans focusing on adaptation and evaluation in special and inclusive schools.

(f) CPS 2b: Pedagogy of Elements of Economics -Part-II

At the end of the course, the student-teachers will be able to

1. organize co-scholastic activities in the teaching of Economics;
2. identify the various steps in assessing learners;
3. design the year plan, unit plan and lesson plans in Economics;
4. develop teacher commitment to enhance professionalism;
5. predict the appropriate classroom climate for better management;
6. expound appropriate knowledge on school plant;
7. identify and analyze the diverse needs of learners in Economics;
8. prepare teaching and learning materials in Economics for both general and special students;
9. construct a reflective record on Continuous and Comprehensive Evaluation practiced in the internship schools;
- 10.compile a question bank in Economics to aid student performance.
- 11.design lesson plans focusing on adaptation and evaluation in special and inclusive schools.

(g) CPS 2b: Pedagogy of Computer Science-Part-II

At the end of the course, the student-teachers will be able to

1. discriminate the various approaches to teaching Computer Science;
2. explore the process of Evaluation;
3. design the year plan, unit plan and lesson plans in Computer Science;
4. defend the significance of professional growth and commitment of Computer Science teacher;
5. point out the importance of classroom climate and manage the classroom effectively;
6. determine the appropriate school plant;
7. identify and analyze the diverse needs of learners in Computer Science;
8. prepare teaching and learning materials in Computer Science for both general and special students;
9. construct a reflective record on Continuous and Comprehensive Evaluation practiced in the internship schools;
10. compile a question bank in Computer Science to aid student performance.
11. design lesson plans focusing on adaptation and evaluation in special and inclusive schools.

(h) CPS 2b: Pedagogy of History-Part-II

At the end of the course, the student-teachers will be able to

1. organize co-scholastic activities in History;
2. implement the process of evaluation in History;
3. recognize the significance of planning and teaching History;
4. integrate the picture of an ideal History teacher;
5. point out the significance of classroom climate and classroom management;
6. review the organization of the school plant;
7. identify and analyze the diverse needs of learners in History;
8. prepare teaching and learning materials in History for both general and special students;
9. construct a reflective record on Continuous and Comprehensive Evaluation practiced in the internship schools;

- 10.compile a question bank in History to aid student performance.
- 11.design lesson plans focusing on adaptation and evaluation in special and inclusive schools.

(i) CPS 2b: Pedagogy of Geography-Part-II

At the end of the course, the student-teachers will be able to

1. design non-scholastic activities in Geography;
2. apply the process of evaluation in Geography;
3. appreciate the significance of planning and teaching Geography;
4. develop teacher professionalism and teacher commitment in the teaching of Geography;
5. point out the importance of classroom climate and classroom management;
6. review the organization of the school plant;
7. identify and analyze the diverse needs of learners in Geography;
8. prepare teaching and learning materials in Geography for both general and special students;
9. construct a reflective record on Continuous and Comprehensive Evaluation practiced in the internship schools;
- 10.compile a question bank in Geography to aid student performance.
- 11.design lesson plans focusing on adaptation and evaluation in special and inclusive schools.

(j) CPS 2b: Pedagogy of Commerce and Accountancy-Part-II

At the end of the course, the student-teachers will be able to

1. appreciate the significance of co-scholastic activities in Commerce and Accountancy;
2. implement the process of evaluation in Commerce and Accountancy;
3. recognize the significance of planning and teaching Commerce and Accountancy;
4. identify the requisites of commitment and professionalism of a Commerce and Accountancy teacher;
5. point out the importance of classroom climate and classroom management;
6. review the organization of the school plant;
7. identify and analyze the diverse needs of learners in Commerce and Accountancy;

8. prepare teaching and learning materials in Commerce and Accountancy for both general and special students;
9. construct a reflective record on Continuous and Comprehensive Evaluation practiced in the internship schools;
- 10.compile a question bank in Commerce and Accountancy to aid student performance.
- 11.design lesson plans focusing on adaptation and evaluation in special and inclusive schools.

(k) CPS 2b: Pedagogy of Home Science-Part-II

At the end of the course, the student-teachers will be able to

1. organize co-scholastic activities in Home Science;
2. implement the process of evaluation in Home Science;
3. point out the need for planning and teaching Home Science;
4. point out the importance of classroom climate and classroom management;
5. develop teacher commitment to enhance professionalism;
6. review the organization of the school plant;
7. identify and analyze the diverse needs of learners in Home Science;
8. prepare teaching and learning materials in Home Science for both general and special students;
9. construct a reflective record on Continuous and Comprehensive Evaluation practiced in the internship schools;
- 10.compile a question bank in Home Science to aid student performance.
- 11.design lesson plans focusing on adaptation and evaluation in special and inclusive schools.

CPS 3: Evaluation of Learners

At the end of the course, the student-teachers will be able to

1. explain the concept and identify the various approaches to Evaluation;
2. infer the qualities of a good testing tool;
3. construct and administer Achievement tests;
4. interpret the test scores through quantitative analysis;

5. justify the need for Continuous and Comprehensive Evaluation and Portfolio Assessment;
6. assess children with special needs; and
7. construct the Test and Measurement Record based on the scores of achievement test of students in internship schools.

