



# ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

KOTTAYAM (DT.)-686575, KERALA, INDIA

Re-accredited at A+ Grade by NAAC

Affiliated to Mahatma Gandhi University, Kottayam, Kerala, India

e-mail: stcepala@gmail.com | Website: stcte.ac.in



# PROSPECTUS

2026-2027



NAAC 2025



KIRF 2025



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The St. Thomas College of Teacher Education, Pala was established in 1957 as one of the pioneer institutions in the field of teacher education. The College is the first teacher education institution in Kerala to be accredited by the National Assessment and Accreditation Council (NAAC 2000). The College was re-accredited with A+ grade (4th Cycle 2025) by NAAC. This is a minority institution owned and run by the Catholic Diocese of Palai, and is affiliated to Mahatma Gandhi University, Kottayam recognized by the NCTE. The college comes under 2 (f) 12 (B) category.

## VISION

**Enlightenment, Excellence and Service through Divine Illumination.**

## MISSION

- To develop into a world-class centre of Teacher Education with distinct identity and character -  
A college of Teacher Education with a difference
- To develop intellectually competent, morally upright, psychologically integrated and socially committed teachers for service in the emerging world scenario of education
- To generate a new work culture for improving the practice of education through teaching, research and extension
- To achieve and sustain excellence in teacher development through experimentation and innovation
- To foster values of a new global scenario such as quality consciousness, eco-friendliness, sustainable development and love for fellow men
- To promote faith in God and uphold Christian ideals

## GENERAL DISCIPLINE & CODE OF BEHAVIOUR

The following guidelines will help the students to behave in a courteous manner and to maintain general discipline in the college premises:

- Each day begins with a prayer song and ends with the National Anthem.
- All the students have to be inside the classroom before the second bell goes. The students have to enter their respective classes soon after the bell rings for the next class.
- Our students are expected to hold values, be polite and courteous, respect and greet seniors and authorities both inside and outside the campus.
- All are expected to be punctual and regular in attendance. No student will enter or leave the classroom when the session is on, without the permission of the teacher concerned.
- Our students are expected to be clean, tidy and pleasing in appearance without being singular or conspicuous. The attire should be simple and modest.
- All are expected to keep the college campus, classrooms, verandahs, auditorium, etc. clean and tidy. Students are expected to be eager and ready to assist the teachers or other staff in keeping our environment healthy and beautiful.
- Students are expected to spend their free hours in the library/ reading room. They should not loiter along the verandahs or in the college premises.
- Smoking, chewing tobacco, pan masala, etc. are strictly prohibited in the college campus.
- Do not disfigure the walls, doors, windows, furniture, etc. with graffiti, bills, engravings, etc. Littering classrooms and premises is also forbidden.
- Politics in any form is not allowed in the campus.
- Students are forbidden from attending or organising any meeting, collecting money for any purpose, circulating or displaying any notice in the premises without the signature of the Principal or the concerned staff.
- Grievance or complaint of any kind can be put in the grievance box.



Honoured with the EXCELLENTIA 2025 Award—a milestone celebrating our pursuit of academic excellence and quality education



Celebrating excellence at the Kerala Institutional Ranking Framework (KIRF) Rankings 2025 Award Ceremony, as our institution is recognised among Kerala's leading teacher education colleges

# B.Ed. PROGRAMME

## Programme Learning Outcomes (PLOs)

The B.Ed. programme comprises a two year course of study spread over four semesters based on Credit system, Continuous Evaluation and Grading. The intake for B.Ed. programme is 50 students. The eligibility for the admission will be as decided by the NCTE and university.

- PLO B1- Ensure the Development of Teacher Competence, Sensitivity and Teacher Motivation.
- PLO B2- Uphold the value system based on the cultural, social, political and moral bases of Indian society
- PLO B3- Ensure the importance on professional preparation of teachers
- PLO B4- Know ICT enabled curriculum and e-learning
- PLO B5- Realize the importance of inclusive education and gender issues
- PLO B6- Identify and solve the prevalent major social and environmental issues / challenges and equip the classroom learner to face those challenges
- PLO B7- Mould technologically competent and realize the importance of ICT and e- learning
- PLO B8- Apply the theoretical and practical information to get a holistic understanding about the importance of nurturing positive attitudes, skills and healthy behavior for living in the present and future
- PLO B9- Imbibe the aptitude for understanding the principles and practices related to the varied psychological, sociological and philosophical areas to facilitate productive cognition
- PLO B10- Focus on communicative English which will help the student teachers to communicate well in diverse settings and groups
- PLO B11- Conceptualize different formal and informal evidence based performance assessment strategies and develop ability to evaluate the continuous intellectual, social and physical development of the learners
- PLO B12- Enhance drama and art education to nurture children's creativity and aesthetic sensibilities
- PLO B13- Enhance the critical thinking skills through strategies that encourage precise approach to inquiry, collaboration and active participation in the classrooms
- PLO B14- Acquire the right attitude with qualitative commitment using multiple levels of tools and techniques
- PLO B15- Demonstrate communication skills required to articulate thoughts and ideas clearly/effectively
- PLO B16- Identify teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds
- PLO B17- Demonstrate professional competencies/practice that are required to manage classroom activities
- PLO B18- Demonstrate professional competencies/practice that are required to develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning
- PLO B19- Demonstrate professional/technical knowledge of the physical, social and intellectual development and characteristics of students and how these may affect learning
- PLO B20- Determine learning readiness/prerequisites required by students; and identifies their learning difficulties



# CORE COURSES

## EDU 101-CONTEMPORARY INDIA AND EDUCATION

### Course Learning Outcomes (CLOs)

- EDU101CLO1- Appreciate the Educational Heritage of India
- EDU101CLO2- Identify the nature of education as a discipline and its correlation with other disciplines
- EDU101CLO3- Comprehend the basic features of Indian constitution and its implication in education
- EDU101CLO4- Critically examine the pivotal social and educational issues of contemporary India
- EDU101CLO5- Analyse vision, aims of education and recommendations of various commissions after independence in shaping the present education system of India
- EDU101CLO6- Evaluate the basic concepts/issues of education with reference to NCF -2005, NCFTE -2009 and NEP 2020
- EDU101CLO7- Discuss the emerging dimensions of teacher education and professional growth of teachers
- EDU101CLO8- Make conformity with the values enshrined in the constitution
- EDU101CLO9- Uphold the value system based on cultural, social, political and moral bases of Indian society
- EDU101CLO10- Identify and solve the major educational challenges and equip the students to face those challenges

## EDU 102- CHILDHOOD AND GROWING UP

### Course Learning Outcomes (CLOs)

- EDU 102 CLO1- Describe the basic concepts and principles of Educational Psychology
- EDU 102 CLO2- Examine the characteristics of human growth and development in childhood and adolescence and the developmental process of the individual in different dimensions
- EDU 102 CLO3- Locate issues related to adjustment and development of adolescents
- EDU 102 CLO4- Describes the nature of motivation in learning as relevant to classroom management
- EDU 102 CLO5- Distinguishes the mental processes of learners
- EDU 102 CLO6- Explains psychological principles in the teaching learning process effectively
- EDU 102 CLO7- Describes the concept of intelligence
- EDU 102 CLO8- Applies various tests related to intelligence
- EDU 102 CLO9- Evaluates the strategies for enhancing effective memorization in children

## EDU 103- DEVELOPMENTS AND RESOURCES IN EDUCATIONAL TECHNOLOGY

### Course Learning Outcomes (CLOs)

- 103 CLO1- Explain the nature, scope and various forms of educational technology
- 103 CLO2- Identify the resource centres for Educational Technology
- 103 CLO3- Critically appraise the educational significance of audio-visual media
- 103 CLO4- Prepare self-instructional material
- 103 CLO5- Recognise the individual and mass instructional strategies
- 103 CLO6- Explain the principles and approaches to teaching
- 103 CLO7- Apply information technology in the teaching learning process
- 103 CLO8- Analyse the role of effective communication and interaction in classroom
- 103 CLO9- Analyse the role of ICT in classrooms
- 103 CLO 10- Conduct classroom interaction analysis using FIACS

# PEDAGOGIC COURSES

## EDU 104.11 -UNDERSTANDING THE DISCIPLINE OF ENGLISH EDUCATION

### Course Learning Outcomes (CLOs)

- EDU104.11 CLO1 - Explain the historical background of English Education in India
- EDU104.11 CLO2 - Justify the relevance of teaching and learning English language
- EDU104.11 CLO3 - Describe the language skills
- EDU104.11 CLO4 - Explain the activities to enhance the language skills
- EDU104.11 CLO5 - Evaluate the four fold language skills
- EDU104.11 CLO6 - Explain the significance of study skills
- EDU104.11 CLO7 - Practice the study skills in everyday life
- EDU104.11 CLO8 - Distinguish between objective based and competency based instruction and evaluation
- EDU104.11 CLO9 - Formulate specific objectives related to various genres in learning English
- EDU104.11 CLO10 Practicum - Any one
- Summarize a Journal article on any education-related topic. • Identify five activities that can help to integrate the language skills.
- Prepare a report on the condition in which English is taught in State syllabus and in schools following the ICSE/CBSE syllabus

