N.K.T. NATIONAL COLLEGE OF EDUCATION FOR WOMEN

(AUTONOMOUS)

CHENNAI – 600 005

Programme Learning & Course Learning Outcomes

2018 - 2019

PRINCIPAL
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FOR WOMEN (AUTONOMOUS),
TRIPLICANE, CHENNAI-600 005.

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PRINCIPAL
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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.

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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).

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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

- Acquaint with knowledge of developmental stages from prenatal to old age;
- Reflect on various theories propounded by psychologist;
- Acquire knowledge about various methods to assess development.

(ii) PE 2: Contemporary India and Education

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

- integrate the knowledge of Contemporary Indian Society and Education in Pre and Post Independent India;
- recall the Educational provisions in the Indian Constitution;
- recognize the special recommendations of the Indian Education Commissions;

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- summarize the various programmes of quality improvement for Education;
- recognize the various schools of Education;
- classify the contributions of Indian Philosophers.

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

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

- recognize the concept of learning and teaching;
- acquire knowledge about the task of teaching;
- accept and understand the importance of modification in teachers' behaviour;

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

- Acquaint with the origin and evolution of school subjects;
- Interpreting the nature of school subjects;
- Acquire recommendations of various curriculum policies in india.

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

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

இப்பாடப் பொருளைக் கற்றபின் மாணவ ஆசிரியர்

- தமிழ்மொழிக் கல்வியின் தோற்றம், வளர்ச்சி பற்றிக் கூறுதல்
- தமிழ்மொழி கற்பித்தலின் நோக்கங்களையும் குறிக்கோளையும் விவரித்தல்
- தமிழ்மொழி கற்ப்பித்தலுக்கான பயிற்று முறைகளை கைக்கொள்ளுதல்
- நுண்ணிலைக் கற்பித்தல் திறன்களில் பாட நிகழ்வுகளை எழுதி பயிற்சி பெறுதல்
- தமிழ்மொழிக் கற்பித்தலில் நுட்பக் கூறுகளின் பங்கினை பயன்படுத்துதல்
- தமிழ்மொழி கற்ப்பித்தலுக்கான முறைகளையும் அணுகுமுறைகளையும் பின்பற்றுதல்

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

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

- explain the role of English in the right perspective and rationale for learning English as a second language;
- state the various aims and objectives involved in teaching and learning of the language;
- adhere the methods and the current trends in the teaching of English;
- use different teaching aids suiting to the needs of the learners;
- use audio-tutorial system, language laboratory and teleconferencing in teaching the language;
- explain the need for individualization of instruction to aid individual differences among the learners
- realize the importance of Micro-Teaching for development of teaching skills.

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

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

- explain the nature and scope of Mathematics.;
- comprehend the aims and objectives of teaching Mathematics;
- explore in teaching and learning Mathematics;
- recognize different approaches and strategies in teaching and learning of mathematical concepts;
- organize the utility of various learning resources;
- get acquainted with the teaching skills;

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

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

- recognize the nature and scope of Physical Science;
- recall the aims and objectives of teaching Physical Science;
- get acquainted with the teaching skills
- classify the diversified needs of students;
- explain the methods of teaching Physical Science;
- recall the various teaching aids;

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

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

- explain the nature and scope of biological science;
- integrate aims and objectives of teaching of biological science;
- get acquainted with the teaching skills
- explore the need of the learners;
- recognize the new trends in curriculum transaction;
- organize the teaching aids to support learning;

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

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

- gain insight into the meaning and nature and scope of Economics;
- determining aims and objectives of teaching-learning Economics;
- reflect upon different requirements of learners;
- explore various strategies and methods in teaching –learning economics;
- effectively utilize the different teaching aids in teaching economics;
- get acquainted with the teaching skills

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

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

- gain insight on historical evolution of computer and its hardware, software components;
- determine aims and objectives of teaching computer science in secondary schools;
- plan learning activities according to those objectives;
- explore the varied potential of learners and plan for teaching;
- acquaint with the various methods, approaches and strategies of teaching computer science;
- utilize the various learning resources effectively in the teaching of computer science;
- get acquainted with the teaching skills

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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

- familiarize with the concept of Information and communication technology;
- gain insight with knowledge about new horizons in ICT;
- appreciate 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

- acquaint with the fundamental skills of games and sports;
- explore different physical activities;
- familiarize with general bodily posture;
- develop leadership, followership and sportsmanship qualities;
- competently acquire different asanas.