3. Cross Disability and Inclusion (B)

(i) B 1: Introduction to Persons with Disabilities

At the end of the course, the student-teachers will be able to

1. explain the nature, characteristics and educational implications of students with low-vision and visual impairment;
2. describe the process of hearing and cite the educational implications of various types of hearing impairment;
3. explain the incidence of intellectual disability and assign training accordingly;
4. identify students with neuro developmental disabilities and provide timely intervention; and
5. identify students with locomotor and multiple disabilities and arrange for appropriate curriculum transaction and therapeutic intervention.

Enhancing Professional Capacities (EPC)

(i) EPC 3: Reading and Reflecting on Texts

At the end of the course, the student-teachers will be able to

1. read and respond to a variety of texts in different ways;
2. enhance their capacities as readers and writers by becoming participants in the process of reading;
3. operate interactively- individually and in small groups;
4. design questions to think about, while reading a passage; and
5. critically appraise the content in books, documents and research papers.

Semester- III

1. Curriculum and Pedagogic Studies (CPS)

(i) CPS 2c: Pedagogy of a School Subject-Part-III

(a) CPS 2c: Pedagogy of Tamil-Part-III

இப்பாடப்பொருளைக் கற்றபின்பு மாணவ-ஆசிரியர்கள்

1. கற்றல் வளமூலங்களை பயன்படுத்த இயலும்;
2. தொழில்நுட்ப உதவியை பயன்படுத்தி துணைக்கருவிகளைத் தயாரிக்க முடியும்; மற்றும்
3. ஆசிரியர் துறைக்கு ஆற்றப்படுத்துதல்
4. சக மாணவர்களின் கற்பித்தலை உற்று நோக்கி ஓர் பிரதிபலிப்பு இதழைத் தயாரிக்கவும்.
5. வழிகாட்டிகளுடன் இணைந்து இணை கற்பித்தல் பற்றிய பிரதிபலிப்பு இதழைத் தயாரிக்கவும்.
6. முக்கிய துறைகள் மற்றும் உள்ளடக்கிய பள்ளிகள் தவிர மற்ற வகுப்பறை நடவடிக்கைகளையும் கவனிக்கவும்.
7. பொது மற்றும் சிறப்பு பள்ளிக்கான பாடங்கற்பிப்புத் திட்டத்தை தமிழில் வடிவமைக்கவும்.
8. பொது சிறப்பு உள்ளடக்கிய மற்றும் முக்கிய துறைகள் தவிர்த்து கற்பித்தல் கற்றல் பொருட்களை தயார் செய்யவும்.
9. பொது மற்றும் சிறப்பு பள்ளிகளிலும் கற்பிக்கும் திறனை பெற்றுக்கொள்ளவும்.
10. நடுவங்கள் விளக்கக்காட்சிகளை பொது சிறப்பு உள்ளடக்கிய மற்றும் சிறப்பு பள்ளியைத் தவிர மற்றவற்றுக்காகவும் தமிழில் தயார் செய்யவும்.

(b) CPS 2c: Pedagogy of English-Part-III

At the end of the course, the student-teachers will be able to

1. analyze the need for teaching study and reference skills in the learning of English;
2. compare the art of teaching intensive and extensive readers;
3. utilize the ways of evaluating oneself for effective teaching behavior;
4. prepare reflective journals on observation of peer teaching;
5. prepare reflective journals on co-teaching with mentors;
6. observe classroom proceedings other than major disabilities and inclusive schools;
7. design lesson plans in English for both general and special schools;
8. prepare teaching learning materials for general, special, inclusive and other than major

disabilities;

9. acquire skills in teaching competency for both general and special schools;
10. prepare a reflective journal on School Internship for both general and special schools;
and
11. prepare power point presentations in English for General, special, inclusive and other than special schools.

(c) CPS 2c: Pedagogy of Mathematics-Part-III

At the end of the course, the student-teachers will be able to

1. integrate the importance of various instructional resources in Mathematics;
2. conduct Action Research and disseminate the results;
3. discriminate the various tasks to be executed during field immersion;
4. prepare reflective journals on observation of peer teaching;
5. prepare reflective journals on co-teaching with mentors;
6. observe classroom proceedings other than major disabilities and inclusive schools;
7. design lesson plans in Mathematics for both general and special schools;
8. prepare teaching learning materials for general, special, inclusive and other than major disabilities;
9. acquire skills in teaching competency for both general and special schools;
10. prepare a reflective journal on School Internship for both general and special schools;
and
11. prepare power point presentations in Mathematics for General, special, inclusive and other than special schools.

(d) CPS 2c: Pedagogy of Physical Science-Part-III

At the end of the course, the student-teachers will be able to

1. classify the various learning resources to support teaching of Physical Science;
2. execute Action Research and disseminate the results;
3. gain clarity on the various tasks to be executed during field immersion;
4. prepare reflective journals on observation of peer teaching;
5. prepare reflective journals on co-teaching with mentors;

6. observe classroom proceedings other than major disabilities and inclusive schools;
7. design lesson plans in Physical Science for both general and special schools;
8. prepare teaching learning materials for general, special, inclusive and other than major disabilities;
9. acquire skills in teaching competency for both general and special schools;
10. prepare a reflective journal on School Internship for both general and special schools; and
11. prepare power point presentations in Physical Science for General, special, inclusive and other than special schools.

