



**St. Christopher's College of Education**  
**B. Ed Programme**  
**Programme Learning Outcome**

Teachers trained by St.Christopher's College of Education will be;

PO1	able to review the contemporary issues on Education and the role of Education in the upliftment of our nation.(Education)
PO2	able to empathise with pupils and address their diverse needs. (Psychology/Inclusive)
PO3	competent in using suitable assessment techniques to provide learning support.(Evaluation)
PO4	competent for real / on-line teaching and diligent to resolve classroom issues. (Optional/ Pedagogy/Digital Pedagogy, Practicum Components)
PO5	sensitive to social issues and act responsibly.(EVS)
PO6	Meticulous in creating appropriate support system to address diverse needs of schools (Elective, First Aid, Spoken English, Basic Computer, G&C, Life Skills).
PO7	able to organise events of educational importance. (Scholastic / Non-Scholastic Activities, Cocurricular Activities)
PO8	able to inculcate moral values among pupils. (Moral/Value/Scripture)



# St. Christopher's College of Education

## B.ED – PROGRAMME

### COURSE LEARNING OUTCOMES

#### A - Theory

#### Semester – I

#### Core Courses

<b>C11</b>	<b>EDUCATION IN CONTEMPORARY INDIA</b>
On completion of this course, the student-teachers will be able to	
<b>C11.1</b>	recalls major constitutional provisions for education.
<b>C11.2</b>	explain universalisation of elementary education, RMSA.
<b>C11.3</b>	compare the structure and functions of education in various countries
<b>C11.4</b>	recognise the different types of Non- formal Education programmes in India
<b>C11.5</b>	classify the hierarchy of values.
<b>C11.6</b>	explain the need for health education at all levels.
<b>C11.7</b>	justify vocationalisation of Education

<b>C12</b>	<b>DEVELOPMENTAL STAGES OF LEARNER</b>
On completion of this course, the student-teachers will be able to	
<b>C12.1</b>	explain the role of heredity and environment in the development of an individual learner
<b>C12.2</b>	Describe the human development during various stages.
<b>C12.3</b>	analyse various dimensions of development.
<b>C12.4</b>	synthesise various theories of development.
<b>C12.5</b>	narrate the characteristics and problems of adolescents.

<b>C13</b>	<b>TESTING, ASSESSMENT AND EVALUATION</b>
On completion of this course, the student-teachers will be able to	
<b>C13.1</b>	define educational measurement, assessment and evaluation.
<b>C13.2</b>	explain different types of evaluation.
<b>C13.3</b>	describe taxonomy of educational objectives.
<b>C13.4</b>	use different types of tests to optimize learning.
<b>C13.5</b>	construct achievement test.

<b>C14</b>	<b>PEDAGOGY AND LANGUAGE SKILLS</b>
On completion of this course, the student-teachers will be able to	
<b>C14.1</b>	explain teacher directed methods.
<b>C14.2</b>	teacher intervention methods and compare with teacher directed methods.
<b>C14.3</b>	justify the need for student directed methods and teaching aimed at creativity.
<b>C14.4</b>	indicate how technology can be used for effective teaching.
<b>C14.5</b>	Describe the need for language in teaching and learning.

## Special Courses

<b>S11</b>	<b>ENGLISH EDUCATION COURSE - I</b>
On completion of this course, the student-teachers will be able to	
<b>S11.1</b>	summarise the use of English in India
<b>S11.2</b>	outline the aims of teaching English as second language
<b>S11.3</b>	prepare various aids for teaching of English language
<b>S11.4</b>	plan evaluation techniques for remedial teaching
<b>S11.5</b>	identify the structure and phonology of English language
<b>S11.6</b>	plan strategies and techniques of English teaching appropriate to Secondary School and Higher Secondary School classes.
<b>S11.7</b>	prepare language games for primary, secondary and higher secondary classes.
<b>S11.8</b>	analyse syllabuses and teaching materials critically
<b>S11.9</b>	design lesson plans for primary, secondary and higher secondary classes
<b>S11.10</b>	plan composition work for primary, secondary and higher secondary classes

<b>S12</b>	<b>தமிழ் கல்வியியல் முறை - I</b>
இந்த பாடப்பிரிவினை படித்து முடிக்கும் போது மாணவ ஆசிரியர்கள் கீழ்க்கண்டவற்றை செய்ய இயலும்:	
<b>S12.1</b>	தாய்மொழியின் இன்றியமையாமையையும், தாய்மொழி கற்றலின் நோக்கங்களையும் வரையறுப்பார்கள்
<b>S12.2</b>	தேசியக் கல்விக் குறிக்கோள்களையும், தேசியக் கலைத் திட்டத்தின் நோக்கங்களையும் தொடர்புபடுத்தி மொழிப்பாடம் பெறும் இடத்தினையும் அடையாளம் காண்பார்கள்.
<b>S12.3</b>	தாய்மொழியைக் கற்பிக்கும் பயிற்று முறைகளை வரையறை செய்து பயன்படுத்துவார்கள்
<b>S12.4</b>	பல்வேறு கற்பித்தல் திறன்களின் முறைகளையும் பயன்களையும் விளக்குவார்கள்
<b>S12.5</b>	செய்யுள், உரைநடைப் பாடங்களைக் கற்பித்தலில் உள்ள வேறுபாடுகளை விளக்குவார்கள்
<b>S12.6</b>	இலக்கணம் பயிற்றலின் திறன்களை வளர்த்தல், விளையாட்டு முறையைப் பயன்படுத்தப் பரிந்துரைப்பார்கள்
<b>S12.7</b>	மொழி பெயர்ப்பு - மொழியாக்கம் இவற்றின் அடிப்படை விதிகளை கோடிட்டுக்காட்டுவார்கள்
<b>S12.8</b>	மொழிக் கற்பித்தலில் தகவல் தொழில்நுட்ப சாதனங்களின் பயன்பாடுகளைத் திட்டமிட்டு பயன்படுத்துவார்கள்
<b>S12.9</b>	பாடக் குறிப்பின் பயன்களைக் குறித்துக் காட்டுவார்கள்
<b>S12.10</b>	வினா வகைகளையும் பயன்களையும் மதிப்பிட்டு வினா கேட்டலின் திறன்களை உடயோகிப்பார்கள்
<b>S12.11</b>	வினாத்தாள் அமைத்தலையும் முறைகளையும் பகுப்பாய்வு செய்வார்கள்