## EDU 105.11- LEARNING TO FUNCTION AS AN ENGLISH TEACHER

### Course Learning Outcomes (CLOs)

- EDU105.11 CLO1 - Explain the distinctive features of varied instructional approaches, techniques and methods of teaching English
- EDU105.11 CLO2- Analyse the strategies of English teaching
- EDU105.11 CLO3 - Discuss various instructional practices of English Education.
- EDU105.11 CLO4 (Practical)- Prepare lesson plans on various microteaching skills by incorporating the components of the respective skill
- EDU105.11 CLO5 (Practical)- Demonstrate various microteaching skills and their integration for effectual teaching of English
- EDU105.11 CLO6 - Describe the meaning and significance of pedagogy, pedagogical knowledge and pedagogical competence in English education
- EDU105.11 CLO7 - Give examples of various pedagogical skills and classify them as content related and classroom management skills
- EDU105.11 CLO8 - Identify the aims of teaching literature
- EDU105.11 CLO9 Practicum-
- 1. Conduct a debate /workshop/symposium based on any relevant topic of social concern by following the rules and regulations.
- 2. Make any three language games to teach spelling/vocabulary.
- 3. Create a Dictionary of 50 words selected from the English textbook prescribed for upper-primary students and specify the meaning, form, pronunciation, synonyms and antonyms
- EDU105.11 CLO10 (Practical)-Develop a learning resource material on a school based topic
- EDU105.11 CLO11 - Reflect on all the practical works of the program and Prepare portfolios

## EDU 104.16 - UNDERSTANDING THE DISCIPLINE OF MATHEMATICS EDUCATION

### Course Learning Outcomes (CLOs)

- EDU 104.16 CLO1- Explain the history of Mathematics as a discipline
- EDU 104.16 CLO2- Analyse the contribution of eminent Mathematicians
- EDU 104.16 CLO3- Describe the nature and scope of Mathematics
- EDU 104.16 CLO4- Discuss the anticipated outcomes of teaching of Mathematics especially at Primary, Secondary and Higher Secondary levels
- EDU 104.16 CLO5- Examine the inter and intra disciplinary nature of Mathematics education
- EDU 104.16 CLO6- Recognize the significance of objective based instruction and taxonomy of educational objectives in teaching Mathematics
- EDU 104.16 CLO7- Distinguish between objective based and competency based instruction and evaluation
- EDU 104.16 CLO8- Formulate specific objectives related to various topics in Mathematics
- EDU 104.16 CLO9- Prepare a digital album/ document based on any value of teaching mathematics / report on an ancient mathematical numerals

## EDU 105.16- LEARNING TO FUNCTION AS MATHEMATICS TEACHER

### Course Learning Outcomes (CLOs)

- EDU 105.16CLO1- Explain the distinctive features of varied instructional approaches, techniques and methods of teaching Mathematics
- EDU 105.16CLO2- Analyse innovative strategies of Mathematics teaching
- EDU 105.16CLO3- Identify various motivational techniques in teaching of Mathematics
- EDU 105.16CLO4- Discuss various strategies of differentiated teaching in effectual instructional practices of Mathematics education
- EDU 105.16CLO5- Describe and demonstrate components of various microteaching skills
- EDU105.16CLO6- Examine the significance of training in various teaching skills and their integration for effectual teaching in Mathematics education
- EDU105.16CLO7- Describe the meaning and significance of pedagogy, pedagogical knowledge and pedagogical competence in Mathematics education
- EDU105.16CLO8- Give examples of pedagogical skills and classify them as content related and classroom management skills
- EDU105.16CLO9- Prepare concept map/digital program / or a report on any mathematical game that fosters creativity among learners

## EDU 104.17 - UNDERSTANDING THE DISCIPLINE OF PHYSICAL SCIENCE EDUCATION

### Course Learning Outcomes (CLOs)

- EDU104.17CLO1- Explain the historical evolution of Science as a discipline
- EDU104.17 CLO2- Analyse the contribution of eminent Scientists
- EDU104.17 CLO3- Describe the product and process nature of Science
- EDU104.17 CLO4- Appraise the significance of Science as a social endeavour
- EDU104.17 CLO5- Discuss the anticipated outcomes of teaching Physical Science especially at Primary, Secondary and Higher Secondary levels
- EDU104.17 CLO6-Examine the inter and intra disciplinary nature of Physical Science education
- EDU104.17 CLO7- Recognize the significance of objective based instruction and taxonomy of educational objectives in teaching physical science
- EDU104.17 CLO8- Distinguish between objective based and competency based instruction and evaluation
- EDU104.17 CLO9- Formulate specific objectives related to various topics in physics and chemistry
- EDU104.17 CLO10- Prepare a digital album/ artistic document on science in life/ report on evolutionary aspect of science

## EDU 105.17 - UNDERSTANDING THE DISCIPLINE OF PHYSICAL SCIENCE EDUCATION

### Course Learning Outcomes (CLOs)

- EDU105.17 CLO1- Explain the distinctive features of varied instructional approaches, techniques and methods of teaching Physical Science
- EDU105.17 CLO2- Analyse innovative strategies of Physical Science teaching
- EDU105.17 CLO3- Discuss various strategies of differentiated teaching in effectual instructional practices of Physical Science education
- EDU105.17 CLO4- Prepare lesson plan on various microteaching skills by incorporating respective components
- EDU105.17 CLO5- Demonstrate various microteaching skills and their integration for effectual teaching in Physical Science
- EDU105.17 CLO6- Describe the meaning and significance of pedagogy, pedagogical knowledge and pedagogical competence in Physical Science education
- EDU105.17 CLO7- Give Examples of various pedagogical skills and classify them as content related and classroom management skills
- EDU105.17 CLO8- Identify various motivational techniques in teaching Physical Science
- EDU105.17 CLO9- Prepare concept map/digital program/report on brainstorming/ report on debate on any topic of physical science
- EDU105.17 CLO10- Develop a learning resource material on a school based topic
- EDU105.17 CLO11- Reflect all the practical works of the program and Prepare portfolios

## **EDU 104.18 - UNDERSTANDING THE DISCIPLINE OF NATURAL SCIENCE EDUCATION**

### **Course Learning Outcomes (CLOs)**

- 104.18 CLO1- Extrapolate the evolution of Natural Science as a discipline
- 104.18 CLO2- Identify the psychological bases of Natural Science education.
- 104.18 CLO3- Recognise the role of natural science in social realm.
- 104.18 CLO4- Apply the theoretical background of Natural Science in teaching.
- 104.18 CLO5- Examine the values of Teaching Natural Science.
- 104.18 CLO6- Discuss the anticipated outcomes of teaching Natural Science especially at Primary, Secondary and Higher Secondary levels
- 104.18 CLO7- Develop an insight of interdisciplinary nature of Natural Science.
- 104.18 CLO8- Describe that Science as a dynamic and expanding body of knowledge.
- 104.18 CLO9- Evaluate the impact of Natural Science on society.
- 104.18 CLO10- Formulate the educational objectives of teaching Natural Science.

## **EDU105. 18-LEARNING TO FUNCTION AS A NATURAL SCIENCE TEACHER**

### **Course Learning Outcomes (CLOs)**

- EDU 105.18 CLO1- Distinctive features of various approaches, techniques, methods, and devises of teaching natural science.
- EDU 105.18 CLO2- Critically examine teaching learning processes that incorporate inquiry, discovery, conceptual development, activity-based learning etc. within the classroom.
- EDU 105.18 CLO3- Identify the techniques of teaching Natural science.
- EDU 105.18 CLO4- Integrate innovative strategies into the teaching learning process to enhance the effectiveness in acquiring knowledge.
- EDU105.18 CLO5- Develop diverse processes throughout the year to ensure better motivation and learning, and help children for self-assessment with insights about learning.
- EDU105.18 CLO6- Compare and contrast the characteristics of concept mapping and mind mapping.
- EDU105.18 CLO7- Analyse the techniques of micro teaching and incorporate them into various teaching learning situations.
- EDU105.18 CLO8- Recognise the pedagogical knowledge and pedagogical skills essential for mastering the instructional ability.