(e) CPS 2c: Pedagogy of Biological Science-Part-III

At the end of the course, the student-teachers will be able to

1. prepare various learning resources to support effective teaching of Biological Science;
2. conduct Action Research and disseminate the results;
3. arrange for various tasks to be executed during field immersion;
4. prepare reflective journals on observation of peer teaching;
5. prepare reflective journals on co-teaching with mentors;
6. observe classroom proceedings other than major disabilities and inclusive schools;
7. design lesson plans in Biological Science for both general and special schools;
8. prepare teaching learning materials for general, special, inclusive and other than major disabilities;
9. acquire skills in teaching competency for both general and special schools;
10. prepare a reflective journal on School Internship for both general and special schools; and
11. prepare power point presentations in Biological Science for General, special, inclusive and other than special schools.

(f) CPS 2c: Pedagogy of Economics-Part-III

At the end of the course, the student-teachers will be able to

1. develop various instructional resources in the teaching of Economics;
2. conduct Action Research and disseminate the results;

3. design various tasks to be executed during field immersion;
4. prepare reflective journals on observation of peer teaching;
5. prepare reflective journals on co-teaching with mentors;
6. observe classroom proceedings other than major disabilities and inclusive schools;
7. design lesson plans in Economics for both general and special schools;
8. prepare teaching learning materials for general, special, inclusive and other than major disabilities;
9. acquire skills in teaching competency for both general and special schools;
10. prepare a reflective journal on School Internship for both general and special schools;
and
11. prepare power point presentations in Economics for General, special, inclusive and other than special schools.

(g) CPS 2c: Pedagogy of Computer Science-Part-III

At the end of the course, the student-teachers will be able to

1. assess the importance of various learning resources in Computer Science;
2. conduct Action Research and disseminate the results;
3. perform the stipulated tasks during field immersion;
4. prepare reflective journals on observation of peer teaching;
5. prepare reflective journals on co-teaching with mentors;
6. observe classroom proceedings other than major disabilities and inclusive schools;
7. design lesson plans in Computer Science for both general and special schools;
8. prepare teaching learning materials for general, special, inclusive and other than major disabilities;
9. acquire skills in teaching competency for both general and special schools;
10. prepare a reflective journal on School Internship for both general and special schools;
and
11. prepare power point presentations in Computer Science for General, special, inclusive and other than special schools.

(h) CPS 2c: Pedagogy of History -Part-III

At the end of the course, the student-teachers will be able to

1. incorporate the various learning resources to support effective teaching of History;
2. perform Action Research and disseminate the results;
3. execute the stipulated tasks during field immersion;
4. prepare reflective journals on observation of peer teaching;
5. prepare reflective journals on co-teaching with mentors;
6. observe classroom proceedings other than major disabilities and inclusive schools;
7. design lesson plans in History for both general and special schools;
8. prepare teaching learning materials for general, special, inclusive and other than major disabilities;
9. acquire skills in teaching competency for both general and special schools;
10. prepare a reflective journal on School Internship for both general and special schools;
and
11. prepare power point presentations in History for General, special, inclusive and other than special schools.

(i) CPS 2c: Pedagogy of Geography -Part-III

At the end of the course, the student-teachers will be able to

1. utilize various instructional resources to support effective teaching of Geography;
2. conduct Action Research and disseminate the results;
3. gain skills and competencies on the various tasks to be executed during field immersion;
4. prepare reflective journals on observation of peer teaching;
5. prepare reflective journals on co-teaching with mentors;
6. observe classroom proceedings other than major disabilities and inclusive schools;
7. design lesson plans in Geography for both general and special schools;
8. prepare teaching learning materials for general, special, inclusive and other than major disabilities;
9. acquire skills in teaching competency for both general and special schools;
10. prepare a reflective journal on School Internship for both general and special schools;
and

11. prepare power point presentations in Geography for General, special, inclusive and other than special schools.

(j) CPS 2c: Pedagogy of Commerce and Accountancy -Part-III

At the end of the course, the student-teachers will be able to

1. use various learning resources to support effective teaching of Commerce and Accountancy;
2. execute Action Research and disseminate the results;
3. perform the stipulated tasks during field immersion;
4. prepare reflective journals on observation of peer teaching;
5. prepare reflective journals on co-teaching with mentors;
6. observe classroom proceedings other than major disabilities and inclusive schools;
7. design lesson plans in Commerce and Accountancy for both general and special schools;
8. prepare teaching learning materials for general, special, inclusive and other than major disabilities;
9. acquire skills in teaching competency for both general and special schools;
10. prepare a reflective journal on School Internship for both general and special schools; and
11. prepare power point presentations in Commerce and Accountancy for General, special, inclusive and other than special schools.

(k) CPS 2c: Pedagogy of Home Science -Part-III

At the end of the course, the student-teachers will be able to

1. incorporate the various learning resources to support effective teaching;
2. execute Action Research and disseminate the results;
3. analyze the use of Cybernetics in Education;
4. prepare reflective journals on observation of peer teaching;
5. prepare reflective journals on co-teaching with mentors;
6. observe classroom proceedings other than major disabilities and inclusive schools;
7. design lesson plans in Home Science for both general and special schools;
8. prepare teaching learning materials for general, special, inclusive and other than major

- disabilities;
9. acquire skills in teaching competency for both general and special schools;
 10. prepare a reflective journal on School Internship for both general and special schools;
and
 11. prepare power point presentations in Home Science for General, special, inclusive and other than special schools.