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

- interpret and manage the learning and teaching process effectively;
- acquire knowledge about principles and maxims of teaching;
- classify the difficulties of the learner and make teaching effectively.

(ii) PE 4: Psychological Perspectives of Learners

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

- gain insight into cognitive process, intelligence and creativity;
- explore various strategies to improve learning;
- expound knowledge about motivation.

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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 கற்றப்பின் மாணவ ஆசிரியர்கள்

- கல்வியில் இணைக்கலைத்திட்டச் செயல்பாடுகளை மேற்கொள்ளல்
- மாணவர்களின் தேர்ச்சியை மதிப்பிட வினாக்கள் வினாப்பண்புகளுக்கேற்ப தயாரித்தல்
- தமிழ்ப் பாடங்களைத் திறம்படக் கற்பிப்பதற்கான முன்செயல்களைப் பழகுதல்
- கற்பித்தலின் அடிப்படை விதிகளை அறிந்து அவற்றை பயன்படுத்துதல்
- வகுப்பறைத் திறன்களை மேம்படுத்துவதில் புதுமைப் போக்குகளை மேற்கொள்ளல்
- நிறுவன கட்டமைப்பு பற்றி விவரித்தல்

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

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

- summarize the importance of teaching listening and speaking skill;
- recognize the importance of teaching reading and the essentials of teaching writing skill;
- describe the methods of teaching grammar and vocabulary for learning the language;
- explain the role of instructional materials in the syllabus and school curriculum for teaching of language;
- use the skill of planning and write yearly plan, unit plan and daily lesson plan;
- construct test items for evaluating students' and teachers' performance and conduct remedial teaching.

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

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

- explain the importance of non- scholastic activities in Mathematics;
- implement the process of evaluation;
- acquire competence in teaching mathematics and structuring lesson plan
- excel the professional growth and commitment of mathematics teacher;
- recognize the importance of classroom climate and acquire the skill of managing classroom effectively;
- explore the skill and competencies to maintain records.

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

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

- classify the co-curricular activities in Physical Science;
- explain the process of evaluation in Physical Science;
- recognize the significance of planning and teaching Physical Science;
- explain the importance of classroom climate and acquire the skill of managing the classroom effectively;
- integrate the picture of an ideal Physical Science teacher;
- recall the organization of the school plant.

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

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

- appreciate the importance of non scholastic activities in biological science;
- recognize the purpose of evaluation in Biological Science;
- accept the need for planning before teaching of Biological science;
- acquire an interest to enhance the teacher professionalism and teacher commitment as biological science teachers;
- explain the classroom climate and classroom management;
- recall the importance of organization and maintenance of the institute.

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

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

- acquire competencies to execute non scholastic activities in teaching economics;
- determine the various steps in assessing learners;
- explore the steps in planning;
- appreciate teacher commitment to improve professionalization;
- familiarize with appropriate classroom climate for better management;
- expound appropriate knowledge about school plant.

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

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

- acquire knowledge on various approaches of teaching Computer Science;
- explore the process of evaluation;
- acquire skills relating to planning lessons and presenting them effectively;
- appreciate the significance the professional growth and commitment of Computer Science teacher;
- acquaint with the importance of classroom climate and acquire skill of managing classroom effectively;
- determine appropriate school plant.

(ii) CPS 3: Evaluation of Learners

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

- acquire in depth knowledge about the concept and approaches of evaluation;
- infer qualities of good testing tool and techniques of evaluation;
- competently utilize steps in construction and administration of an achievement test;
- determine the meaning of test scores through quantitative analysis;
- internalize the art of Continuous and Comprehensive Evaluation, Portfolio, Internal Assessment as learners evaluation;
- construct appropriate assessment tools for evaluating special needs of children with special needs.
- acquaint with various assessing scales.

(iii) CPS 4: Language across the Curriculum

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

- compare the language diversity that exists in the class-rooms
- familiarize with the language acquisition
- identify functions of language in the class rooms
- understand the importance of learning through the school language

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- realize the necessity of using the home language as and when required during teaching learning.

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

- Read and respond to a variety of texts in different ways;
- Enhance their capacities as readers and writers by becoming participants in the process of reading;
- Read interactively- individually and in small groups;
- Frame questions to think about, while preparing to read something;
- Read empirical, conceptual, and historical work, policy documents, studies about schools, teaching and learning, about different people's experiences, narrative texts, expository texts, autobiographical narratives, field notes, ethnographies, etc.;
- Write with a sense of purpose and audience with one's own opinions or write within the context of others' ideas.