## **EDU 104.19 - UNDERSTANDING THE DISCIPLINE OF SOCIAL SCIENCE EDUCATION**

### **Course Learning Outcomes (CLOs)**

- 104.19 CLO1- Explain the historical evolution of Social Science as a discipline
- 104.19 CLO2- Identify the contribution of social scientists
- 104.19 CLO3- Recognize the various branches of social science
- 104.19 CLO4- Differentiate social studies and social science
- 104.19 CLO5- Describe the rationale for inclusion of social science in the core curriculum
- 104.19 CLO6- Discuss the anticipated outcomes of teaching Social Science especially at Primary, Secondary and Higher Secondary levels
- 104.19 CLO7- Examine intra and interdisciplinary nature of Social Science
- 104.19 CLO8- Recognize the significance of tri-polar relation between objectives, learning experience and evaluation in teaching social science
- 104.19 CLO9- Formulate specific objectives related to various topics in Social Science Education
- 104.19 CLO10- Prepare a digital album on social scientists/a script of drama or theatre to promote creative learning /read and reflect on any one secondary school social science textbooks

## **EDU 105.19 -LEARNING TO FUNCTION AS A SOCIAL SCIENCE TEACHER**

### **Course Learning Outcomes (CLOs)**

- EDU 105.19 CLO1- Explain the distinctive features of varied instructional approaches, techniques and methods of teaching Social Science
- EDU 105.19 CLO2- Analyse innovative strategies of teaching Social Science
- EDU 105.19 CLO3- Discuss various strategies of differentiated teaching in effectual instructional practices of Social Science education
- EDU 105.19 CLO4- Describe and demonstrate components of various microteaching skills
- EDU105.19CLO5- Examine the significance of training in various teaching skills and their integration for effectual teaching in Social Science education
- EDU105.19CLO6- Describe the meaning and significance of pedagogy, pedagogical knowledge and pedagogical competence in Social Science education
- EDU105.19CLO7- Give examples of pedagogical skills and classify them as content related and classroom management skills
- EDU105.19CLO8- Identify various motivational techniques in teaching of Social Science
- EDU105.19CLO9- Prepare concept map or mind map on any topic in social science / four different types of timelines / a political map of the world and locate the countries

## **EDU104.20- UNDERSTANDING THE DISCIPLINE OF COMMERCE EDUCATION**

### **Course Learning Outcomes (CLOs)**

- EDU 104.20 CLO1- Describe the evolution of Commerce as a discipline
- EDU 104.20 CLO2- Discuss the conception and significance of Commerce as a Discipline
- EDU 104.20 CLO3- Analyze the perspective about the scope of Commerce
- EDU 104.20 CLO4- Identify the, aims, objectives and skills of teaching Commerce.
- EDU 104.20 CLO5- Recognize the values of teaching Commerce
- EDU 104.20 CLO6- Associate the interdisciplinary nature of Commerce
- EDU 104.20 CLO7- Point Out the educational objectives of teaching Commerce Education

## **EDU 105.20- LEARNING TO FUNCTION AS A COMMERCE TEACHER**

### **Course Learning Outcomes (CLOs)**

- EDU 105.20 CLO1- Locate the distinctive features of varied instructional approaches, techniques and methods of teaching Commerce
- EDU 105.20 CLO2- Apply the innovative strategies of Commerce teaching
- EDU 105.20 CLO3- Generate models of differentiated teaching in effectual instructional practices of Commerce education
- EDU 105.20 CLO4- Develop fine-tune themselves as innovative pedagogic practitioner
- EDU 105.20 CLO5- Prepare prospective teacher in up surging skills for effectual teaching in Commerce

## EDU 106.11 - HEALTH AND PHYSICAL EDUCATION

### Course Learning Outcomes (CLOs)

- EDU 106.11CLO1- Develop positive attitude towards health
- EDU106.11CLO2- Classify and examine various hypo kinetic and communicable diseases and its prevention
- EDU106.11CLO3- Examine the elements of food and nutrition within the contest of contemporary living
- EDU106.11CLO4- Describe the application of yogasana and their significance
- EDU106.11CLO5- Organize and assist in the conduct of sports and games
- EDU106.11CLO6- Apply the techniques of First Aid
- EDU106.11CLO7- Assess prevailing practices of health and physical education in the community
- EDU106.11CLO8- Prepare a report on contemporary national/ international sports event
- EDU106.11CLO9- Design a recreational game and upload in the blog
- EDU106.11CLO10- Formulate a survey on prevalent lifestyle diseases within your community

## EDU 106.12 - GUIDANCE AND COUNSELLING

### Course Learning Outcomes (CLOs)

- EDU106.12 CLO1- Acquaint with the nature of guidance and counselling
- EDU106.12 CLO2- Develop the ability to organise guidance programmes in school.
- EDU106.12 CLO3- Understand the counselling process
- EDU106.12 CLO4- Develop the skills and qualities needed for a counsellor
- EDU106.12 CLO5- Develop the ability to provide counselling to children and adolescents
- EDU106.12 CLO6- Tools and Techniques of Counselling
- EDU106.12 CLO7- Identify the ways of job analysis
- EDU106.12 CLO8- Recognise the role of the teacher as a counsellor
- EDU106.12 CLO9- Conduct a study on prevailing practices
- EDU106.12 CLO10 (Practicum)- Anyone
- Prepare your plan to organise the guidance bureau in schools and also its activities
- Identify any one behavioural problem among adolescents, its causes and remedial measures
- Conduct peer counselling and submit the report

## EDU 106.13- ELEMENTARY EDUCATION

### Course Learning Outcomes (CLOs)

- Understand the need, concept and scope of elementary education in historical perspectives
- Enable the prospective teachers to understand the development of elementary education in India and about the different constitutional provisions related to education
- Acquaint the prospective teachers with different educational reports and policies on elementary education
- Acquaint the prospective teachers with the programmes for achieving UEE
- Understand the recent changes in curriculum structuring and the mode of curriculum transaction at elementary level
- Gain insight into the role of various organisation in the quality improvement of elementary education

## EDU 106.14- ENVIRONMENTAL EDUCATION

### Course Learning Outcomes (CLOs)

- Understand the Multidisciplinary nature of environmental education
- Realize the interdependence of life and environment and the need for preservation of our cultural heritage
- Think critically, ethically, and creatively while evaluating environmental issues and making judgments
- Develop a sense of responsibility and favorable attitudes, values and skills towards protection and conservation of environment, biodiversity and sustainable development
- Know the importance of undertaking Environmental Impact Assessment (EIA)
- Develop awareness about rules, regulations and legal provisions for protection, preservation and conservation of the environment
- Understand different strategies for environmental education and apply them effectively

## EDU 106.15- SPECIAL EDUCATION

### Course Learning Outcomes (CLOs)

- EDU 106.15 CLO1- Differentiate the concept of 'disability' and 'inclusion'
- EDU 106.15 CLO2- Develop a dynamic approach to pupil diversity and individual differences identify needs of children with diversities
- EDU 106.15 CLO3- Illustrate the cultures, policies and educational practices and equipped with inclusive practices
- EDU 106.15 CLO4- Describe the multidisciplinary approach and innovative practices in inclusive set up
- EDU 106.15 CLO5- Compare specific strategies and assistive and adaptive technologies in teaching children with special needs in inclusive classrooms

# CORE COURSES

## EDU 201- KNOWLEDGE AND CURRICULUM

### Course Learning Outcomes (CLOs)

- EDU201 CLO1- Analyse the basic principles of various schools of philosophy and appreciate the philosophical contributions of India to the world
- EDU201 CLO2- Find out the inter-relationship between philosophy and education
- EDU201 CLO3- Evaluate the need and the basic principles of educational sociology and philosophy
- EDU201 CLO4- Elaborate education in the sociological perspectives
- EDU201 CLO5- Critically evaluate the practices of paedo centric and activity centered education
- EDU201 CLO6- Develop peace and protect human rights of all
- EDU201 CLO7- Analyse the traditional and constitutional values of India
- EDU201 CLO8- Identify the trends in social changes and their impact on education
- EDU201 CLO9- Comprehend the foundations of curriculum construction
- EDU201 CLO10- Analyse and apply the principles of effective management and practices of the schools

## EDU 202- LEARNING AND TEACHING

### Course Learning Outcomes (CLOs)

- EDU 202 CLO1- Discuss the process of learning and different approaches to the teaching learning process
- EDU 202 CLO2- Examine different perspectives of schools of psychology on learning
- EDU 202 CLO3- Illustrate with the individual differences among and within the individual
- EDU 202 CLO4- Identify and cater to the educational needs of various types of children
- EDU 202 CLO5- Explain student teachers to develop leadership skills
- EDU 202 CLO6- Discuss the characteristics of children with special needs and help them provide appropriate learning in accordance with their needs
- EDU 102 CLO7- Practice in group dynamics and group communication
- EDU 102 CLO8- Explain the concept of transfer of learning and apply the principles to foster maximum positive transfer

## EDU 203- ASSESSMENT FOR LEARNING

### Course Learning Outcomes (CLOs)

- EDU 203 CLO1 - Explain the concept of assessment and evaluation
- EDU 203 CLO2 - Describe the functions of assessment
- EDU 203 CLO3 - Justify the role of technology in evaluation
- EDU 203 CLO4 - Explain the concept of differentiated assessment
- EDU 203 CLO5 - Familiarise with different tools and techniques of assessment and evaluation
- EDU 203 CLO6 - Analyse the characteristics of a good evaluation tool
- EDU 203 CLO7 - Familiarise with the latest trends in evaluation
- EDU 203 CLO8 - Explain the meaning, types, and scope of research
- EDU 203 CLO9 - Appreciate the role of teacher as a researcher
- EDU 203 CLO10 - Justify the importance of knowledge of statistics for a teacher
- EDU 203 CLO11 - Explain the different methods of data tabulation
- EDU 203 CLO12 - Familiarize with the methods of statistical analysis
- EDU 203 CLO13 - Solve statistical problems
- EDU 203 CLO 14 (Practicum) -
- Compare and contrast the evaluation systems in the school leaving examinations of State, CBSE and ICSE boards
- Prepare any 2 project proposals on any relevant themes
- Prepare and conduct a peer assessment instrument
- EDU 203 CLO15 (Practical)- Analysis of prevailing assessment practices in school