<b>S13</b>	<b>MATHEMATICS EDUCATION COURSE - I</b>
On completion of this course, the student-teachers will be able to	
<b>S13.1</b>	state the nature and scope of mathematics.
<b>S13.2</b>	correlate mathematics with other subjects.
<b>S13.3</b>	list out the objectives and values of teaching mathematics.
<b>S13.4</b>	identify learning outcomes for specific topics in mathematics.

<b>S13.5</b>	develop teaching skills through micro teaching.
<b>S13.6</b>	write lesson plan for a given topic.
<b>S13.7</b>	compare and contrast different methods of teaching.
<b>S13.8</b>	justify the communication skill used for teaching of mathematics
<b>S13.9</b>	plan strategies for teaching different branches of mathematics.

<b>S14</b>	<b>PHYSICAL SCIENCE EDUCATION COURSE - I</b>
On completion of this course, the student-teachers will be able to	
<b>S14.1</b>	explain the nature of physical science.
<b>S14.2</b>	correlate science with other subjects.
<b>S14.3</b>	describe aims and objectives of teaching physical science.
<b>S14.4</b>	frame suitable instructional objectives keeping in mind Bloom's taxonomy of instructional objectives.
<b>S14.5</b>	define different stages of the micro teaching cycle.
<b>S14.6</b>	demonstrate various micro teaching skills.
<b>S14.7</b>	justify the importance of planning for teaching.
<b>S14.8</b>	differentiate between unit plan and lesson plan.
<b>S14.9</b>	prepare lesson plans following the modified Herbartian steps.
<b>S14.10</b>	describe the use of various teaching aids in teaching of science.
<b>S14.11</b>	explain the impact of educational technology in physical science learning.
<b>S14.12</b>	select suitable methods for teaching a particular topic in science.
<b>S14.13</b>	elucidate the use of different types of tests in evaluation.
<b>S14.14</b>	explain the different types of test items used in achievement test.
<b>S14.15</b>	describe the use of a diagnostic test.
<b>S14.16</b>	identify topics suitable for various methods in teaching Physical Science.

<b>S15</b>	<b>BIOLOGICAL SCIENCE EDUCATION COURSE - I</b>
On completion of this course, the student-teachers will be able to	
<b>S15.1</b>	analyse the history and development of science.
<b>S15.2</b>	infer the aims of teaching biology at the primary, secondary and higher Secondary levels.
<b>S15.3</b>	identify the components of various teaching skills and practice them.
<b>S15.4</b>	analyze the importance of planning for teaching and writing lesson plans and unit plans.
<b>S15.5</b>	state the different approaches in Bio Science
<b>S15.6</b>	list the Audio-Visual Aids for Bio Science
<b>S15.7</b>	organize different special aids in biology
<b>S15.8</b>	Critically analyse the science text books.

<b>S16</b>	<b>HOME SCIENCE EDUCATION COURSE - I</b>
On completion of this course, the student-teachers will be able to	
<b>S16.1</b>	identify the need and scope of teaching Home Science in School at various levels.
<b>S16.2</b>	formulate objectives of teaching Home Science in specific behavioural terms.
<b>S16.3</b>	identify the skills involved in teaching and practice them in the classroom.
<b>S16.4</b>	prepare lessons and instructional materials with reference to the objectives.
<b>S16.5</b>	use various teaching aids in teaching Home science.
<b>S16.6</b>	describe various methods of instruction.

<b>S17</b>	<b>HISTORY EDUCATION COURSE - I</b>
On completion of this course, the student-teachers will be able to	
<b>S17.1</b>	explain the nature and development of History.
<b>S17.2</b>	classify the features and dimensions of history
<b>S17.3</b>	outline the need and significances of teaching history at different level
<b>S17.4</b>	formulate general instructional objectives specific learning outcomes
<b>S17.5</b>	demonstrate micro teaching skills
<b>S17.6</b>	outline a year plan for teaching history syllabus
<b>S17.7</b>	state the importance of technology in history education
<b>S17.8</b>	practice use of hardware and software approach there by making the past real
<b>S17.9</b>	elaborate the life of primitive people and the antiquity of the pre-historic Tamil land.

<b>S18</b>	<b>GEOGRAPHY EDUCATION COURSE - I</b>
On completion of this course, the student-teachers will be able to	
<b>S18.1</b>	develop positive attitude towards nation and other countries
<b>S18.2</b>	formulate the aims and objectives of teaching Geography at different levels.
<b>S18.3</b>	demonstrate different skills of teaching.
<b>S18.4</b>	prepare lesson plans.
<b>S18.5</b>	list the techniques to measure reflection.
<b>S18.6</b>	Describe various methods of teaching.
<b>S18.7</b>	identify the individual differences and offer suitable education programme.
<b>S18.8</b>	prepare blue print and questions for achievement test.