Semester- III

Curriculum and Pedagogic Studies (CPS)

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

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

இப்பாடப் பொருளைக் கற்றபின் மாணவ ஆசிரியர்

- கற்றல் வளமூலங்களை பயன்படுத்துதல்
- தொழில்நுட்ப உதவியை பயன்படுத்தி துணைக்கருவிகளைத் தயாரித்தல்.
- மாணவ-ஆசிரியர்களை ஆசிரியர் துறைக்கு ஆழ்த்தப்படுத்துதல்

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

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

- identify the skills needed to organize various co-curricular activities;
- recall the qualities and roles of a teacher of English for performing varied duties;
- compare the art of teaching intensive and extensive readers;
- explain the need for teaching study and reference skills for learning of language.

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

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

- integrate the importance of various learning resources;
- conduct action research and disseminate the results;
- gain clarity on the various tasks to be executed during field immersion;

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

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

- classify the various learning resources to support effective teaching;
- execute action research and disseminate the results;
- gain clarity on the various tasks to be executed during field immersion;

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

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

- comprehend various learning resources to support effective teaching;
- conduct action research and disseminate the results;
- gain clarity on the various tasks to be executed during field immersion;

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

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

- sensitize student teachers on various learning resources;
- conduct action research and disseminate the results;
- gain clarity on the various tasks to be executed during field immersion

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

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

- know the importance of various learning resources;
- conduct action research and disseminate the results;
- gain clarity on the various tasks to be executed during field immersion

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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

- recognize the epistemological basis of knowledge;
- explain the perspectives of curriculum;
- implement the curriculum development and teaching learning process;
- recall with the various curriculum practices;
- explain the innovations in curriculum development;
- integrate the knowledge on the basis of evaluating curriculum.

(ii) PE 6: Gender, School and Society

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

- explain the concept of sex, gender, transgender , gender role development and challenges to gender equity; stereotypes, gender bias;
- summarize the influence of social institutions (family, caste, class, religion, region,) on gender identity, role of schools, peers, teachers, curriculum and textbooks, gendered roles, relationships and ideas in textbooks and curricula; in challenging gender inequalities /reinforcing gender parity;
- differentiating and study the distribution of roles and responsibilities in schools and classrooms. rituals and school routines, processes of disciplining distinctly as girls and boys at home and in classroom interaction.

(iii) PE 7: Creating an Inclusive School

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

- appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel and analyze special education, integrated education, mainstream and

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inclusive education practices, identify and utilize existing resources for promoting inclusive practice;

- enable student teachers to have a knowledge of physical intellectual, emotional, social and moral aspects of learning child during three stages viz. Pre-School, during-School and after School;
- help student teachers understand learning disabilities of students and develop awareness towards Inclusive Education;

2. Curriculum and Pedagogic Studies (CPS)

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

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

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- மொழி ஆசிரியருக்குரிய பண்பு நலன்களை வளர்த்தல்
- கலைத் திட்டத்தின் நோக்கங்களையும், குறிக்கோள்களையும் கூறுதல்
- மனித வாழ்க்கையில் தமிழ்மொழி வளர்ச்சியின் பங்கை அறிதல்

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

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

- implement the required traits for effective classroom management;
- state the norms of developing a good school plant and realize the need for maintaining various school records and registers;
- Use the ways of evaluating oneself for effective teaching behaviour.

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

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

- implement the knowledge of the learner controlled instruction, collaborative and co-operative learning effectively for better curriculum transaction;
- sensitize themselves with the School Curriculum;
- links the relationship of mathematics with other subjects.

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

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

- implement the knowledge of the learner controlled instruction, collaborative and co-operative learning effectively for better curriculum transaction;
- recall the curricular development in Physical Science;
- execute the linkage of Physical Science with community life.

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

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

- implement the knowledge of the learner controlled instruction, collaborative and co-operative learning effectively for better curriculum transaction;
- acquire knowledge about the curricular development in effective teaching of biological science;
- appreciate the linkage of biological science with community life.

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

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

- implement the knowledge of the learner controlled instruction, collaborative and co-operative learning effectively for better curriculum transaction;
- determine and appreciate curriculum development in economics;
- competently link economic concepts to community life.

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

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

- implement the knowledge of the learner controlled instruction, collaborative and co-operative learning effectively for better curriculum transaction;
- acquire knowledge on the curricular development in Computer Science;
- gain insight into systems approach.