2. Disability Specialization (C)

(i) C 13: Curriculum, Adaptation and Strategies for Teaching Expanded Curriculum

At the end of the course, the student-teachers will be able to

1. point out the importance and classify the types of curricula;
2. demonstrate techniques of teaching, functional and academic skills;
3. explain the components of independent living skills and its importance;
4. construct curricular adaptations with reasonable accommodations; and
5. adopt appropriate curricular activities for the visually impaired.

Semester- IV

1. Perspectives in Education (PE)

(i) PE 5: Knowledge and Curriculum

At the end of the course, the student-teachers will be able to

1. recognize the epistemological basis of knowledge;
2. point out the perspectives of a Curriculum;
3. develop competencies in curriculum construction;
4. analyze the various curriculum practices;
5. predict the innovations in curriculum development; and
6. formulate the basis of evaluating the curriculum.

2. Disability Specialization (C)

(i) C 14: Intervention and Teaching Strategies

At the end of the course, the student-teachers will be able to

1. explain various theoretical perspectives related to intervention and teaching strategies;
2. demonstrate techniques of teaching Mathematics to visually impaired children;
3. acquire necessary competencies and skills for teaching Science and assessment of the learners with special reference to children with visual impairment;
4. develop necessary skills for adapting TLM in teaching Social Science and assessment of the learners with special reference to children with visual impairment;
5. implement techniques and procedures for developing reading and writing skills in children with low vision and setting the classroom adequately; and
6. assess the sight of a child with low vision and plan a teaching schedule.

(ii) C 15: Technology and Education of the Visually Impaired

At the end of the course, the student-teachers will be able to

1. relate the concept and nature of educational technology and ICT for children with visual impairment;
2. acquire knowledge of the concept and nature of adaptive technology and explain their underlying principles and techniques;
3. familiarize with print-access technologies for children with visual impairment;
4. use assistive technologies for the visually impaired children with reference to the classroom learning; and
5. plan for computer-based teaching-learning processes.

(iii) C 16: Psycho-Social and Family Issues

At the end of the course, the student-teachers will be able to

1. hypothesize the effect of the birth of a child with visual impairment in the family;
2. analyse the role of family and parental concerns related to their child with visual impairment from birth to adulthood;
3. relate the role of parent community partnership in the rehabilitation of a person with visual impairment; and

4. develop different skills to empower families in meeting the challenges of having a child with visual impairment.

2. Curriculum and Pedagogic Studies (CPS)

(i) CPS 2d: Pedagogy of a School Subject-Part-IV

(a) CPS 2d: Pedagogy of Tamil-Part-IV

இப்பாடப்பொருளைக் கற்றபின்பு மாணவ-ஆசிரியர்

1. மொழி ஆசிரியருக்குரிய பண்பு நலன்களை வளர்த்துக் கொள்ள முடியும்;
2. கலைத் திட்டத்தின் நோக்கங்களையும், குறிக்கோள்களையும் விளக்க இயலும்; மற்றும்
3. மனித வாழ்க்கையில் தமிழ்மொழி வளர்ச்சியின் பங்கை புறிந்து கொள்ள இயலும்.
4. பொது மற்றும் சிறப்பு பள்ளியின் இணை கல்விசார் நடவடிக்கைகளின் அமைப்பு பற்றிய அறிக்கையைத் தயாரிக்கவும்.
5. சிறப்பு குழந்தைகளுக்கான மாதிரிகளை தமிழில் உருவாக்கவும்.
6. தமிழ் தொடர்பான பல்வெறு இணையதளங்களில் பகுப்பாய்வு செய்து அனுமானத்தை வரையவும்.
7. ஒரு சிறப்பு பள்ளி அமைப்பில் பதிவுகள் மற்றும் பதிவேடுகளை பராமரிப்பது குறித்த அறிக்கையை தயார் செய்யவும்.
8. கூட்டுறவு பள்ளியின் சுற்றுச்சூழல் அமைப்பு குறித்து ஒரு அறிக்கையை எழுதவும்.
9. பொது மற்றும் சிறப்பு பள்ளிகளில் கற்பிக்கும் ஒரு உத்தியாக களப்பயணங்களை ஏற்பாடு செய்யவும்.

(b) CPS 2d: Pedagogy of English-Part-IV

At the end of the course, the student-teachers will be able to

1. apply the skills needed to organize various co-curricular activities;
2. determine the required traits for effective classroom management;
3. develop a good school plant and realize the need for maintaining various school records and registers;
4. prepare a report on the organization of co-scholastic activities in general and special schools;
5. construct modules in English for special children;

6. analyse and draw inference on various websites related to English;
7. prepare a report on the maintenance of records and registers in a special school set-up;
8. write a report on the environment context of their co-operative schools; and
9. organize field trips as a strategy of teaching in general and special schools.