<b>S19</b>	<b>COMPUTER EDUCATION COURSE - I</b>
On completion of this course, the student-teachers will be able to	
<b>S19.1</b>	elaborate the hardware and software air used in the computer science teaching.
<b>S19.2</b>	state the nature and scope of computer education
<b>S19.3</b>	select the micro-teaching skills to teach computer science.
<b>S19.4</b>	develop the lesson plan to teach the computer science concepts.
<b>S19.5</b>	choose the appropriate teaching aid to teach computer science.
<b>S19.6</b>	list different online information tools for teaching.

<b>S110</b>	<b>COMMERCE AND ACCOUNTANCY EDUCATION COURSE - I</b>
On completion of this course, the student-teachers will be able to	
<b>S110.1</b>	explain the scope of Commerce Education at the Higher Secondary Level.
<b>S110.2</b>	list the aims and objectives of teaching Commerce and Accountancy at the Higher Secondary Level.
<b>S110.3</b>	demonstrate Micro teaching skills.
<b>S110.4</b>	write instructional objectives related to cognitive domain.
<b>S110.5</b>	prepare lesson plans.
<b>S110.6</b>	compare different methods of teaching Commerce and Accountancy.
<b>S110.7</b>	select different techniques of teaching.
<b>S110.8</b>	state the advantages and limitations of teaching aids
<b>S110.9</b>	construct an achievement test

## Semester II

### Core Courses

<b>C21</b>	<b>FOUNDATIONS OF EDUCATION</b>
On completion of this course, the student-teachers will be able to	
<b>C21.1</b>	describe the meaning of philosophy and relationship between education and philosophy.
<b>C21.2</b>	explain the use of various Philosophical theories in education.
<b>C21.3</b>	differentiate the philosophies of Eastern and Western philosophers and their contributions.
<b>C21.4</b>	explain the guiding principles of Indian Policy on Education.
<b>C21.5</b>	describe the role of social agencies in education.
<b>C21.6</b>	identify how education can solve social problems.
<b>C21.7</b>	analyse the problems of socially disadvantaged.

<b>C22</b>	<b>PSYCHOLOGY OF LEARNING AND TEACHING</b>
Objectives: On completion of this course, the student-teachers will be able to	
<b>C22.1</b>	justify the need of knowledge of educational psychology for teachers
<b>C22.2</b>	distinguish various types of motivation.
<b>C22.3</b>	describe learning theories and learning disabilities.
<b>C22.4</b>	explain attention and perception
<b>C22.5</b>	describe memory and concept formation.

<b>C23</b>	<b>EDUCATIONAL EVALUATION AND STATISTICS</b>
Objectives: On completion of this course, the student-teachers will be able to	
<b>C23.1</b>	use different techniques and tools of evaluation.
<b>C23.2</b>	explain the recent trends in examination practices.
<b>C23.3</b>	compute measures of central tendencies.
<b>C23.4</b>	calculate measures of variability.
<b>C23.5</b>	represent data graphically.
<b>C23.6</b>	calculate correlation coefficient and interpret the results.
<b>C23.7</b>	describe action research.

<b>C24</b>	<b>ENVIRONMENTAL EDUCATION</b>
On completion of this course, the student-teachers will be able to	
<b>C24.1</b>	recognise the importance of protecting the environment.
<b>C24.2</b>	classify natural energy sources.
<b>C24.3</b>	discuss the importance of various legal provisions available to protect the environment
<b>C24.4</b>	explain different ways of controlling environmental pollution
<b>C24.5</b>	describe ways to solve social issues
<b>C24.6</b>	justify the need and importance of environmental education in Schools.

## Special Courses

<b>S21</b>	<b>ENGLISH EDUCATION COURSE - II</b>
On completion of this course, the student-teachers will be able to	
<b>S21.11</b>	list the goals of teaching English
<b>S21.12</b>	explain types of English language courses
<b>S21.13</b>	compare and contrast different syllabuses and different methods of teaching English.
<b>S21.14</b>	develop the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.
<b>S21.15</b>	justify formation of words and the use of auxiliaries.
<b>S21.16</b>	apply evaluation techniques pertaining to English language
<b>S21.17</b>	develop remedial teaching measures.

<b>S22</b>	<b>தமிழ் கல்வியியல் முறை - II</b>
இந்த பாடப்பிரிவினை படித்து முடிக்கும் போது மாணவ ஆசிரியர்கள் கீழ்க்கண்டவற்றை செய்ய இயலும்:	
<b>S22.12</b>	மொழியின் பண்புகளையும் அமைப்பினையும் ஒப்பிட்டு தமிழ் மொழியின் தனிப்பண்புகளை அடையாளப்படுத்துவார்கள்
<b>S22.13</b>	கேட்டுணர் திறன், பொருளுணர் திறன், படிக்கும் திறன், எழுதும் திறன் இவற்றைப் பயன்படுத்தி புதியன படைப்பார்கள்
<b>S22.14</b>	பாடத்திட்டம் அமைத்தலின் கோட்பாடுகளையும் பாட நூலின் பண்புகளையும் ஆராய்ந்து வரையறை செய்வார்கள்
<b>S22.15</b>	மொழியாசிரியருக்கான பண்புகளை குறித்துக் காட்டுவார்கள்
<b>S22.16</b>	சமூக அடிப்படையில் மொழிக் கற்றலின் பயன்களையும் பண்பாட்டில் பின் தங்கியவர்களுக்கான கல்வி முறையினையும் பட்டியலிடுவார்கள்
<b>S22.17</b>	உடலியல் உளவியல் அடிப்படைகளில் மொழிக்கற்றலின் கூறுகளை வரையறுப்பார்கள்
<b>S22.18</b>	பிழையினால் ஏற்படும் பொருள் மாறுபாட்டினை வேறுபடுத்துவார்கள்.
<b>S22.19</b>	இயல், இசை, நாடகத் தமிழின் பண்புகளையும் மொழி நடைக் கூறுகளையும் வரையறுத்து வடிவமாற்றம் செய்வார்கள்