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(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

- create awareness on different aspects of health and fitness;
- recognize the importance of hygienic living;
- appreciate the importance of correct posture;
- create an awareness of the rules of safety and importance of first aid;
- evaluate ones present physical fitness status and provide the basis for setting-up an exercise programme;
- acquire the importance of weight management through exercise and diet;
- expound to cope with daily stress.

(b) CPS 5b: Library and Information Science

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

- familiarized with types and need for library;
- acquaint with various information sources ;
- explore the various services offered in library;
- expound with various activities of library;
- summarize the different contemporary technologies in library;
- sensitize with the information literacy and user education.

(c) CPS 5c: Women Entrepreneurship

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

- acquaint with meaning and facts of entrepreneurship;
- exhibit behavioral qualities of an entrepreneur;
- examine key components of management task;
- analyze the role of management functions in entrepreneurial development;
- familiarize various teaching methods and assessment techniques;
- appreciate the contribution of women entrepreneurs.

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(d) CPS 5d: Guidance and Counseling

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

- recall the principles underlying guidance;
- know about the history of Guidance movement;
- understand the various types of counselling;
- understand the various therapies in counselling;
- recognize the need of guidance and counselling in schools;
- know the meanings, techniques of group guidance and group counselling;
- understand the important role of a counsellor.

(e) CPS 5e: Environmental Education

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

- recognize the objectives, scope and nature of environment education;
- perceive the causes and remedies for environmental hazards and pollution;
- comprehend the causes and control measures for environmental degradation;
- recall the need for inclusion of environmental education in school curriculum;
- obtain knowledge of environmental policies and issues in India;
- integrate the various types of disasters and need for planning.

(f) CPS 5f: Women Education

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

- Understanding the History of Women's Movement;
- Identifying the role of Indian Women at the Work Place;
- Understanding the legal Rights of Indian Women;
- Acquiring knowledge on the reason for the Decline of Female Population in India;
- Understanding the problems faced by Indian Women;
- Identifying the role of Indian Women in Politics.

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(g) CPS 5g: Peace and Value Education

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

- explain the concept of peace education and the dynamics of transformation of violence into peace
- reflects on the nature of conflicts and their resolution
- imbibing the knowledge, attitudes and skills needed to achieve and sustain a global culture of peace
- evaluating peace education in the present curriculum
- comprehending the concept of values and need for value education
- identifying the role of education, school, environment and home in the process of value development
- recognize the instructional methodologies for integrating values in curricular and co-curricular activities

(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

- acquire the structure and standards in Higher Secondary Education in the Country;
- familiarize with the administration at Higher Secondary Level;
- reflect on the research in higher secondary education;
- explore the examination reforms in the country;
- expound the quality standards set in Higher Secondary Education;
- 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

- know thyself through self analysis;
- change their negative thoughts into positive thoughts;
- identify and manage their emotions;
- plan and manage their time effectively;
- enriched by the knowledge of the dreams and aspirations.

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(ii) EPC 5: Drama and Art in Education

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

- Integrate Art with Education and become better communicator;
- Develop creative thinking through different Art forms;
- Realize that liberal arts help in making better professionals;
- Understand Art as a medium of education;
- Understand the role of Art medium of education;
- Deepen student's ability for perception and reflection;
- Use Art as an alternative language to experience and communicate concepts in teaching-learning.

(iii) EPC 6: Health and Physical Education

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

- acquaint with exposure on hygienic living;
- expound the importance of first aid;
- sensitize the significance of taking nutritious food;
- create awareness on the importance the correct postures and the various postural defects;
- gain insight into physical fitness;
- develop team spirit and co-operation.

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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)

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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

- Acquaint with knowledge of developmental stages from prenatal to old age;
- Reflect on various theories propounded by psychologist;
- Acquire knowledge about various methods to assess development.

(ii) PE 2: Contemporary India and Education

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

- integrate the knowledge of Contemporary Indian Society and Education in Pre and Post Independent India;
- recall the Educational provisions in the Indian Constitution;
- recognize the special recommendations of the Indian Education Commissions;
- summarize the various programmes of quality improvement for Education;
- recognize the various schools of Education;
- classify the contributions of Indian Philosophers.