(c) CPS 2d: Pedagogy of Mathematics-Part-IV

At the end of the course, the student-teachers will be able to

1. discriminate learner-controlled instruction, collaborative and co-operative learning;
2. design the Mathematics curriculum at the school level;
3. associate the relationship of Mathematics with other subjects and community life;
4. prepare a report on the organization of co-scholastic activities in general and special schools;
5. construct modules in Mathematics for special children;
6. analyze and draw inference on various websites related to Mathematics;
7. prepare a report on the maintenance of records and registers in a special school set-up;
8. write a report on the environment context of their co-operative schools; and
9. organize field trips as a strategy of teaching in general and special schools.

(d) CPS 2d: Pedagogy of Physical Science-Part-IV

At the end of the course, the student-teachers will be able to

1. summarize learner-controlled instruction, collaborative and co-operative learning effectively;
2. predict the curricular development in Physical Science;
3. explore the linkage of Physical Science with community life;
4. prepare a report on the organization of co-scholastic activities in general and special schools;
5. construct modules in Physical Science for special children;

6. analyse and draw inference on various websites related to Physical Science;
7. prepare a report on the maintenance of records and registers in a special school set-up;
8. write a report on the environment context of their co-operative schools; and
9. organize field trips as a strategy of teaching in general and special schools.

(e) CPS 2d: Pedagogy of Biological Science-Part-IV

At the end of the course, the student-teachers will be able to

1. apply the knowledge of learner-controlled instruction, collaborative and co-operative learning effectively for better curriculum transaction;
2. analyze the curricular development in Biological Science;
3. discover the linkage of Biological Science with community life;
4. prepare a report on the organization of co-scholastic activities in general and special schools;
5. construct modules in Biological Science for special children;
6. analyse and draw inference on various websites related to Biological Science;
7. prepare a report on the maintenance of records and registers in a special school set-up;
8. write a report on the environment context of their co-operative schools; and
9. organize field trips as a strategy of teaching in general and special schools.

(f) CPS 2d: Pedagogy of Economics-Part-IV

At the end of the course, the student-teachers will be able to

1. discriminate learner-controlled instruction, collaborative and co-operative learning for better curriculum transaction;
2. appreciate curriculum development in Economics;
3. associate the Economic concepts to community life;
4. prepare a report on the organization of co-scholastic activities in general and special schools;
5. construct modules in Economics for special children;
6. analyse and draw inference on various websites related to Economics;

7. prepare a report on the maintenance of records and registers in a special school set-up;
8. write a report on the environment context of their co-operative schools; and
9. organize field trips as a strategy of teaching in general and special schools.

(g) CPS 2d: Pedagogy of Computer Science-Part-IV

At the end of the course, the student-teachers will be able to

1. contrast learner-controlled instruction, collaborative and co-operative learning;
2. predict the curricular development in Computer Science;
3. construct a system using the insight gained in Systems Approach;
4. prepare a report on the organization of co-scholastic activities in general and special schools;
5. construct modules in Computer Science for special children;
6. analyze and draw inference on various websites related to Computer Science;
7. prepare a report on the maintenance of records and registers in a special school set-up;
8. write a report on the environment context of their co-operative schools; and
9. organize field trips as a strategy of teaching in general and special schools.

(h) CPS 2d: Pedagogy of History -Part-IV

At the end of the course, the student-teachers will be able to

1. discriminate learner-controlled instruction, collaborative and co-operative learning for better curriculum transaction;
2. appreciate curriculum development in History;
3. associate History with community life;
4. prepare a report on the organization of co-scholastic activities in general and special schools;
5. construct modules in History for special children;
6. analyse and draw inference on various websites related to History;
7. prepare a report on the maintenance of records and registers in a special school set-up;

8. write a report on the environment context of their co-operative schools; and
9. organize field trips as a strategy of teaching in general and special schools.

(i) CPS 2d: Pedagogy of Geography -Part-IV

At the end of the course, the student-teachers will be able to

1. discriminate learner-controlled instruction, collaborative and co- operative learning for better curriculum transaction;
2. explore curriculum development in Geography;
3. explore Geography to community life;
4. prepare a report on the organization of co-scholastic activities in general and special schools;
5. construct modules in Geography for special children;
6. analyse and draw inference on various websites related to Geography;
7. prepare a report on the maintenance of records and registers in a special school set-up;
8. write a report on the environment context of their co-operative schools; and
9. organize field trips as a strategy of teaching in general and special schools.

(j) CPS 2d: Pedagogy of Commerce and Accountancy -Part-IV

At the end of the course, the student-teachers will be able to

1. discriminate learner-controlled instruction, collaborative and co- operative learning for better curriculum transaction;
2. predict curriculum development in Commerce and Accountancy;
3. relate Commerce and Accountancy to community life;
4. prepare a report on the organization of co-scholastic activities in general and special schools;
5. construct modules in Commerce and Accountancy for special children;
6. analyse and draw inference on various websites related to Commerce and Accountancy;
7. prepare a report on the maintenance of records and registers in a special school set-up;

8. write a report on the environment context of their co-operative schools; and
9. organize field trips as a strategy of teaching in general and special schools.

(k) CPS 2d: Pedagogy of Home Science -Part-IV

At the end of the course, the student-teachers will be able to

1. assess the teaching behaviour of Home Science teachers;
2. explore curriculum development in Home Science;
3. link Home Science to community life;
4. prepare a report on the organization of co-scholastic activities in general and special schools;
5. construct modules in Home Science for special children;
6. analyse and draw inference on various websites related to Home Science;
7. prepare a report on the maintenance of records and registers in a special school set-up;
8. write a report on the environment context of their co-operative schools; and
9. organize field trips as a strategy of teaching in general and special schools.