<b>S23</b>	<b>MATHEMATICS EDUCATION COURSE - II</b>
On completion of this course, the student-teachers will be able to	
<b>S23.10</b>	analyse current trends in curriculum changes in Mathematics at the Higher Secondary level
<b>S23.11</b>	prepare different teaching resources effectively.
<b>S23.12</b>	compare the various classroom climates.
<b>S23.13</b>	construct Diagnostic test and organize different remedial measures.
<b>S23.14</b>	justify the need for reflective practice.
<b>S23.15</b>	prepare a blue print and achievement test.
<b>S23.16</b>	state the uses of computer in mathematics education.
<b>S23.17</b>	statistically analyse the marks of the students.

<b>S24</b>	<b>PHYSICAL SCIENCE EDUCATION COURSE – II</b>
On completion of this course, the student-teachers will be able to	
<b>S24.17</b>	explain the steps in curriculum development, principles in curriculum development and approaches to curriculum organizations.
<b>S24.18</b>	analyse the Physical Science Syllabus of Tamilnadu Secondary Schools.

<b>S24.19</b>	plan a Physical Science laboratory.
<b>S24.20</b>	discuss the maintenance of safety in the science lab.
<b>S24.21</b>	justify the need for various co-curricular activities in science.
<b>S24.22</b>	justify the special qualities needed for science teachers.
<b>S24.23</b>	explain the need for professional growth of science teachers.
<b>S24.24</b>	plan activities for scientifically gifted
<b>S24.25</b>	recognize the importance of using internet in science teaching.
<b>S24.26</b>	analyse the Science Text books of Tamil Nadu State Board Critically.
<b>S24.27</b>	recall the factors affecting friction

<b>S25</b>	<b>BIOLOGICAL SCIENCE EDUCATION COURSE - II</b>
On completion of this course, the student-teachers will be able to	
<b>S25.9</b>	classify effective modes of classroom communication.
<b>S25.10</b>	plan suitable methods of teaching for various topics in bio science.
<b>S25.11</b>	identify various aspects of planning and organizing learning resources in bio science.
<b>S25.12</b>	model improvised aids
<b>S25.13</b>	perceive the various preservative techniques.
<b>S25.14</b>	develop ability to evaluate the present curriculum.
<b>S25.15</b>	discuss the learning difficulties.
<b>S25.16</b>	explain the different types of educational research.

<b>S26</b>	<b>HOME SCIENCE EDUCATION COURSE - II</b>
On completion of this course, the student-teachers will be able to	
<b>S26.7</b>	Explain the use of computers for teaching
<b>S26.8</b>	prepare objective based test items.
<b>S26.9</b>	prepare diagnostic tests and apply remedial measures
<b>S26.10</b>	apply the principles of classroom management to create a conducive classroom climate.
<b>S26.11</b>	adopt techniques of research in Home Science.
<b>S26.12</b>	identify the relationship between school and its community.
<b>S26.13</b>	explain the need, characteristics and selection of text books and other reference materials in Home Science.
<b>S26.14</b>	analyse the relationship between Home Science and other subjects.

<b>S27</b>	<b>HISTORY EDUCATION COURSE – II</b>
On completion of this course, the student-teachers will be able to	
<b>S27.10</b>	list the aims and objectives of teaching history
<b>S27.11</b>	analyses the different type of classroom climate
<b>S27.12</b>	classify the gifted and slow learners
<b>S27.13</b>	plan techniques for individual instruction
<b>S27.14</b>	describe the current trends in curriculum changes in history
<b>S27.15</b>	evaluate the history textbook at higher secondary level
<b>S27.16</b>	state the uses of various resource in teaching history
<b>S27.17</b>	explain the role of UNO in establishing world peace
<b>S27.18</b>	label the location extension of boundaries of different kingdoms

<b>S28</b>	<b>GEOGRAPHY EDUCATION COURSE - II</b>
	On completion of this course, the student-teachers will be able to
<b>S28.9</b>	compare the correlation and concentric curricular approaches.
<b>S28.10</b>	evaluate the Geography syllabus at different stages.
<b>S28.11</b>	differentiate autocratic and democratic leadership.
<b>S28.12</b>	use various instruments and apparatus efficiently.
<b>S28.13</b>	apply modern techniques in teaching Geography.
<b>S28.14</b>	use ICT in transaction of curriculum.
<b>S28.15</b>	critically evaluate the Geography text book at different levels.
<b>S28.17</b>	critically analyse the existing syllabus for std. VIII to X
<b>S28.18</b>	identity the causes for learning difficulties in Geography and give remedial teaching.
<b>S28.19</b>	write an action research proposal.
<b>S28.20</b>	differentiate between applied and action research.

<b>S29</b>	<b>COMPUTER EDUCATION COURSE - II</b>
	On completion of this course, the student-teachers will be able to
<b>S29.7</b>	construct a computer science curriculum based on the principles of curriculum development.
<b>S29.8</b>	explain the use of Information and Communication Technology in classroom interaction.
<b>S29.9</b>	utilise the proper evaluation techniques to assess and interpret the theory and practical tests in computer science
<b>S29.10</b>	use the computer science laboratory for teaching
<b>S29.11</b>	describe the utilities of computers in educational sectors.
<b>S29.12</b>	plan classroom activities for online teaching and learning.