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

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

- recognize the concept of learning and teaching;
- acquire knowledge about the task of teaching;
- accept and understand the importance of modification in teachers' behaviour;

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

- தமிழ்மொழிக் கல்வியின் தோற்றம், வளர்ச்சி பற்றிக் கூறுதல்
- தமிழ்மொழி கற்பித்தலின் நோக்கங்களையும் குறிக்கோளையும் விவரித்தல்
- தமிழ்மொழி கற்ப்பித்தலுக்கான பயிற்று முறைகளை கைக்கொள்ளுதல்
- நுண்ணிலைக் கற்பித்தல் திறன்களில் பாட நிகழ்வுகளை எழுதி பயிற்சி பெறுதல்
- தமிழ்மொழிக் கற்பித்தலில் நுட்பக்கூறுகளின் பங்கினை பயன்படுத்துதல்
- தமிழ்மொழி கற்ப்பித்தலுக்கான முறைகளையும் அணுகுமுறைகளையும் பின்பற்றுதல்

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

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

- explain the role of English in the right perspective and rationale for learning English as a second language;
- state the various aims and objectives involved in teaching and learning of the language;
- adhere the methods and the current trends in the teaching of English;
- use different teaching aids suiting to the needs of the learners;
- use audio-tutorial system, language laboratory and teleconferencing in teaching the language;
- explain the need for individualization of instruction to aid individual differences among the learners
- realize the importance of Micro-Teaching for development of teaching skills.

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

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

- explain the nature and scope of Mathematics.;
- comprehend the aims and objectives of teaching Mathematics;
- explore in teaching and learning Mathematics;
- recognize different approaches and strategies in teaching and learning of mathematical concepts;
- organize the utility of various learning resources;
- get acquainted with the teaching skills;

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

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

- recognize the nature and scope of Physical Science;
- recall the aims and objectives of teaching Physical Science;
- get acquainted with the teaching skills
- classify the diversified needs of students;
- explain the methods of teaching Physical Science;
- recall the various teaching aids;

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

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

- explain the nature and scope of biological science;
- integrate aims and objectives of teaching of biological science;
- get acquainted with the teaching skills
- explore the need of the learners;
- recognize the new trends in curriculum transaction;
- organize the teaching aids to support learning;

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

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

- gain insight into the meaning and nature and scope of Economics;

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- determining aims and objectives of teaching-learning Economics;
- reflect upon different requirements of learners;
- explore various strategies and methods in teaching –learning economics;
- effectively utilize the different teaching aids in teaching economics;
- get acquainted with the teaching skills

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

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

- gain insight on historical evolution of computer and its hardware, software components;
- determine aims and objectives of teaching computer science in secondary schools;
- plan learning activities according to those objectives;
- explore the varied potential of learners and plan for teaching;
- acquaint with the various methods, approaches and strategies of teaching computer science;
- utilize the various learning resources effectively in the teaching of computer science;
- get acquainted with the teaching skills

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

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

- explain the nature and scope of history;
- comprehend the aims and objectives of teaching history;
- explore teaching and learning history;
- recognize different methods of teaching history;
- competently utilize teaching aids;
- get acquainted with the teaching skills

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

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

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- explain the nature and scope of history;
- comprehend the aims and objectives of teaching history;
- explore teaching and learning history;
- recognize different methods of teaching history;
- competently utilize teaching aids;
- get acquainted with the teaching skills

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

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

- understand the need and nature of teaching Commerce and Accountancy;
- familiarize with the aims, objectives, goals and values of teaching Commerce;
- explore the individual differences existing among the learners for effective teaching of commerce and accountancy;
- familiarize with the new methods of teaching Commerce and Accountancy;
- understand the instructional materials employed in teaching of Commerce and Accountancy;
- get acquainted with the teaching skills

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

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

- explain the nature and scope of Home Science;
- integrate aims and objectives of teaching of Home Science;
- get acquainted with the teaching skills
- explore teaching and learning Home Science
- recognize the new trends in curriculum transaction;
- organize the teaching aids to support learning;

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

- describe the structure of eye and common eye defects
- explain the etiology of visual impairment
- analyse the implications of Visual Impairment and identify their needs;

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- develop skills to identify and assess children with visual impairment; and
- describe 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

- acquaint with the fundamental skills of games and sports;
- explore different physical activities;
- familiarize with general bodily posture;
- develop leadership, followership and sportsmanship qualities;
- competently acquire different asanas.

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

- interpret and manage the learning and teaching process effectively;
- acquire knowledge about principles and maxims of teaching;
- classify the difficulties of the learner and make teaching effectively.