# PEDAGOGIC COURSES

## EDU 204.11- PEDAGOGICAL DIMENSIONS OF ENGLISH EDUCATION

### Course Learning Outcomes (CLOs)

- EDU 204.11 CLO1 - Discuss the implications of various psychological theories namely behaviourism, constructivism , multiple intelligence, Chomsky's LAD , Universal Grammar in English teaching
- EDU 204.11 CLO2 - Recognize the significance and types of planning of instruction and approaches in lesson planning
- EDU 204.11 CLO3 - Explain the steps of preparation of evaluations tools namely achievement test and diagnostic test in English language teaching and learning
- EDU 204.11 CLO4 - List the merits and demerits of various types of test items
- EDU 204.11 CLO5 - Design various types of test items based on the content of English of Higher Secondary and Secondary classes
- EDU 204.11 CLO6 - Create various evaluations tools namely achievement test and diagnostic test in teaching and learning English language
- EDU 204.11 CLO7 - Identify the criteria for evaluating teaching competence
- EDU 204.11 CLO8 - Analyse the significance of student self-evaluation and prepare evaluation tools for the same
- EDU 204.11 CLO9 - Apprise the concept of Techno Pedagogy and the role of the teacher as a techno-pedagogue
- EDU 204.11 CLO10 (Practicum) -  
Analyse the analyse any prescribed Course book at the secondary level of State syllabus
- Prepare an online test in order to evaluate students
- Prepare a write-up on how secondary students of State syllabus are graded according to Continuous and Comprehensive Evaluation.
- EDU 204.11 CLO11 (Practical)- Discuss and prepare lesson plans on school based topics in English language (workshop)
- EDU 204.11 CLO12 (Practical)- Observe, analyse demonstration classroom teaching by experienced teachers on school-based topics and write report
- EDU 204.11 CLO13 (Practical)- Prepare lesson plan and take classes in simulated conditions with real school students
- EDU 204.11 CLO14 (Practical)- Evaluate the classes by peers using the criteria for evaluating teaching competence and write report
- EDU 204.11 CLO16 Practical (Induction programme)- Prepare and execute lesson plans in actual classroom setting -5 classes

## EDU 205.11-CURRICULUM AND RESOURSE DEVELOPMENT IN ENGLISH EDUCATION

### Course Learning Outcomes (CLOs)

- EDU 205.11 CLO1 -Discuss the concept and foundations of curriculum
- EDU 205.11 CLO2 - Differentiate between curriculum and syllabus
- EDU 205.11 CLO3 - Explain the factors and phases of curriculum planning
- EDU 205.11 CLO4 - Describe the principles of curriculum construction
- EDU 205.11 CLO5 - List and explain various approaches to curriculum organization
- EDU 205.11 CLO6 - Identify different types of curriculum and explain their characteristics
- EDU 205.11 CLO7 (Practicum)-  
Prepare an enrichment activity for gifted students in one's class Make use of an e-learning resource to teach any lesson from the English course book
- Suggest activities to develop communicative skills through the English club
- EDU 205.11 CLO8 - Analyse the functions of various offline and online learning resources in English Education
- EDU 205.11 CLO9 - Discuss and give examples of various traditional and modern instructional supports in English Education

## **EDU 204.16- PEDAGOGICAL DIMENSIONS OF MATHEMATICS**

### **Course Learning Outcomes (CLOs)**

- EDU 204.16 CLO1- Discuss the implications of various psychological theories namely behaviourism, constructivism and multiple intelligence in Mathematics education
- EDU 204.16 CLO2- Recognize the significance and types of planning of instruction and approaches in lesson planning
- EDU 204.16 CLO3- Explain the steps of preparation of evaluation tools namely achievement test and diagnostic test in Mathematics
- EDU 204.16 CLO4- List the merits and demerits of various types of test items
- EDU 204.16 CLO5- Design various types of test items based on the content of Mathematics of Higher Secondary and Secondary classes
- EDU 204.16 CLO6- Create various evaluation tools namely achievement tests and diagnostic tests in teaching and learning Mathematics
- EDU 204.16 CLO7- Identify the criteria for evaluating teaching competence
- EDU 204.16 CLO8- Analyse the significance of student self-evaluation and prepare evaluation tools for the same
- EDU 204.16 CLO9- Appraise with the concept of Techno Pedagogy and the role of the teacher as a techno-pedagogue
- EDU 204.16 CLO10- Analyse the content of Mathematics of Higher Secondary and Secondary classes/self-designed innovative lessons based on any topic in Mathematics/prepare a unit test.
- EDU 204.16 CLO11- Develop a learning resource material on a school-based topic
- EDU 204.16 CLO12- Reflect on all the practical works of the program and Prepare portfolios
- EDU 204.16 CLO13- Observe, Analyse and model demonstration classroom teaching by experienced teachers on school based topics and write report
- EDU 204.16 CLO14- Prepare lesson plan and demonstrate classroom teaching
- EDU 204.16 CLO15- Evaluate the classes demonstrated by peers using the criteria for evaluating teaching competence and write report
- EDU 204.16 CLO16- Prepare and execute lesson plans in actual classroom settings

## **EDU 205.16 - CURRICULUM AND RESOURCE DEVELOPMENT IN MATHEMATICS EDUCATION**

### **Course Learning Outcomes (CLOs)**

- EDU 205.16 CLO1- Discuss the concept and foundations of curriculum
- EDU 205.16 CLO2- Differentiate between curriculum and syllabus
- EDU 205.16 CLO3- Explain the factors and phases of curriculum planning
- EDU 205.16 CLO4- Describe the principles of curriculum construction
- EDU 205.16 CLO5- List and explain various approaches to curriculum organization
- EDU 205.16 CLO6- Identify different types of curriculum and explain their characteristics
- EDU 205.16 CLO7- Summarize major highlights of Mathematics education in KCF and NCF
- EDU 205.16 CLO8- Analyse the functions of various offline and online learning resources in Mathematics
- EDU 205.16 CLO9- Discuss and give examples of various traditional and modern instructional supports in Mathematics
- EDU 205.16 CLO10- Prepare a digital question bank on any one unit/report on major highlights of mathematics education in NCF / report on various online mathematical journals

## EDU 204.17- PEDAGOGICAL DIMENSIONS OF PHYSICAL SCIENCE

### Course Learning Outcomes (CLOs)

- EDU 204.17 CLO1- Discuss the implications of various psychological theories namely behaviourism, constructivism and multiple intelligence in Physical Science education
- EDU 204.17 CLO2- Recognize the significance and types of planning of instruction and approaches in lesson planning
- EDU 204.17 CLO3- Explain the steps of preparation of evaluations tools namely achievement test and diagnostic test in Physical Science
- EDU 204.17 CLO4- List the merits and demerits of various types of test items
- EDU 204.17 CLO5- Design various types of test items based on the content of Physical Science of Higher Secondary and Secondary classes
- EDU 204.17 CLO6- Create various evaluations tools namely achievement test and diagnostic test in teaching and learning Physical Science
- EDU 204.17 CLO7- Identify the criteria for evaluating teaching competence
- EDU 204.17 CLO8- Analyse the significance of student self-evaluation and prepare evaluation tools for the same
- EDU 204.17 CLO9- Apprise with concept of techno Pedagogy and the role of the teacher as a techno-pedagogue
- EDU 204.17 CLO10- Analyse the content of Physical Science of Higher Secondary and Secondary classes
- EDU 204.17 CLO11- Prepare an e learning material/ self-designed innovative lesson based on any topic in Physical science
- EDU 204.17 CLO12- Discuss and prepare lesson plans on school based topics in physical science
- EDU 204.17 CLO13- Observe, Analyse and model demonstration classroom teaching by experienced teachers on school based topics and write report
- EDU 204.17 CLO14- Prepare lesson plan and demonstrate classroom teaching
- EDU 204.17 CLO15- Evaluate the classes demonstrated by peers using the criteria for evaluating teaching competence and write report
- EDU 204.17 CLO16- Prepare and execute lesson plans in actual classroom setting

## EDU 205.17- CURRICULUM AND RESOURCE DEVELOPMENT IN PHYSICAL SCIENCE EDUCATION

### Course Learning Outcomes (CLOs)

- EDU 205.17 CLO1- Discuss the concept and foundations of curriculum
- EDU 205.17 CLO2- Differentiate between curriculum and syllabus
- EDU 205.17 CLO3- Explain the factors and phases of curriculum planning
- EDU 205.17 CLO4- Describe the principles of curriculum construction
- EDU 205.17 CLO5- List and explain various approaches to curriculum organization
- EDU 205.17 CLO6- Identify different types of curriculum and explain their characteristics
- EDU 205.17 CLO7- Summarize Major highlights of Physical Science education in KCF and NCF
- EDU 205.17 CLO8- Analyse the functions of various offline and online learning resources in Physical Science
- EDU 205.17 CLO9- Discuss and give examples of various traditional and modern instructional supports in Physical Science
- EDU 205.17 CLO10- Prepare a manual to use 5 equipments in a physical science lab/ work book for a unit in physical science/ an improvised aid for teaching any topic in physical science