<b>S210</b>	<b>COMMERCE AND ACCOUNTANCY EDUCATION COURSE - II</b>
	On completion of this course, the student-teachers will be able to
<b>S210.10</b>	explain the need of establishing Commerce Department.
<b>S210.11</b>	list the special qualities required for a commerce teacher.
<b>S210.12</b>	critically evaluate Text Books in Commerce and Accountancy.
<b>S210.13</b>	explain the importance of Commerce club activities.
<b>S210.14</b>	state the principles of Classroom management.
<b>S210.15</b>	compare intrinsic and extrinsic motivating techniques
<b>S210.16</b>	write an action research proposal.
<b>S210.17</b>	elaborate the importance CAI in commerce education.
<b>S210.18</b>	outline the objectives of organising guidance programme for Commerce students.

## Semester – IV

### Core Course

<b>C41</b>	<b>CHALLENGES IN EDUCATION IN THE INDIAN CONTEXT</b>
On completion of this course, the student-teachers will be able to	
<b>C41.1</b>	develop basic understanding and familiarity with key concepts – Gender, gender bias. Explain gender issues in society
<b>C41.2</b>	describe how gender issues are related to education.
<b>C41.3</b>	acquire knowledge on the concept of equalization of educational opportunities.
<b>C41.4</b>	bring out the interrelationship of Nationalism and Universalism.
<b>C41.5</b>	justify the importance of Human Rights Education.
<b>C41.6</b>	explain the scope of educational management.
<b>C41.7</b>	compare the statutory agencies in the field of education.

<b>C42</b>	<b>PSYCHOLOGICAL PERSPECTIVES OF LEARNERS</b>
On completion of this course, the student-teachers will be able to	
<b>C42.1</b>	describe various theories of intelligence
<b>C42.2</b>	explain developing aptitude, attitude and creativity through appropriate curricular activities.
<b>C42.3</b>	describe theories of personality.
<b>C42.4</b>	suggest mental hygiene measures to be adopted in schools.
<b>C42.5</b>	explain various guidance and counselling activities to be conducted in schools.
<b>C42.6</b>	function as an effective guidance counselor to the students.

<b>C43</b>	<b>INCLUSIVE EDUCATION</b>
On completion of this course, the student-teachers will be able to	
<b>C43.1</b>	summarize inclusive education with special and integrated education.
<b>C43.2</b>	identify children with diverse needs
<b>C43.3</b>	discuss the initiatives taken at the national level towards inclusion.
<b>C43.4</b>	compare a teaching – learning environment with reference to different inclusive school
<b>C43.5</b>	analyse teacher preparation in Inclusive Education

### Electives

<b>EC1</b>	<b>LIBRARY EDUCATION</b>
On completion of this course, the student-teachers will be able to	
<b>EC1.1</b>	write the implications of the fundamental laws of library in the teacher education library.
<b>EC1.2</b>	explain the use of different types of Libraries and its functioning.
<b>EC1.3</b>	demonstrate various In-House Operations in Library Automation using Library Management Software.
<b>EC1.4</b>	select the relevant Information sources both Print & Digital among the Traditional and Digital Information Sources
<b>EC1.5</b>	be aware of the various obtainable Library Services.
<b>EC1.6</b>	categorize the diverse information Networks.

<b>EC2</b>	<b>CREATIVE WRITING</b>
On completion of this course, the student-teachers will be able to	
<b>EC2.1</b>	identify the elements that characterize good writing
<b>EC2.2</b>	compose a series of creative assignments and projects with clarity in writing.
<b>EC2.3</b>	compile own interpretations of texts.
<b>EC2.4</b>	organize writing in structured categories.
<b>EC2.5</b>	compose poetry that includes imagery, poetic form and poetic devices
<b>EC2.6</b>	create short stories that include imagery, characterization, and elements of plot development

<b>EC3</b>	<b>WOMEN'S STUDIES</b>
On completion of this course, the student-teachers will be able to	
<b>EC3.1</b>	recall the role played by leaders in Women's Movement towards the emancipation of women.
<b>EC3.2</b>	explain the importance of women's education.
<b>EC3.3</b>	compare the dual role of women with that of men.
<b>EC3.4</b>	analyse the rights of women.
<b>EC3.5</b>	criticize the representation of women in the mass media.
<b>EC3.6</b>	identify the role of women in protecting the environment.
<b>EC3.7</b>	illustrate the problems of women in society.
<b>EC3.8</b>	elaborate the role of women in politics.
<b>EC3.9</b>	justify the need for women's empowerment.

<b>EC4</b>	<b>PHYSICAL EDUCATION</b>
On completion of this course, the student-teachers will be able to	
<b>EC4.1</b>	recognize the need for Physical Education and Physical Fitness.
<b>EC4.2</b>	understand the rules and regulations of certain games.
<b>EC4.3</b>	investigate the problems of sports persons.
<b>EC4.4</b>	know yoga as a curative for many disorders
<b>EC4.5</b>	formulate the type of nutritious diet for sports persons.
<b>EC4.6</b>	develop a sound knowledge about the International sports events.

## Special Courses

<b>S41</b>	<b>ENGLISH EDUCATION COURSE - IV</b>
On completion of this course, the student-teachers will be able to	
<b>S41.18</b>	compile dialogues for conventional formulae
<b>S41.19</b>	classify essential skills of reading in English.
<b>S41.20</b>	develop reading and reflecting skill on the English texts.
<b>S41.21</b>	construct grammatically correct sentences in English.
<b>S41.22</b>	demonstrate the four skills of English Language.
<b>S41.23</b>	justify the need for teaching of English as second language in school.
<b>S41.24</b>	infer literary terms and figure of speech.