(ii) PE 4: Psychological Perspectives of Learners

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

- gain insight into cognitive process, intelligence and creativity;
- explore various strategies to improve learning;
- expound knowledge about motivation.

2. Curriculum and Pedagogic Studies (CPS)

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

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

நோக்கங்கள் இப்பாடப்பொருளைக் கற்றபின் மாணவ ஆசிரியர்கள்

- கல்வியில் இணைக்கலைத்திட்டச் செயல்பாடுகளை மேற்கொள்ளல்
- மாணவர்களின் தேர்ச்சியை மதிப்பிட வினாப் பண்புகளுக்கேற்ப வினாக்களைத் தயாரித்தல்
- தமிழ்ப் பாடங்களைத் திறம்படக் கற்பிப்பதற்கான முன்செயல்களைப் பழகுதல்
- கற்பித்தலின் அடிப்படை விதிகளை அறிந்து அவற்றை பயன்படுத்துதல்
- வகுப்பறைத் திறன்களை மேம்படுத்துவதில் புதுமைப் போக்குகளை மேற்கொள்ளல்
- நிறுவன கட்டமைப்பு பற்றி விவரித்தல்

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

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

- summarize the importance of listening and speaking skill through teaching;
- recognize the importance of teaching reading and the essentials of teaching writing skill:
- describe the methods of teaching grammar and vocabulary for learning the English language;
- explain the role of instructional materials in the syllabus and school curriculum for teaching of language;
- use the skill of planning and write yearly plan, unit plan and daily lesson plan;
- construct test items for evaluating students' and teachers' performance and conduct remedial teaching.

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

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

- explain the importance of non- scholastic activities in Mathematics;
- implement the process of evaluation;
- acquire competence in teaching mathematics and structuring lesson plan;
- excel the professional growth and commitment of mathematics teacher;
- recognize the importance of classroom climate and acquire the skill of managing classroom effectively;
- explore the skill and competencies to maintain records.

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

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

- classify the co-scholastic activities in Physical Science;
- explain the process of evaluation in Physical Science;
- recognize the significance of planning and teaching Physical Science;
- explain the importance of classroom climate and acquire the skill of managing the classroom effectively;
- integrate the picture of an ideal Physical Science teacher;
- recall the organization of the school plant.

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

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

- appreciate the importance of non scholastic activities in biological science;
- recognize the purpose of evaluation in Biological Science;
- accept the need for planning before teaching of Biological science;
- acquire an interest to enhance the teacher professionalism and teacher commitment as Biological Science teachers;
- explain the classroom climate and classroom management;
- recall the importance of organization and maintenance of the institute.

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

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

- acquire competencies to execute non scholastic activities in teaching economics;
- determine the various steps in assessing learners;
- explore the steps in planning;
- appreciate teacher commitment to improve professionalization;
- familiarize with appropriate classroom climate for better management;
- expound appropriate knowledge about school plant.

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

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

- acquire knowledge on various approaches of teaching Computer Science;
- explore the process of evaluation;
- acquire skills relating to planning lessons and presenting them effectively;
- appreciate the significance the professional growth and commitment of Computer Science teacher;
- acquaint with the importance of classroom climate and acquire skill of managing classroom effectively;
- determine appropriate school plant.

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

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

- explain the importance of co - scholastic activities in history;
- implement the purpose of evaluation;
- appreciate the significance of planning and teaching history;
- appreciate the qualities associated with an ideal history teachers;
- recognize the importance of classroom climate and acquire the required skill for managing classroom situation effectively;
- implement the organization of the school plant;

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

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

- explain the importance of co - scholastic activities in geography;
- implement the purpose of evaluation;
- appreciate the significance of planning and teaching geography;
- appreciate the qualities associated with an ideal geography teachers;
- recognize the importance of classroom climate and acquire the required skill for managing classroom situation effectively;
- implement the organization of the school plant;

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

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

- understand the essence of co-curricular activities and organize different socialized activities;
- acquire competencies to construct, conduct, apply and evaluate the achievement of objectives in teaching through achievement tests;
- understand present and interpret test scores;
- have in depth insight about the art of professional development, traits, commitment, duties and responsibilities about commerce teachers and motivate themselves to internalize the same;
- define classroom climate and understand ,analyze, compare , contrast the different kinds of classroom climate and develop competencies to create conducive classroom climate and classroom management;
- understand and recommend the features of good school plant.