3. Cross Disability and Inclusion (B)

(i) B 2: Inclusive Education and Orientation & Mobility

At the end of the course, the student-teachers will be able to

1. explain the construct of Inclusive Education;
2. explicate the national and international policies and frameworks facilitating Inclusive Education;
3. enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms and strategies for collaborative working and stakeholders support in implementing Inclusive Education;
4. predict the nature and scope of orientation and mobility;
5. point out the Orientation & Mobility related responsibilities of the special teacher; and
6. train the visually impaired with the basic knowledge of human guide techniques to enable independent living.

4. Enhancing Professional Capacities (EPC)

(i) EPC 5: Drama and Art in Education

At the end of this course, the student-teachers will be able to

1. associate Art with Education for better communication;
2. develop creative thinking through different Art forms;
3. realize that liberal arts help in making better professionals;
4. integrate the role of Art medium in Education;
5. interpret student's ability for perception and reflection; and
6. prepare records on Drama and Art activities for both general and special schools.

E1: Practical Activities for the Disability Area

At the end of the courses, the student-teachers will be able to

1. assess the functional vision of students with visual impairment;
2. train visually impaired students with the knowledge of Braille acquired by them and master the Braille Competency Assessment in Regional Languages and English;
3. use the various Assistive devices such as Taylor Frame and Abacus in the right manner;
4. prepare individualized teaching lessons to teach special students, inclusive stream and the general stream;
5. impart orientation and mobility training to the student-teachers of the Special Education stream so as to enable them to train special children;
6. prepare individualized teaching lessons on Orientation and Mobility with reference to activities of daily living; and
7. prepare an Assistive Technology album for the disability area.

MASTER OF EDUCATION (M.Ed.) PROGRAMME

Programme Learning Outcomes of M.Ed. Programme

At the end of the M.Ed programme, the prospective teacher educators will be able to

1. acquaint with the Schools of Psychology and apply the knowledge of the concepts of Personality to address the individual differences among learners; (PC1).
2. sequence teaching – learning activities in tune with the Indian and Western schools of Philosophy and discover the influence of the Government and social institutions in the emergence of a knowledgeable society; (PC2 & PC4)
3. acquaint with the Schools of Psychology and apply the knowledge of the concepts of Personality to address the individual differences among learners; (PC1).
4. sequence teaching – learning activities in tune with the Indian and Western schools of Philosophy and discover the influence of the Government and social institutions in the emergence of a knowledgeable society; (PC2 & PC4)
5. trace the progress of Education in India from the ancient to the present scenario and examine the impact of political factors and economic resources in Human Capital development; (PC3).
6. maximize the teaching-learning output through employing various models of curriculum development and advanced techniques of instruction; (PC5 & PC6).
7. conduct research systematically in local areas of Education and complete the practicum components related to Research; (TC1, TC2).
8. acquire an in-depth knowledge of the history and working of Teacher Education Institutions in India and carry on research in Teacher Education to fill up the lacunae; (TEC1, TEC2).
9. manage the working of Educational Institutions at the Secondary and Higher Secondary Level and apply innovative trends to enhance curriculum transaction at the Secondary level; (SCC1&SCC2)
10. transfer the knowledge of areas such as Planning, Administration and Management of Secondary and Higher Secondary Education, Adult Education, Education of the Disadvantaged groups, Education for Differently Abled learners, Environmental Education and Guidance and Counselling to practical educational scenario; (STC 1,

STC2, STC3, STC4, STC5, STC6)

11. maximize performance in the NET examination through the inputs obtained in the Internal Courses;
12. successfully complete all related field internship activities such as Dissertation, Reflective Reports, Writing of Research Articles and Yoga; and
13. attain holistic development in all aspects physical, emotional, intellectual, ethical and spiritual.

Course Learning Outcomes of M.Ed. Programme

Semester- I

Perspective Course (PC)

(i) PC I: Psychology for Classroom Management

At the end of the course, the prospective teacher-educators will be able to

1. categorize the Schools of Psychology and discover their contribution underlying human behaviour;
2. predict the psychology and interdependence of various aspects of development;
3. acquaint with the classroom ecology and appreciate the influence of motivation in learning;
4. apply the concepts of personality in the classroom;
5. point out the individual differences among students; and
6. adopt teaching methods to meet the specific needs of exceptional students.

Tool Course (TC)

(i) TC 1: Introduction to Research in Education

At the end of the course, the prospective teacher-educators will be able to

1. discover the nature, scope and need of Educational Research;
2. explore the major steps in Research;

3. identify the steps in writing a research proposal and execute the same;
4. expound the various quantitative research methods;
5. elucidate the concept of Action Research;
6. discriminate the types of errors in Research;
7. prepare the Research Proposal and conceptual framework for the topic chosen for the dissertation;
8. construct/ select the appropriate tools for Research and complete the Pilot Study; and
9. master the art of Academic Writing.