## **EDU 204.18 - PEDAGOGICAL DIMENSIONS OF NATURAL SCIENCE**

### **Course Learning Outcomes (CLOs)**

- EDU 204.18 CLO1- Recognise the psychological aspects of teaching Natural Science.
- EDU 204.18 CLO2 - Examine how constructivism serves as theoretical foundation of teaching Natural Science.
- EDU 204.18 CLO3- Evaluate and assess the distinct methods in integrating lesson plans including Herbartian, constructivist and innovative approaches.
- EDU 204.18 CLO4 - Integrate the idea of techno pedagogy and elucidate the teacher's function as a techno pedagogy.
- EDU 204.18 CLO5 - Assess various evaluation tools within the teaching learning context.
- EDU 204.18 CLO6 - Describe year plan, and feedback mechanism assessment tools and techniques.
- EDU 204.18 CLO7 - Apply innovative teaching learning strategies and acquaint the student teachers with ICT enabled Teaching skills and competency.
- EDU 204.18 CLO8 - Analyse the content areas of Life Science, text book for standard VI to X.
- EDU 204.18 CLO9 - Appraise with concept of Techno Pedagogy and the role of the teacher as a techno-pedagogue.
- EDU 204.18 CLO10 - Analyse the content of Natural Science of Higher Secondary and Secondary classes.
- EDU 204.18 CLO11 - Develop a learning resource material on a school-based topic.
- EDU 204.18 CLO12 - Reflect all the practical works of the program and prepare portfolios.
- EDU 204.18 CLO13 - Observe, Analyse and model demonstration classroom teaching by experienced teachers on school-based topics and write report.
- EDU 204.18 CLO14 - Prepare lesson plan and demonstrate classroom teaching.
- EDU 204.18 CLO15 - Evaluate the classes demonstrated by peers using the criteria for evaluating teaching competence and write report.
- EDU 204.18 CLO16 - Prepare and execute lesson plans in actual classroom settings.

## **EDU 205.18 - CURRICULUM AND RESOURCE DEVELOPMENT IN NATURAL SCIENCE EDUCATION**

### **Course Learning Outcomes (CLOs)**

- EDU 205.18 CLO1- Identify various dimension of curriculum and their relationship with aims of education.
- EDU 205.18 CLO2- Assess the diverse principles involved in the development of curriculum.
- EDU 205.18 CLO3- Distinguish between various methods of organising curriculum including topical, unit, connective, spiral, progressive, and regressive.
- EDU 205.18 CLO4- Critically analyse the various types of curriculum considering their strengths and weaknesses.
- EDU 205.18 CLO5- Describe how differentiated curriculum addresses the unique needs of diverse learners including those who are gifted, slow learners, under achievers and have learning disabilities.
- EDU 205.18 CLO6- Analyse the updates of curriculum reforms and revisions with reference to NCF and KCF.
- EDU 205.18 CLO7- Identify the various resources and activities to enhance successful learning and teaching.
- EDU 205.18 CLO8- Critically analyse various samples of text book, children's work book, teacher's hand book and E- learning resources.
- EDU 205.18 CLO9- Discuss and give examples of various traditional and modern instructional supports in Natural Science

## **EDU 204.19- PEDAGOGICAL DIMENSIONS OF SOCIAL SCIENCE**

### **Course Learning Outcomes (CLOs)**

- EDU 204.19 CLO1 - Discuss the implications of various psychological theories namely behaviourism, constructivism and multiple intelligence in Social Science education
- EDU 204.19 CLO2- Recognize the significance and types of planning of instruction and approaches in lesson planning
- EDU 204.19 CLO3- Explain the steps of preparation of evaluation tools namely achievement test and diagnostic test in Social Science
- EDU 204.19 CLO4- List the merits and demerits of various types of test items
- EDU 204.19 CLO5- Design various types of test items based on the content of Social Science of Higher Secondary and Secondary classes
- EDU 204.19 CLO6- Create various evaluation tools namely achievement tests and diagnostic test in teaching and learning Social Science
- EDU 204.19 CLO7- Identify the criteria for evaluating teaching competence
- EDU 204.19 CLO8- Analyse the significance of student self-evaluation and prepare evaluation tools for the same
- EDU 204.19 CLO9- Appraise with the concept of Techno Pedagogy and the role of the teacher as a techno-pedagogue
- EDU 204.19 CLO10- Analyse the content of Social Science in Higher Secondary and Secondary classes
- EDU 204.19 CLO11- Develop a learning resource material on a school-based topic
- EDU 204.19 CLO12- Reflect all the practical works of the program and prepare portfolios
- EDU 204.19 CLO13- Observe, Analyse and model demonstration classroom teaching by experienced teachers on school-based topics and write report
- EDU 204.19 CLO14- Prepare lesson plans and demonstrate classroom teaching
- EDU 204.19 CLO15- Evaluate the classes demonstrated by peers using the criteria for evaluating teaching competence and write a report
- EDU 204.19 CLO16 - Prepare and execute lesson plans in actual classroom settings

## **EDU 205.19- CURRICULUM AND RESOURCE DEVELOPMENT IN SOCIAL SCIENCE EDUCATION**

### **Course Learning Outcomes (CLOs)**

- EDU 205.19 CLO1- Discuss the concept and foundations of curriculum
- EDU 205.19 CLO2- Differentiate between curriculum and syllabus
- EDU 205.19 CLO3-Explain the factors and phases of curriculum planning
- EDU 205.19 CLO4- Describe the principles of curriculum construction
- EDU 205.19 CLO5- List and explain various approaches to curriculum organization
- EDU 205.19 CLO6- Identify different types of curriculum and explain their characteristics
- EDU 205.19 CLO7- Summarize major highlights of Social Science Education in KCF and NCF
- EDU 205.19 CLO8- Analyse the functions of various offline and online learning resources in Social Science
- EDU 205.19 CLO9- Discuss and give examples of various traditional and modern instructional supports in Social Science
- EDU 205.19 CLO10- Prepare a e-learning material on any topic in social science/critically analyse the role of technology in teaching and learning of Social Science/evaluate the existing social science curriculum at the secondary school level

## **EDU 204.20- PEDAGOGICAL DIMENSIONS OF COMMERCE**

### **Course Learning Outcomes (CLOs)**

- EDU 204.20 CLO1- Describe the significance Psychological bases of Commerce Education
- EDU 204.20 CLO2- Employ systematic planning of instruction and develop skill in charting lesson designs
- EDU 204.20 CLO3- Appraise the pedagogy of Commerce of Higher Secondary level
- EDU 204.20 CLO4- Examine with practices of feedback mechanisms and online assessment tools and techniques
- EDU 204.20 CLO5- Appraise with concept of techno Pedagogy and understand the role of the teacher as a techno-pedagogue
- EDU 204.20 CLO6- Synthesize the levels of teaching competence by synchronizing IT in teaching

## **EDU 205.20- CURRICULUM AND RESOURCE DEVELOPMENT IN COMMERCE EDUCATION**

### **Course Learning Outcomes (CLOs)**

- EDU 205.20 CLO1- State the concept and functions of curriculum
- EDU 205.20 CLO2- Describe a perspective on the principles and approaches of curriculum construction
- EDU 205.20 CLO3- Identify different types of curriculum
- EDU 205.20 CLO4- Develop proficiency in analyzing Commerce Curriculum
- EDU 205.20 CLO5- List the nature and functions of various instructional resources
- EDU 205.20 CLO6- Use of e- resources to escalating the level of teaching performance

## **CORE COURSES**

### **EDU 301- LANGUAGE ACROSS THE CURRICULUM**

#### **Course Learning Outcomes (CLOs)**

- EDU 301 CLO1 - Explain the principles and functions of language
- EDU 301 CLO2 - Analyse the relationship between language and cognition
- EDU 301 CLO3 - Sensitize language diversity in the classrooms
- EDU 301 CLO4 - Explain the origin ,concept and models of Language Across Curriculum
- EDU 301 CLO5 - Analyse the Content and Language Integrated Learning (CLIL)
- EDU 301 CLO6 - Analyse Bilingual teaching
- EDU 301 CLO7 - Analyse Language for Specific Purposes (LSP) and Academic Language Teaching (ALT)
- EDU 301 CLO8 - Explain ways to operationalise LAC across subjects
- EDU 301 CLO9 - Analyse informational reading and writing across subjects
- EDU 301 CLO10 - Examine classroom discourse
- EDU 301 CLO11- Describe role of teacher in classroom discourse
- EDU 301 CLO12 - Design teaching manuals for Language Across Curriculum
- EDU 301 CLO13 (Practicum)-
- Prepare a list of terminologies having different shapes of meaning in other subjects (minimum 20 words)
- Suggest various measures taken by you while implementing the concept of Language Across the Curriculum in school
- Prepare a brief synopsis on any article from newspaper
- EDU 301 CLO14 (Practical)- Lesson Plan and classes based on Language Across Curriculum (2)