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

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

- appreciate the importance of non scholastic activities in Home science;
- recognize the purpose of evaluation in Home Science;
- accept the need for planning before teaching of Home science;
- acquire an interest to enhance the teacher professionalism and teacher commitment as Home Science teachers;
- explain the classroom climate and classroom management;
- recall the importance of organization and maintenance of the institute.

CPS 3: Evaluation of Learners

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

- acquire in depth knowledge about the concept and approaches of evaluation;
- infer qualities of good testing tool and techniques of evaluation;
- competently utilize steps in construction and administration of an achievement test;
- determine the meaning of test scores through quantitative analysis;
- internalize the art of Continuous and Comprehensive Evaluation, Portfolio, Internal Assessment as learners evaluation;

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- construct appropriate assessment tools for evaluating special needs of children with special needs.
- acquaint with various assessing scales.

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

- Name the different types of sensory impairments and its prevalence and describe the process of hearing and implications of various types of hearing loss
- Describe the nature, characteristics and assessment of students with low-vision and visual impairment.
- Explicate the impact of deaf-blindness and practices for functional development .
- Describe the tools, area of assessment and apply intervention strategies to enhance learning
- Describe the characteristics and types, tools, areas of assessment and prepare and apply intervention strategies for independent living of intellectual disability
- Explain the characteristics and types of autism Spectrum Disorder
- Identify the person with Locomotor Disabilities such as Cerebral palsy, amputees, polio, Leprosy Cured, Muscular Dystrophies, Neural and Spinal Defects and Multiple Disabilities.

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

- Read and respond to a variety of texts in different ways;
- Enhance their capacities as readers and writers by becoming participants in the process of reading;
- Read interactively- individually and in small groups;
- Frame questions to think about, while preparing to read something;

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- Read empirical, conceptual, and historical work, policy documents, studies about schools, teaching and learning, about different people's experiences, narrative texts, expository texts, autobiographical narratives, field notes, ethnographies, etc.;
- Write with a sense of purpose and audience with one's own opinions or write within the context of others' ideas.

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

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- கற்றல் வளமூலங்களை பயன்படுத்துதல்
- தொழில்நுட்ப உதவியை பயன்படுத்தி துணைக்கருவிகளைத் தயாரித்தல்.
- மாணவ-ஆசிரியர்களை ஆசிரியர் துறைக்கு ஆற்றுப்படுத்துதல்

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

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

- explain the need for teaching study and reference skills for learning of language;
- compare the art of teaching intensive and extensive readers;
- use the ways of evaluating oneself for effective teaching behaviour.

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

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

- integrate the importance of various learning resources;
- conduct action research and disseminate the results;
- gain clarity on the various tasks to be executed during field immersion;

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

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

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- classify the various learning resources to support effective teaching;
- execute action research and disseminate the results;
- gain clarity on the various tasks to be executed during field immersion.

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

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

- comprehend various learning resources to support effective teaching;
- conduct action research and disseminate the results;
- gain clarity on the various tasks to be executed during field immersion;

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

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

- sensitize student teachers on various learning resources;
- conduct action research and disseminate the results;
- gain clarity on the various tasks to be executed during field immersion

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

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

- know the importance of various learning resources;
- conduct action research and disseminate the results;
- gain clarity on the various tasks to be executed during field immersion

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

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

- integrate the use of learning resources in History;
- conduct action research and disseminate the results;
- gain clarity on the various tasks to be executed during field immersion;

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

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

- integrate the use of learning resources in History;
- conduct action research and disseminate the results;

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- gain clarity on the various tasks to be executed during field immersion;

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

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

- understand the different learning resources employed in teaching of Commerce and Accountancy;
- conduct action research and disseminate the results;
- gain clarity on the various tasks to be executed during field immersion;

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

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

- classify various learning resources to support effective teaching;
- execute action research and disseminate the results;
- explain the recent developments.

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

- Define curriculum, its types and explain its importance.
- Demonstrate techniques of teaching functional academic skills.
- Explain importance and components of independent living skills.
- Explain curricular adaptations with reasonable accommodations.
- Illustrate how physical education and creative arts activities can be adapted for the children with visual impairment.