<b>S42</b>	<b>தமிழ் கல்வியியல் முறை - IV</b>
	இந்த பாடப்பிரிவினை படித்து முடிக்கும் போது மாணவ ஆசிரியர்கள் கீழ்க்கண்டவற்றை செய்ய இயலும்:
<b>S42.20</b>	மொழியின் பல்வேறு செயல்பாடுகளை பட்டியலிட்டு அதன் பயன்களை கோடிட்டுக் காட்டுவார்கள்.
<b>S42.21</b>	தமிழில் உள்ள பல்வேறு வகையான இலக்கியங்களையும் திறனாய்ந்து எழுதுவார்கள் (விமர்சனம்)
<b>S42.22</b>	கணிப்பொறியின் பயன்களை நினைவுகூர்ந்து அதனை மொழிப்பாடம் கற்பித்தலில் பயன்படுத்தும் முறைகளை வரையறுப்பார்கள்.
<b>S42.23</b>	மக்கள் வாழ்க்கையில் செய்தித் தொடர்பும் செய்தி அறிவித்தலில் மொழியின் பங்கினையும் விளக்குவார்கள்
<b>S42.24</b>	மொழியின் பல்வேறு சமூகப் பணிகளைப் பட்டியலிடுவார்கள்
<b>S42.25</b>	பெண் கல்வியின் இன்றியமையாமையை விளக்குவார்கள்
<b>S42.26</b>	அடிப்படை இலக்கண அறிவைப் பெற்று வரையறை செய்வார்கள்
<b>S42.27</b>	மொழிவழிபடைப்பாற்றலை வளர்த்தற்கான பல்வேறு வழிமுறைகளை நினைவுகூர்ந்து புதியனவற்றை உருவாக்குவார்கள்

<b>S43</b>	<b>MATHEMATICS EDUCATION COURSE - IV</b>
	On completion of this course, the student-teachers will be able to
<b>S43.18</b>	explain the development of mathematics.
<b>S43.19</b>	list the contributions of Indian Mathematician.
<b>S43.20</b>	enumerate the contributions of Foreign Mathematicians
<b>S43.21</b>	illustrate different types of learning.
<b>S43.22</b>	identify enrichment programmes for the gifted
<b>S43.23</b>	plan remedial measures for slow learners.
<b>S43.24</b>	give examples for the recreational value of mathematics.
<b>S43.25</b>	state the need for Research in Mathematics.
<b>S43.26</b>	list the causes of Discalculia.
<b>S43.27</b>	suggest remedial measures for students with learning disability.
<b>S43.28</b>	plan strategies for individualized instructions.

<b>S44</b>	<b>PHYSICAL SCIENCE EDUCATION COURSE – IV</b>
	On completion of this course, the student-teachers will be able to
<b>S44.28</b>	describe significant development in Science through the ages.
<b>S44.29</b>	describe the use of theories of learning in science teaching.
<b>S44.30</b>	design a lesson plan on a suitable topic using constructivist Philosophy.
<b>S44.31</b>	summarise the contributions of Indian scientists to the society.
<b>S44.32</b>	suggest solutions to the problems of teaching science in rural schools.
<b>S44.33</b>	enumerate various problems (related to science) faced by India with suggestions to solve them.
<b>S44.34</b>	recall the efficiency of fuels.
<b>S44.35</b>	recall the laws of reflection.

<b>S45</b>	<b>BIOLOGICAL SCIENCE EDUCATION COURSE – IV</b>
On completion of this course, the student-teachers will be able to	
<b>S45.17</b>	outline the development of science education in India
<b>S45.18</b>	justify the special qualities needed for bio science teachers and explain the need for professional growth.
<b>S45.19</b>	discuss the reasons for ecological problem.
<b>S45.20</b>	prioritize to get trained in using ICT.
<b>S45.21</b>	explain the various enrichment programmes.
<b>S45.22</b>	organize ways to help students learn.
<b>S45.23</b>	support the importance of various co-curricular activities in science.
<b>S45.24</b>	utilize their capacities to read and write Science Concepts.

<b>S46</b>	<b>HOME SCIENCE EDUCATION COURSE IV</b>
On completion of this course, the student-teachers will be able to	
<b>S46.15</b>	describe the organization and maintenance of the Home Science Department.
<b>S46.16</b>	identify the principles of curriculum organization
<b>S46.17</b>	develop competencies of a Home science teacher
<b>S46.18</b>	analyse the role of national and international agencies to solve problems of malnutrition among people.
<b>S46.19</b>	find opportunities for self-employment in the field of Home Science
<b>S46.20</b>	contribute towards accomplishment of peace as home science teachers.
<b>S46.21</b>	analyse critical problems that India is facing due to malnutrition and over population.
<b>S46.22</b>	reflect on text related to Home Science.

<b>S47</b>	<b>HISTORY EDUCATION COURSE – IV</b>
On completion of this course, the student-teachers will be able to	
<b>S47.19</b>	compare the need for correlation of history with other subjects
<b>S47.20</b>	relate the theories involved in the selection of history teachers
<b>S47.21</b>	list the essential qualities required for history teachers
<b>S47.22</b>	explain the contribution of historians to the development of history at different times
<b>S47.23</b>	elaborate historiography
<b>S47.24</b>	compare different models teaching
<b>S47.25</b>	outline the need for history education
<b>S47.26</b>	summarize the Indian freedom struggles.

<b>S48</b>	<b>GEOGRAPHY EDUCATION COURSE III</b>
On completion of this course, the student-teachers will be able to	
<b>S48.21</b>	analyse the impact of nature and climatic change.
<b>S48.22</b>	familiarise the aspects of organizing geography laboratory.
<b>S48.23</b>	develop skills in organizing co-curricular activities.
<b>S48.24</b>	plan and conduct quiz programme.
<b>S48.25</b>	state the special qualities of a Geography teacher.
<b>S48.26</b>	prepare questions to evaluate a Geography teacher.