Teacher Education Course (TEC)

(i) TEC I: Teacher Education: Conceptual Framework

At the end of the course, the prospective teacher-educators will be able to

1. appraise the working of various teacher training institutions;
2. plan the implementation of Pre-Service Teacher Education curriculum effectively;
3. relate the innovations in Teacher Education practices;
4. discover the major issues and problems of teacher education;
5. apply innovative practices in Teacher Education;
6. analyze the professional capacities of teacher educators;
7. appreciate the need for, demonstrate and conduct Yoga sessions;
8. analyze critically and prepare reflective reports on the administration, curriculum transaction, mode of evaluation and curricular/co-curricular activities of co-operative schools; and
9. prepare reflective reports on any Teacher Education institution which is engaged in developing an innovative curriculum and novel administrative practices.

Semester- II

Perspective Course (PC)

(i) PC 3: History and Political Economy of Education

At the end of the course, the prospective teacher-educators will be able to

1. discover the progress of historical development in ancient and medieval India;
2. explore the scenario of Indian Education during the British period;
3. obtain a holistic picture of Education in India after Independence;
4. associate between political process, economic condition and education;
5. implement the outcomes of educational policies for enhancing the quality of Education; and
6. judge the impact of globalization on Indian Education and Human Capital Development.

(ii) PC 4: Philosophical and Sociological Foundations of Education: Part-II

At the end of the course, the prospective teacher-educators will be able to

1. associate the relationship between Modernization of Education and the emergence of a knowledgeable society;
2. relate the significance of Education to the smooth functioning of Democracy; and
3. develop an insight into the importance of Education for Human Resource Development.

Specialisation: Core Course (SCC)

(i) SCC 1: Structure, Status and Issues in Secondary Education

At the end of the course, the prospective teacher-educators will be able to

1. summarize the concept and history of Secondary and Higher Secondary Education in India;
2. analyze the psychological bases for Secondary and Higher Secondary Education;
3. predict the problems and challenges of Secondary and Higher Secondary Education;
4. compare the teaching and learning process in Secondary and Higher Secondary Education;
5. examine the administration, government schemes and initiatives for Secondary and Higher Secondary Education; and
6. predict the global perspectives and new trends in the field of Secondary and Higher Secondary Education.

Specialization: Thematic Course

(i) STC 1: Planning, Administration and Management of Secondary and Higher Secondary Education

At the end of the course, the prospective teacher-educators will be able to

1. acquaint with the nature of Educational Planning;
2. distinguish between Educational Administration and Management;
3. apply the concept of Educational Administration in the school scenario;
4. contrast the various schools of thought in Educational Administration;
5. integrate administrative skills in Educational Administration; and
6. assess the place of Total Quality Management (TQM) in educational institutions.

(ii) STC 2: Adult Education

At the end of the course, the prospective teacher-educators will be able to

1. explain the working of Non-formal Education in India;
2. identify Adult Education Programmes in India;
3. discover the methods and techniques involved in imparting Adult Education;
4. point out the significance of life-long Education;
5. analyze the Research and Evaluation Techniques in Non-Formal Education; and
6. expound the principles of effective practices in Adult Education.

(iii) STC 3: Education of the Disadvantaged Groups

At the end of the course, the prospective teacher-educators will be able to

1. analyze the provisions included for socially disadvantaged children in India;
2. trace the problems of education of disadvantaged sections and address social group inequality;
3. summarize the status, problems and issues in educating girl children in India;
4. prioritize research avenues in Education with respect to the disadvantaged sections of society;
5. justify the essentials of educating girl children; and
6. classify laws relating to protection of girl children.

Semester- III

Perspective Course (PC)

(i) PC 5: Curriculum Design and Development

At the end of the course, the prospective teacher-educators will be able to

1. summarize the nature, principles and types of curricula;
2. identify the determinants of a curriculum;
3. analyze the models of curriculum development;
4. classify the approaches of curriculum organization;
5. summarize the process of curriculum development;
6. relate curriculum development and the teaching-learning process; and
7. prepare reflective reports on curricular and co-curricular activities, pedagogic practices and Educational Planning.

Tool Course (TC)

(i) TC 2: Advanced Educational Research and Statistics

At the end of the course, the prospective teacher-educators will be able to

1. comprehend the characteristics and major types of qualitative research;
2. predict the role of sampling in qualitative, quantitative and mixed research;
3. appreciate the various tools of research;
4. recognize the steps in writing a research report;
5. gain expertise in the use of statistical measures in Education;
6. justify the need and importance of agencies in Educational Research;
7. master the techniques of data collection and acquire hands on training on data analysis; and
8. utilize the knowledge acquired to complete the dissertation work.

Teacher Education Course (TEC)

(i) TEC 2: Teacher Education in India

At the end of the course, the prospective teacher-educators will be able to

1. trace the historical development of Teacher Education in India;
2. realize the importance of in-service education for continuous learning of teachers;
3. identify the required academic profile of teacher educators to play multiple roles;
4. use Continuous Comprehensive Evaluation to assess theoretical work, practical work and teaching proficiency;
5. analyse career information and training in Teacher Education;
6. recognise the need for research in Teacher Education; and
7. complete Field Internship in the parent teacher education institutions/any one of the Teacher Education Institutions.

Semester- IV

Perspective Course (PC)

(i) PC 6: Advanced Techniques of Instruction

At the end of the course, the prospective teacher-educators will be able to:

1. appreciate the then, now and future of the educative process;
2. relate learning and educational technology;
3. analyze the process of communication;
4. summarize the interaction analysis process;
5. classify the instructional use of computers;
6. point out the role of the Internet in Education; and
7. prepare and conduct classes in the co-operative schools, employing CAI (Computer Aided Instruction).