# **SCHOOL INTERNSHIP**

## **EDU 302.1- CORE COURSE**

### **Course Learning Outcomes (CLOs)**

- EDU 302.1 CLO 1- Teach Values Education at school
- EDU 302.1 CLO 2- Conduct a Case study on learning problems among school pupils
- EDU 302.1 CLO 3- Conduct Action research

## **EDU 302.2- PEDAGOGIC COURSE**

### **Course Learning Outcomes (CLOs)**

- EDU 302.2 CLO 1- Prepare a Unit Plan based on a unit assigned during internship
- EDU 302.2 CLO 2- Prepare lesson plans and teach one's own optional subject at school
- EDU 302.2 CLO 3- Prepare lesson plans and teach one's own optional subject incorporating Language Across Curriculum principles
- EDU 302.2 CLO 4- Conduct subject club activities at school
- EDU 302.2 CLO 5- Participate in a workshop on preparation of teaching aids
- EDU 302.2 CLO 6- Prepare improvised teaching aids -models and charts
- EDU 302.2 CLO 7- Prepare a self-assessment tool and conduct the self-assessment test among school pupils
- EDU 302.2 CLO 8- Observe and evaluate classes of peers
- EDU 302.2 CLO 9- Prepare, conduct, and analyse an Achievement test in one's own optional subject
- EDU 302.2 CLO 10- Prepare, conduct, and analyse diagnostic test
- EDU302.2 CLO 10- Design and implement a remedial programme

## **EDU 302.3- PHYSICAL EDUCATION**

### **Course Learning Outcomes (CLOs)**

- EDU 302.3 CLO 1-Prepare lesson plans and teach Physical Education at school
- EDU 302.3 CLO 2- Prepare lesson plans and teach Health Education at school
- EDU 302.3 CLO 3- Prepare lesson plans and teach Yoga at school

## **302.4- DRAMA AND ART IN EDUCATION**

### **Course Learning Outcomes (CLOs)**

- EDU 302.4 CLO 1- Teach different art forms and cultural heritage of India at school
- EDU 302.4 CLO 2- Organise an activity (quiz/seminar/exhibition) at school to conscientize students on national integration, /patriotism/ universal brotherhood, etc.

## **STUDENT PORTFOLIO AND VIVA**

### **Course Learning Outcomes (CLOs)**

- EDU 302.4 CLO 1- Prepare portfolio entries for practicums and practicals of all courses of semesters 1 to 3
- EDU 302.4 CLO 2- Make oral presentation of the work during internship

## **CORE COURSES**

### **EDU 401- GENDER, SCHOOL AND SOCIETY**

#### **Course Learning Outcomes (CLOs)**

- EDU401CLO1- Develop basic understanding and familiarity with key concepts related to gender and gender studies
- EDU401CLO2- Explain the gradual paradigm shift from women's studies to gender Studies and some important landmarks in the historical and contemporary period
- EDU401CLO3- Identify gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and language
- EDU401CLO4- Identify the role of Social Medias on perpetuating gender notions in Indian society
- EDU401CLO5- Evaluate the role of family, media, and religion in equipping the perspective gender role in society
- EDU401CLO6- Create a culture of gender respect, gender responsibility and social justice and protection of rights of children and girls
- EDU401CLO7- Evaluate the provision and institutions redressing sexual harassment and violence in family and society
- EDU401CLO8- Develop family and community living competencies

### **EDU 402- PERSONALITY DYNAMICS IN EDUCATION**

#### **Course Learning Outcomes (CLOs)**

- EDU 402 CLO1- Discuss the characteristics of mature personality
- EDU 402 CLO2- Describe the different approaches to personality
- EDU 402 CLO3- Develop Self Concept, Self Esteem, Self Confidence and Self Efficacy in learners
- EDU 402 CLO4- Analyse Mental Health, Mental Hygiene, Adjustment, Maladjustment and Defence Mechanisms
- EDU 402 CLO5- Apply the principles of eco-psychology in conservation of natural resources
- EDU 402 CLO6- Develop proper attitude towards outdoor education
- EDU 402 CLO7- Illustrate the significance of life-skills in leading a successful and happy life
- EDU 402 CLO8- Describe the basic principles and issues related to Inclusive education
- EDU 402 CLO9- Debate with experience related to inclusive education
- EDU 402 CLO10- Examine the basic principles and issues related to Guidance and Counselling
- EDU 402 CLO11- Develop suitable awareness tool on POCSO rules

# PEDAGOGIC COURSES

## EDU 403.11 - PROFESSIONAL DEVELOPMENT OF ENGLISH TEACHER

### Course Learning Outcomes (CLOs)

- EDU403.11CLO1 - Describe the essential qualities, duties and responsibilities of an English Teacher
- EDU403.11 CLO2 - Analyse various teacher competencies of an English Teacher
- EDU403.11 CLO3 - Develop teacher accountability and professional ethics
- EDU403.11 CLO4 - Develop a vision and mission as an English teacher
- EDU403.11 CLO5 - Analyse the fundamentals of professional development
- EDU403.11 CLO6 - Review areas of research in English Education
- EDU403.11 CLO7 - Review research trends in English Language Teaching (ELT)
- EDU403.11 CLO8 - Analyse the changing role of the English teacher in modernisation of society
- EDU403.11 CLO9 - Analyse the changing role of the English teacher in society
- EDU403.11 CLO10- Explain the role of the teacher in building a humane and value oriented society
- EDU403.11 CLO11 - Explain the factors affecting language transaction in classrooms
- EDU403.11 CLO12 - Analyse the need for enhancing global language competencies in teachers
- EDU404.2 CLO13 (Practica) - Conduct SWOT analysis and develop vision and mission as a teacher
- EDU404.2 CLO14 (Practical)- Review educational journal articles and write a report
- EDU404.2 CLO15 (Practical)- Conduct and prepare report of a project on any topic of pedagogic relevance
- EDU404.2 CLO16 (Practical)- Design an article of pedagogic relevance and upload in the blog.
- EDU404.2 CLO17 (Practicum)-
- Conduct a survey to assess the problems faced by English teachers in schools
- Prepare a report on the instructional practices followed in teaching English at the State & CBSE schools
- Prepare a personal mission and vision statements as a teacher

## EDU 403.16- PROFESSIONAL DEVELOPMENT OF MATHEMATICS EDUCATION

### Course Learning Outcomes (CLOs)

- EDU403.16 CLO1- Describe the essential qualities, duties and responsibilities of a Mathematics Teacher
- EDU403.16 CLO2- Discuss the role of a Mathematics teacher as a facilitator, researcher and a social resource
- EDU403.16 CLO3- Create vision and mission as a teacher
- EDU403.16 CLO4- Explain various teacher competencies of a Mathematics Teacher
- EDU403.16 CLO5- Analyse the significance of continuous professional development and ways and means of developing professionalism
- EDU403.16 CLO6- Identify the importance of soft skills development in the professional development of a Mathematics Teacher
- EDU403.16 CLO7- Develop a broader perspective on the fundamentals of reflective practices in meeting the challenges of mathematics teaching and for nurturing professionalism
- EDU403.16 CLO8- Review recent research trends in Mathematics education with special emphasis to instructional and assessment strategies
- EDU403.16 CLO9- Evaluate the role of recreational and club activities that enrich Mathematics learning
- EDU403.16 CLO10- List and explain social and cultural issues in Mathematics education
- EDU403.16 CLO11- Indicate new trends in teaching students with diverse learning needs
- EDU403.16 CLO12- Reflect on your experiences as a mathematics teacher during internship and post it in e platform
- EDU403.16 CLO13- Prepare a drama script on any topic to enrich mathematics learning
- EDU403.16 CLO14- Conduct SWOT analysis and develop vision and mission as a teacher
- EDU403.16 CLO15- Review educational journal articles and write report
- EDU403.16 CLO16- Conduct and prepare report of a project on any topic of pedagogic relevance
- EDU403.16 CLO17- Design an article of pedagogic relevance and upload in the blog.

### EDU 403.17- PROFESSIONAL DEVELOPMENT OF PHYSICAL SCIENCE TEACHER

#### Course Learning Outcomes (CLOs)

- EDU403.17CLO1- Describe the essential qualities, duties and responsibilities of a Physical Science Teacher
- EDU403.17 CLO2- Discuss the role of a physical science teacher as a facilitator, researcher and a social resource
- EDU403.17 CLO3- Explain various teacher competencies of a Physical Science Teacher
- EDU403.17 CLO4- Analyse the significance of continuous professional development and ways and means of developing professionalism
- EDU403.17 CLO5- Identify the importance of soft skills development in the professional development of a Physical Science Teacher
- EDU403.17 CLO6- Develop a broader perspective on the fundamentals of reflective practices in meeting the challenges of physical science teaching and for nurturing professionalism
- EDU403.17 CLO7- Review recent research trends in Science education with special emphasis to instructional and assessment strategies
- EDU403.17 CLO8- Evaluate the role of recreational and club activities that enrich physical science learning
- EDU403.17 CLO9- List and explain social and cultural issues in science education
- EDU403.17 CLO10- Indicate new trends in teaching students with diverse learning needs
- EDU403.17 CLO11- Reflect on any one article in the domain of science/ experience as physical science teacher during internship
- EDU403.17 CLO12- Prepare a drama report on any topic in physical science
- EDU403.17 CLO13- Conduct SWOT analysis and develop vision and mission as a teacher
- EDU403.17 CLO14- Review educational journal articles and write report
- EDU403.17 CLO15- Conduct and prepare report of a project on any topic of pedagogic relevance
- EDU403.17 CLO16- Design an article of pedagogic relevance and upload in the blog.