<b>S48.27</b>	identify the special problems faced by the Geography teacher in rural areas.
<b>S48.28</b>	describe the techniques of social science reading.
<b>S48.29</b>	list out the global problems in a Geographical perspective.
<b>S48.30</b>	explain the concept of peace and analyse the principles to promote peace.
<b>S48.31</b>	analyse the role of United Nations Organizations in promoting peace.

<b>S49</b>	<b>COMPUTER EDUCATION COURSE - III</b>
	On completion of this course, the student-teachers will be able to
<b>S49.13</b>	analyse computer science syllabus and textbook.
<b>S49.14</b>	design a Computer Aided Instruction module.
<b>S49.15</b>	use the appropriate e-learning strategies to teach computer science.
<b>S49.16</b>	utilise the authentic e-learning resources.
<b>S49.17</b>	plan the essential infrastructure to establish and manage the computer science laboratory.
<b>S49.18</b>	describe the roles and responsibilities of the computer science professionals.

<b>S410</b>	<b>COMMERCE AND ACCOUNTANCY EDUCATION COURSE - IV</b>
	On completion of this course, the student-teachers will be able to
<b>S410.19</b>	describe the principles of curriculum construction in commerce and accountancy
<b>S410.20</b>	list the merits and limitations of different types of research
<b>S410.21</b>	state the different types of learning resources
<b>S410.22</b>	analyse the issues the related to contemporary trade practices.
<b>S410.23</b>	use the community resources for learning and teaching of commerce and accountancy
<b>S410.24</b>	explain the importance of social responsibility of commerce education
<b>S410.25</b>	suggest the ways and means to promote peace through commerce education
<b>S410.26</b>	analyse the role of National and International Trade organisations in promoting Trade and commerce
<b>S410.27</b>	list the rights of consumers.

## B - Practicum Components

### Semester III

On completing all the practicum components, the student teachers will be able to

Code	Practicum Component	CLO Number	CLO
PP01	Observation	PP1.1	Perceive various skills used by experienced teachers
	Micro Teaching	PP1.2	Demonstrate various teaching skills
	Internship-1	PP1.3	Perceive various activities of the school
	Work Experience (SUPW)	PP1.4	Create relevant teaching aids from available resources
PP02	Reading and Reflecting on School Textbooks	PP2.1	Reflect on school textbooks
	Citizenship training	PP2.2	Develop collaborative skills
	Website Analysis	PP2.3	Analyse websites
	Field Trip	PP2.4	Use community resources for teaching
	Online Course	PP2.5	Develop skills needed for self study
	Experiments in Psychology	PP2.6	Verify psychological concepts by doing experiments
	Fine Arts & Performing Arts	PP2.7	Use various art forms for teaching
	Preparation of Power Point Presentation	PP2.8	Prepare PPTs to teach concepts
	Project	PP2.9	Carry out Projects
	Peer Group Teaching and Evaluation	PP2.10	Perform various skills in combination
	Digital Pedagogy	PP2.11	Teach in vital classroom
PP03	Preparation and Use of TLM	PP3.1	Prepare various TLM and use them in classroom
	Reflective Record CCE	PP3.2	Reflect on CCE practiced in schools
	Remedial measures	PP3.3	Identify the strengths and weaknesses of students and apply suitable remedial measures
	Environmental Education	PP3.4	Create awareness regarding environmental issues
	Case Study	PP3.5	Analyse students' problems and suggest remedies
	Reflective Journal	PP3.6	Reflect on their own teaching
	Lesson Plans	PP3.7	Write lesson plans suitable for various classes
	Action Research	PP3.8	Solve classroom problems using action research
	Self-Instructional Material	PP3.9	Prepare self-instructional materials
	Non - Scholastic Activities	PP3.10	Organise various non-scholastic activities
	Maintenance of Records	PP3.11	Maintain various records
	Test and Measurement	PP3.12	Construct achievement test to find out the students learning after a period of learning
	Review of Research Article	PP3.13	Review research articles
	Yoga, Health & Physical Education	PP3.14	Conduct activities that make students physically fit
PP04	Teaching Competency	PP4.1	Perform the role of a teacher

## C - Other Courses

### O1 Skilled Based Courses

<b>O11</b>	<b>BASICS IN COMPUTER APPLICATIONS (Semester I)</b>
On completion of this course, the student-teachers will be able to	
<b>O11.1</b>	create files in MS- Word and Google Docs.
<b>O11.2</b>	use MS-Excel and Google sheet to compute descriptive statistics and represent data graphically.
<b>O11.3</b>	design PowerPoint presentation with suitable animation.
<b>O11.4</b>	use appropriate web tools to access the web content.

<b>O12</b>	<b>DIGITAL TECHNOLOGY IN PEDAGOGY (Semester I)</b>
On completion of this course, the student-teachers will be able to	
<b>O12.1</b>	construct/set up a Google classroom for teaching and learning.
<b>O12.2</b>	use the online boards to enhance interactive learning on a concept.
<b>O12.3</b>	conduct an online quiz using the assessment tools.
<b>O12.4</b>	organize online video conferences.
<b>O12.5</b>	prepare a video lecture.
<b>O12.6</b>	modify a created video using a video editing tool based on the need.
<b>O12.7</b>	Create/launch a YouTube channel.