Specialisation: Core Course (SCC)

(i) SCC 2: Curriculum, Pedagogy and Assessment at the Secondary Level

At the end of the course, the prospective teacher-educators will be able to

1. summarize the concept, principles and strategies of curriculum development;

2. analyze the various curriculum approaches in schools at the Secondary Level;
3. apply the theory of curriculum transaction in the classroom;
4. develop a comprehensive picture of pedagogy practices at the Secondary Level;
5. implement the concept of curriculum evaluation in the classroom; and
6. assess learners at the Secondary Level.

Specialisation: Thematic Course (STC)

(i) STC 4: Education for Differently Abled Learners

At the end of the course, the prospective teacher-educators will be able to

1. discuss introductory concepts of Inclusive Education;
2. categorize the educational approaches and measures to meet the diverse needs of differently- abled learners;
3. design curriculum, learning resources and co-curricular activities for inclusive learners;
4. familiarize with the curricular adaptations and evaluation for children with diverse needs;
5. utilize the skills of teachers and teacher educators at the Secondary level in inclusive settings; and
6. expound strategies for collaborative working and stakeholders support in implementing Inclusive Education.

(ii) STC 5: Environmental Education

At the end of the course, the prospective teacher-educators will be able to

1. explain the concept, scope and objectives of Environmental Education;
2. point out the importance of natural resources, their uses and management;
3. appreciate the need for sustainability of natural resources and the creation of a green environment;
4. probe into the various avenues of biodiversity conservation;
5. summarize the Environmental Laws in India; and
6. classify environmental hazards and explain risk management.

(iii) STC 6: Guidance and Counseling

At the end of the course, the prospective teacher-educators will be able to

1. explain the nature, purpose, scope and need of guidance;
2. point out the significance of guidance in the classroom;
3. relate the role of personality and mental health;
4. discuss the essentials of testing, intelligence, aptitude, interest and attitude;
5. develop an insight on collecting and organizing information about pupils; and
6. design the steps in the counseling process and conduct counselling systematically.

MASTER OF PHILOSOPHY IN EDUCATION (M.PHIL.) PROGRAMME

Programme Learning Outcomes of M.Phil. Programme

At the end of the M.Phil. programme, the prospective teacher educators will be able to

1. advance upon the methodological and analytical skills needed to carry out research systematically in focal areas of Education; (MPHARME)
2. construct the syllabus that revolves around the topic chosen for research and successfully complete the same; (MPHBP)
3. prepare the preliminary dissertation report and build on the report to bring the dissertation to completion; (MPHPD)
4. discern the paradigm shift of contemporary education from the present to the future and incorporate the educational policies appropriately for the advancement of Education; (MPHCEIE) and
5. develop proficiency in dissertation work and conduct research systematically (MPHDR).

Course Learning Outcomes of M.Phil. Programme

Semester- I

MPHARME: Advanced Research Methodology and Educational Statistics

At the end of the course, the prospective teacher-educators will be able to

1. appraise the methods of acquiring knowledge through Research;
2. predict the nature of Research and employ the same in solving problems in Education;
3. build on the Philosophical bases of Research;
4. interpret the Normative and Interpretive paradigms in Research;
5. examine the Scientific Research methods for problem solving;
6. classify and apply the Humanistic Research methods according to the nature of the research problem;

7. conduct policy-oriented research;
8. summarize the findings of research based on qualitative analysis of data;
9. incorporate advanced statistical techniques in Scientific Research; and
10. apply the exhaustive knowledge acquired to conduct research in Education.

MPHBP (Background Paper)

At the end of the course, the prospective teacher educators will be able to

1. construct and master the syllabus for the background paper related to their topic of research; and
2. gain an in-depth knowledge of the research problem undertaken.

MPHPD (Preliminary Dissertation Work)

At the end of the activity, the prospective teacher educators will be able to

1. identify the lacunae in Research and focus on the associated problem; and
2. prepare a preliminary dissertation report highlighting the probable path to the completion of the research work.

Semester- II

MPHCEIE: Contemporary Evolution in Indian Education

At the end of the course, the prospective teacher educators will be able to

1. set the standards in Higher Education by adopting innovative practices;
2. analyze the scope and predict the trends in Teacher Education;
3. examine the status of Non-Formal Education Programmes in India;
4. work towards the progress of Women's Education;
5. justify the need for Inclusive Education in the normal school set up;
6. identify the problems of Tribal Education and plan activities for the Education of the tribal sector;
7. transform the conventional classroom to a digital one;
8. assess cognitive self-management; and

9. incorporate the electronic media in Education.

MPHDR (Dissertation)

At the end of the process, the prospective teacher-educators will be able to

1. appreciate the need for Research in Education;
2. apply the appropriate methods in the research work;
3. construct/ select tools in line with the variables of study;
4. employ suitable statistical techniques for the analysis of data;
5. interpret the data analyzed to discover the findings of the research study; and
6. extend the findings of the research undertaken to the educational process.

Dr. S. CHAMUNDESWARI
PRINCIPAL

Dr. S. Chamundeswari
PRINCIPAL