### EDU 403.18- PROFESSIONAL DEVELOPMENT OF NATURAL SCIENCE EDUCATION

#### Course Learning Outcomes (CLOs)

- EDU403.18 CLO1- Create a clear vision and mission statement for natural science teacher.
- EDU403.18 CLO2- Evaluate the concept of teacher accountability and its implications.
- EDU403.18 CLO3- Discuss the role of teacher as a professional within the educational context.
- EDU403.18 CLO4-Examine the significance and functions of continuous professional development in enhancing teacher's skills and knowledge.
- EDU403.18 CLO5- Analyse different dimensions of social reality in the class and work towards creating increasing self-awareness amongst themselves and the learners.
- EDU403.18 CLO6- Analyse the teacher's role as a catalyst for societal transformation and progress.
- EDU403.18 CLO7- Evaluate the teacher's role in the realm of science and technology considering their impact on education and society.
- EDU403.18 CLO8- Examine the field of green genetic engineering and its implication for various sectors and environmental sustainability.
- EDU403.18 CLO9- Assess current research trends within the domain of science education.
- EDU403.18 CLO10- Indicate new trends in teaching students with diverse learning needs
- EDU403.18 CLO11- Conduct SWOT analysis and develop vision and mission as a teacher
- EDU403.18 CLO12- Review educational journal articles and write report
- EDU403.18 CLO13- Conduct and prepare report of a project on any topic of pedagogic relevance
- EDU403.18 CLO14- Design an article of pedagogic relevance and upload in the blog.

## **EDU 403.19 - PROFESSIONAL DEVELOPMENT OF SOCIAL SCIENCE EDUCATION**

### **Course Learning Outcomes (CLOs)**

- EDU403.19 CLO1- Describe the essential qualities, duties and responsibilities of a Social Science Teacher
- EDU403.19 CLO2- Discuss the role of a Social Science teacher as a facilitator, researcher and a social resource
- EDU403.19 CLO3- Create vision and mission as a teacher
- EDU403.19 CLO4- Explain various teacher competencies of a Social Science Teacher
- EDU403.19 CLO5- Analyse the significance of continuous professional development and ways and means of developing professionalism
- EDU403.19 CLO6- Identify the importance of soft skills development in the professional development of a Social Science Teacher
- EDU403.19 CLO7- Develop a broader perspective on the fundamentals of reflective practices in meeting the challenges of Social Science teaching and for nurturing professionalism
- EDU403.19 CLO8- Review recent research trends in Social Science education with special emphasis to instructional and assessment strategies
- EDU403.19 CLO9-List and explain the multifaceted role of teacher in social change and modernisation
- EDU403.19 CLO10- List the factors that contribute to national integration and international understanding
- EDU403.19 CLO11- Indicate new trends in teaching students with diverse learning needs
- EDU403.19 CLO12- Prepare a list of topics suitable for Social Science research
- EDU403.19 CLO13- Prepare a report on the procedure to be followed to submit RTI based on any social issue
- EDU403.19 CLO14- Conduct SWOT analysis and develop vision and mission as a teacher
- EDU403.19 CLO15- Review educational journal articles and write report
- EDU403.19 CLO16- Conduct and prepare report of a project on any topic of pedagogic relevance
- EDU403.19 CLO17- Design an article of pedagogic relevance and upload in the blog.
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## **EDU 403.20- PROFESSIONAL DEVELOPMENT OF COMMERCE TEACHER**

### **Course Learning Outcomes (CLOs)**

- EDU 403.20 CLO1- Demonstrate the essential qualities, duties and responsibilities of Commerce Teacher
- EDU 403.20 CLO2- Reconstruct the professional spirit in diverse angles
- EDU 403.20 CLO3- Describe the rudiments of reflective practices for nurturing professionalism
- EDU 403.20 CLO4- Analyze the recent research trends in Commerce education
- EDU 403.20 CLO5- Appraise a broader perspective on the varied activities enriching Commerce Teaching and learning
- EDU 403.20 CLO6- Formulate their vision and mission as a professional



# **COURSE FOR ENHANCING PROFESSIONAL COMPETENCIES**

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## **EDU 404.5- COMMUNICATIVE ENGLISH**

### **Course Learning Outcomes (CLOs)**

1. Work with a set of materials to provide them with the necessary skills to comprehend and produce written and oral 'texts,'
2. Build on active knowledge of lexical resources and grammar in English
3. Enhance the latent vocational skills through intensive training in developing proficiency in English language
4. Develop communicative skills in various contexts
5. Contribute to the personal social and professional development

## **EDU 107.3, EDU 206.3, EDU 302.3, EDU 404.3 HEALTH AND PHYSICAL EDUCATION**

### **Course Learning Outcomes (CLOs)**

1. Plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals
2. Demonstrate understanding of how individuals learn and develop and can provide opportunities that support students' physical, cognitive, social, and emotional development
3. Develop and reinforce cooperative behaviour
4. Establish lifelong fitness goals
5. Get an awareness about the intra mural and extra mural competitions
6. Conduct and organize sports meet

## **EDU 107.4, EDU 206.4, EDU 302.4, EDU 404.4 DRAMA AND ART IN EDUCATION**

### **Course Learning Outcomes (CLOs)**

1. Appreciate India's largest collections of songs, music, dance, theatre, folk traditions, performing arts, rites and rituals, paintings and writings, literature that are known as the 'Intangible Cultural Heritage' (ICH) of humanity
2. Integrate the school curriculum with various domains of knowledge as envisaged by NCF 2005
3. Evaluate significant role of Art, Music, Drama and Theatre in Education
4. Inter link education with culture and nurture children's creativity and aesthetic sensibilities
5. Move beyond the classroom and involve the community to participate in educational and social change
6. Expand the landscapes of children's art, perceive their world and explore ways to assess their work
7. Internalize the understanding generated in a group and is carried forward by the individual in diverse personal and social contexts



# M.Ed. Programme



**The M.Ed. programme comprises a two year course of study spread over four semesters based on Credit system, Continuous Evaluation and Grading. The intake for M.Ed. programme is 50 students. The eligibility for the admission will be as decided by the NCTE and university.**

**IT IS THE MARK OF AN EDUCATED MIND TO BE ABLE TO ENTERTAIN A  
THOUGHT WITHOUT ACCEPTING IT.**

**-ARISTOTLE-**



## PROGRAMME EDUCATIONAL OUTCOMES (PEOS)

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- **PEOM1-** Develop Teacher Educators with distinct identity and character
- **PEOM2-** Foster values of a new global scenario such as quality consciousness, eco friendliness, sustainable development and love for fellow men
- **PEOM3-** Generate a new work culture for improving the practice of education through teaching, research and extension
- **PEOM4-** Demonstrate commitment to the profession or job requirements
- **PEOM5-** Honour diversity and ensure inclusion by treating all students and colleagues with respect and dignity, shows respect for and sensitivity to gender, cultural and religious difference; and challenges prejudice, biases and intolerance in the workplace, etc.
- **PEOM6-** Possess ethical integrity, maintains ethical standards; resists pressure in decision making; displays honest behaviour and does not abuse power/authority.
- **PEOM7-** Demonstrate teaching strategies that support participation and learning of differently-abled students
- **PEOM8-** Demonstrate innovative instructive practices, knowledge management strategies, reflective practices and action research.
- **PEOM9-** Demonstrates professional competencies/ practice that are required to select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking
- **PEOM10-** Demonstrate competencies and actions required for keeping oneself professionally engaged and participate in learning to update knowledge and practice
- **PEOM11-** Develop intellectually competent, morally upright, psychologically integrated and socially committed teacher educators for service in the emerging world scenario of education



## PROGRAMME LEARNING OUTCOMES (PLOs)

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- **PLOM1**- Empower teacher educators with in-depth knowledge and understanding of Education.
- **PLOM2**- Specialise in select areas of Education.
- **PLOM3**- Equip teacher educators with capabilities for research in Education.
- **PLOM4**- Sensitise teacher educators toward critical issues in Education.
- **PLOM5**- Evolve as proactive practitioners in text book preparation, curriculum reform, educational policy analysis, educational administration, educational technology, educational evaluation, special education, inclusive education, Non Formal education, human rights education, guidance and counseling, in harmony with national aspirations and global trends.
- **PLOM6**- Empower as educational experts capable of generating knowledge.
- **PLOM7**- Intrigue teacher educators to find solutions to the problems and issues relating to the theory and practice in the varied fields of education.
- **PLOM8**- Sharpen the research acumen and potential of the teacher educator in diverse dimensions of Education as well as to groom them for doctoral and postdoctoral research in Education.
- **PLOM9**- Mould future teacher educators at par with global standards.
- **PLOM10**- Acquire specific skills related to lifelong learning, teaching, and research.
- **PLOM11**- Fortified with abilities to transact soft skills and life skills in professional life.
- **PLOM12**- Conversant with up-to-date information in the discipline of education.
- **PLOM13**- Harness ICT and technological developments for educational practice, professional empowerment and constructive life.
- **PLOM14**- Groom teacher educators as professionals in teacher education, as specialised personnel/leaders in different walks of life, and as social engineers.
- **PLOM15**- Inspire teacher educators to broaden their horizons and nurture social responsibility.