<b>O13</b>	<b>SPOKEN ENGLISH (Semester I)</b>
On completion of this course, the student-teachers will be able to	
<b>O13.1</b>	develop communication skills
<b>O13.2</b>	use grammatically correct sentences while speaking
<b>O13.3</b>	pronounce words without mistakes
<b>O13.4</b>	correct mistakes committed by others.

### O2 Value Based Courses

<b>O21</b>	<b>METHODS OF RELIGIOUS EDUCATION (Semester I &amp; II)</b>
On completion of this course, the student-teachers will be able to	
<b>O21.1</b>	Construct syllabus for scripture class conducted at the school level
<b>O21.2</b>	Write instructional objectives for scripture teaching
<b>O21.3</b>	Write lesson plans for scripture teaching at school level
<b>O21.4</b>	Prepare teaching aids for their scripture teaching
<b>O21.5</b>	Use suitable methods for scripture teaching
<b>O21.6</b>	Analyse the enlisted biblical perspectives

<b>O22</b>	<b>MORAL INSTRUCTION (Semester I &amp;II)</b>
On completion of this course, the student-teachers will be able to	
<b>O22.1</b>	classify values.
<b>O22.2</b>	appreciate the individual values Respect, Responsibility, Care, Harmony, resilience and Integrity.
<b>O22.3</b>	identify the areas of implementing the values.
<b>O22.4</b>	use the techniques of imbibing moral values in their future students for better citizenship.

<b>O23</b>	<b>VALUE EDUCATION (Semester IV)</b>
On completion of this course, the student-teachers will be able to	
<b>O23.1</b>	identify the values relevant to the society.
<b>O23.2</b>	analyse the causes of the value crisis.
<b>O23.3</b>	apply the skills required for self-transformation.
<b>O23.4</b>	classify life values
<b>O23.5</b>	build relationships
<b>O23.6</b>	discriminate sex from gender
<b>O23.7</b>	familiarize with environmental issues.

<b>O24</b>	<b>FAMILY LIFE EDUCATION (Semester IV)</b>
On completion of this course, the student-teachers will be able to	
<b>O24.1</b>	Identify the role of women in family
<b>O24.2</b>	Solve problem faced by women in family
<b>O24.3</b>	Use various techniques to balance work and life.

### **O3 Community Based Courses**

<b>O3</b>	<b>SERVICE LEARNING (Semester I &amp; II)</b>
On completion of this course, the student-teachers will be able to	
<b>O3.1</b>	Apply what they have learnt in various courses in serving the community
<b>O3.2</b>	Transfer what they learnt while serving others to learn various courses
<b>O3.3</b>	Identify problems related to subject teaching and solve them

### **O4 Value Added Courses**

<b>O41</b>	<b>LIFE SKILLS FOR TEACHERS (Semester IV)</b>
On completion of this course, the student-teachers will be able to	
<b>O41.1</b>	employ positive behaviour management techniques
<b>O41.2</b>	identify and label their emotions and feelings
<b>O41.3</b>	set appropriate goals managed stress and time effectively
<b>O41.4</b>	gain self-confidence and self-competency
<b>O41.5</b>	be an integral human being

<b>O42</b>	<b>CERTIFICATE COURSE ON “COUNSELLING” (Semester IV)</b>
On completion of this course, the student-teachers will be able to	
<b>O42.1</b>	state the major counselling therapies.
<b>O42.2</b>	analyse adolescent and youth issues from a psycho-spiritual approach.
<b>O42.3</b>	identify potential triggers and pressure buttons.
<b>O42.4</b>	organise school counselling programmes.
<b>O42.5</b>	classify psychological disorders, and behavioural problems.
<b>O42.6</b>	differentiate counselling techniques for psychological, sexual and spiritual disorder.

<b>O43</b>	<b>CERTIFICATE COURSE ON “DYSLEXIA AND INTERVENTION STRATEGIES” (Semester IV)</b>
On completion of this course, the student-teachers will be able to	
<b>O43.1</b>	list the basic causes for dyslexia.
<b>O43.2</b>	comprehend the delays in milestones and repercussions in the overall development.
<b>O43.3</b>	use multisensory teaching techniques.
<b>O43.4</b>	relate the skills involved in spelling.
<b>O43.5</b>	identify the expressive aspects of writing.
<b>O43.6</b>	demonstrate the skills involved in teaching numbers.
<b>O43.7</b>	support the brain with exercises related to language development.

<b>O44</b>	<b>First Aid (Semester IV)</b>
On completion of this course, the student-teachers will be able to	
<b>O44.1</b>	Recognise the accidents happen in daily life
<b>O44.2</b>	Select and give first aid during emergencies

<b>O47</b>	<b>TET (Semester IV)</b>
On completion of this course, the student-teachers will be able to	
<b>O47.1</b>	Recall concepts included in TET syllabus

## D - Co-curricular Activities

### Semester (I, II & IV)

<b>CCA1</b>	<b>Physical Education</b>
On completion of this course, the student-teachers will be able to	
<b>CCA1.1</b>	Conduct physical education and sports activities

<b>CCA2</b>	<b>Assembly Programme</b>
On completion of this course, the student-teachers will be able to	
<b>CCA2.1</b>	Conduct physical education and sports activities

<b>CCA3</b>	<b>Quiz</b>
On completion of this course, the student-teachers will be able to	
<b>CCA3.1</b>	Organise quiz programme

<b>CCA4</b>	<b>House party</b>
On completion of this course, the student-teachers will be able to	
<b>CCA4.1</b>	Organise co-curricular and extra-curricular activities

<b>CCA5</b>	<b>Celebration of important days</b>
On completion of this course, the student-teachers will be able to	
<b>CCA5.1</b>	Plan and organise activities to observe days of national and international importance