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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

- recognize the epistemological basis of knowledge;
- explain the perspectives of curriculum;
- implement the curriculum development and teaching learning process;
- recall with the various curriculum practices;
- explain the innovations in curriculum development;
- integrate the knowledge on the basis of evaluating 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

- Explain various theoretical perspectives related to intervention & teaching strategies.
- Demonstrate techniques of teaching Mathematics to visually impaired children.
- Acquire necessary competencies and skills for teaching science and assessment of the learners with special reference to children with visual impairment.
- Acquire and apply necessary skills for adapting TLM in social science and assessment of the learners with special reference to children with visual impairment.
- Describe the process of assessment visual efficiency and classroom management for children with low vision.

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

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

- Relate the concept and nature of educational technology and ICT to the education of children with visual impairment.
- Acquire knowledge of the concept and nature of adaptive technology and explain underlying principles and techniques.

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- Get familiar with technologies for print-access for children with visual impairment.
- Describe and use different technologies for teaching low vision children as also various school subjects.
- Demonstrate understanding of 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

After completing the course student-teachers will be able to

- Describe the effect of birth of a child with visual impairment on the family.
- Analyze the role of family and parental concerns related to their child with visual impairment from birth to adulthood.
- Explain the role of parent community partnership in the rehabilitation of a person with visual impairment.
- 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 கற்றபின் மாணவ ஆசிரியர்கள்

- மொழி ஆசிரியருக்குரிய பண்பு நலன்களை வளர்த்தல்
- கலைத் திட்டத்தின் நோக்கங்களையும், குறிக்கோள்களையும் கூறுதல்
- மனித வாழ்க்கையில் தமிழ்மொழி வளர்ச்சியின் பங்கை அறிதல்

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

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

- identify the skills needed to organize various co-curricular activities;
- implement the required traits for effective classroom management;
- state the norms of developing a good school plant and realize the need for maintaining various school records and registers.

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

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

- implement the knowledge of the learner controlled instruction, collaborative and co-operative learning effectively for better curriculum transaction;
- sensitize themselves with the School Curriculum;

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

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

- implement the knowledge of the Learner Controlled Instruction, Collaborative and Co-operative learning effectively for better curriculum transaction;
- recall the curricular development in Physical Science;
- execute the linkage of Physical Science with community life.

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

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

- implement the knowledge of the learner controlled instruction, collaborative and co-operative learning effectively for better curriculum transaction;
- acquire knowledge about the curricular development in effective teaching of Biological Science;
- appreciate the linkage of Biological Science with community life.

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

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

- implement the knowledge of the learner controlled instruction, collaborative and co-operative learning effectively for better curriculum transaction;
- determine and appreciate curriculum development in economics;
- competently link economic concepts to community life.

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

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

- implement the knowledge of the learner controlled instruction, collaborative and co-operative learning effectively for better curriculum transaction;
- acquire knowledge on the curricular development in Computer Science;

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- gain insight into systems approach.

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

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

- implement the knowledge of the learner controlled instruction, collaborative and co-operative learning effectively for better curriculum transaction;
- sensitize themselves with the school curriculum;
- link the relationship of history with other curriculum.

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

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

- implement the knowledge of the learner controlled instruction, collaborative and co-operative learning effectively for better curriculum transaction;
- sensitize themselves with the school curriculum;
- link the relationship of Geography with other curriculum.

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

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

- implement the knowledge of the Learner Controlled Instruction (LCI) and co-operative learning effectively for better curriculum transaction;
- familiarize with the principles of developing commerce and accountancy curriculum;

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

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

- recognize the need for the assessment of teacher behaviour;
- acquire knowledge about the curricular development in effective teaching of home science;
- appreciate the linkage of home science with community life.

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

- Explain the construct of inclusive education & the progression from segregation

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towards valuing & appreciating diversity in inclusive education.

- Explicate the national & key international policies & frameworks facilitating inclusive education.
- Enumerate the skills in adapting instructional strategies for teaching in mainstream Classrooms and strategies for collaborative working and stakeholders support in implementing inclusive education.
- Describe the nature and scope of O&M as also the O&M related responsibilities of the special teacher and acquire basic knowledge of human guide techniques.
- Describe pre-cane and cane travel skills and devices and skills of training in independent living for the visually impaired.

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

- Integrate Art with Education and become better communicator;
- Develop creative thinking through different Art forms;
- Realize that liberal arts help in making better professionals;
- Understand Art as a medium of education;
- Understand the role of Art medium of education;
- Deepen student's ability for perception and reflection;
- Use Art as an alternative language to experience and communicate concepts in teaching-learning.

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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 carryon 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,

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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;

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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

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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.

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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.

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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.

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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).

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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

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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).

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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.

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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.

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