# COURSE OUTCOMES

## ED010101 - ADVANCED PHILOSOPHY OF EDUCATION

### Course Learning Outcomes (CLOs)

- ED010101CLO1- Identify the philosophical origin/basis of education and its application for the enhancement of educational quality.
- ED010101CLO2- Analyse the concepts of philosophical inquiry and apply them as a basis to all their educational endeavours.
- ED010101CLO3- Discuss the reality of ultimate human concerns and the contributions of philosophy in providing a base to them and develop capabilities for conceptual analysis of various issues in the society from philosophical perspective.
- ED010101CLO4- Develop a philosophical outlook for their personal life situations and in the handling of the problems related to educational issues.
- ED010101CLO5- Value the contributions of the important philosophical schools to the theory and practice of education.
- ED010101CLO6- Realize the value basis of education, human rights problems and concerns of life and implement it at life situations.
- ED010101CLO7- Compile the process of validating information in different disciplines and learn to use the knowledge as application to education.
- ED010101CLO8- Assess major Philosophical systems/schools on ethical, epistemic, aesthetic and political perspectives in education.
- ED010101CLO9- Analyse critically postulates and vision of great thinkers and their educational implications.
- ED010101CLO10- Compare major modern movements in educational philosophies in the West and in India.
- ED010101CLO11- Develop the capacity to do independent thinking and a deeper insight into the philosophical roots and educational problems.
- ED010101CLO12- Create their own independent and consistent view-point of a philosophy which enables them to make effective decisions on educational problems or issues.

## ED010102 - ADVANCED EDUCATIONAL PSYCHOLOGY: LEARNING AND DEVELOPMENT

### Course Learning Outcomes (CLOs)

- ED010102CLO1- Explore basic psychological concepts and approaches of educational psychology and research process in psychology.
- ED010102CLO2- Assess the basic concepts, principles and theories of educational psychology.
- ED010102CLO3- Interpret the implications of psychological theories and principles in learning and instruction.
- ED010102CLO4- Critically evaluate the relevance of various theories.
- ED010102CLO5- Analyse the psychological aspects of the process of learning.
- ED010102CLO6- Analyse the psychological aspects of the process of thinking.
- ED010102CLO7- Identify adolescent - problems and challenges.
- ED010102CLO8- Appraise the strategies for promoting socio-cultural environment in classroom.
- ED010102CLO9- Design theme paper and review of research article.
- ED010102CLO10- Develop scientific attitude and research competency.

# COURSE OUTCOMES

## ED010103 – INTRODUCTION TO EDUCATIONAL RESEARCH AND STATISTICS

### Course Learning Outcomes (CLOs)

- ED010103CLO1- Evaluate the meaning of research and its application in the field of education.
- ED010103CLO2- Appraise the types and methods of educational research.
- ED010103CLO3- Develop the skill in selecting a relevant research problem.
- ED010103CLO4- Design research proposal.
- ED010103CLO5- Critically analyse the research studies.
- ED010103CLO6- Formulate hypothesis.
- ED010103CLO7- Apply descriptive statistical techniques in education.
- ED010103CLO8- Value writing and publishing research papers.
- ED010103CLO9- Conduct action research.
- ED010103CLO10- Analyse, organize and report literature in APA style of presentation and reference.

## ED010104 – TRENDS, ISSUES, INNOVATIONS AND RESEARCH IN TEACHER EDUCATION

### Course Learning Outcomes (CLOs)

- ED010104 CLO1- Value the development of teacher education.
- ED010104 CLO2- Analyse the concept of pre-service teacher education.
- ED010104 CLO3- Appraise the agencies for imparting pre-service education.
- ED010104 CLO4- Interpret curricular aspects of teacher education.
- ED010104 CLO5- Evaluate in-service education.
- ED010104 CLO6- Appraise the agencies for imparting in-service education.
- ED010104 CLO7- Analyse the role and functions of International level agencies of Teacher Education.
- ED010104 CLO8- Assess the trends of research in teacher education.
- ED010104 CLO9- Analyse the impact of Privatization and Globalization in Teacher Education.
- ED010104 CLO10- Appraise TQM, Autonomy and Benchmarking in teacher education.
- ED010104 CLO11- Value professional ethics and accountability of Teachers.
- ED010104 CLO12- Appraise the assessment and accreditation of Teacher Education Institutions.
- ED010104 CLO13- Compare pre-service teacher education programme in primary, secondary and tertiary levels.
- ED010104 CLO14- Analyse the challenges in present teacher education system and remedies.
- ED010104 CLO15- Identify 'Best Practices' in teacher education institutions.
- ED010104 CLO16- Review published research papers in Teacher Education.

### COMMON CORE COURSE

## ED010105 - ICT AND SKILL DEVELOPMENT

### Course Learning Outcomes (CLOs)

- ED010105CLO1- Compile application of ICT in the educational settings.
- ED010105CLO2- Generate the skill of using technological gadgets.
- ED010105CLO3- Use various web tools for instructional practices.
- ED010105CLO4- Develop communication skills and practice them in real settings.
- ED010105CLO5- Create relevant writing skills.
- ED010105CLO6- Practice academic writing.
- ED010105CLO7- Evaluate different skills for self-development.
- ED010105CLO8- Design and develop e content.
- ED010105CLO9- Create web pages, blogs and podcasts.
- ED010105CLO10- Appraise different writing Style Manuals
- ED010105CLO11- Develop softskills, life skills, action skills and mind skills.
- ED010105CLO12- Value Yoga, different asanas and meditation.

# COURSE OUTCOMES

## COMMON CORE COURSE

### ED010201 – PERSPECTIVES ON EDUCATION STUDIES

#### Course Learning Outcomes (CLOs)

- 1.ED010201CLO1- Value education as a discipline and field of study.
- 2.ED010201CLO2- Analyse education in the context of social phenomena and social practice.
- 3.ED010201CLO3- Appreciate education as a discipline in terms of the theoretical, practical and application elements.
- 4.ED010201CLO4- Examine the vision of education in India reflected in the policies and programmes of government.
- 5.ED010201CLO5- Compile the performance appraisal of higher education institutions and the conduct of quality analysis in educational institutions.
- 6.ED010201CLO6- Critically examine the pivotal issues of contemporary India and to prepare action plans.
- 7.ED010201CLO7- Value the educational ideas of seminal thinkers with respect to the vision and mission of education.
- 8.ED010201CLO8- Critically evaluate the problems and prospects of international initiatives and national policies in the present context.
- 9.ED010201CLO9- Evaluate the contemporary concerns of educational policies in India.
- 10.ED010201CLO10- Assess advent and growth of Foreign Universities in India.
- 11.ED010201CLO11- Interpret education for global citizenship.
- 12.ED010201CLO12- Generate the summary of foundational perspective of education reflected in the seminal educational texts.
- 13.ED010201CLO13- Evaluate innovative practices of quality enhancement in educational institution.
- 14.ED010201CLO14- Debate on contemporary educational issues.
- 15.ED010201CLO15- Design SWOC analysis of any institutions.

## COMMON CORE COURSE

### ED010202- HISTORY, SOCIOLOGY AND POLITICAL ECONOMY OF EDUCATION

#### Course Learning Outcomes (CLOs)

- 1.ED010202CLO1- Value education as a social process.
- 2.ED010202CLO2- Analyse education in the context of creating a humane society.
- 3.ED010202CLO3- Appreciate the role of education in modernisation, social reconstruction and sustainable development.
- 4.ED010202CLO4- Critically examine the role of education in protecting human rights and combating social evils.
- 5.ED010202CLO5- Appraise the educational vision of the Constitution of India.
- 6.ED010202CLO6- Critically examine the pivotal social, political and economic issues of contemporary India.
- 7.ED010202CLO7- Compare between the pre-independent and post-independent Indian education.
- 8.ED010202CLO8- Compile the challenges of addictions, consumerism, superstitions, abuses, discriminations and inequalities in society.
- 9.ED010202CLO9- Develop an insight and prepare action plans to tackle the contemporary issues in Indian education.
- 10.ED010202CLO10- Analyse contemporary issues in Education.
- 11.ED010202CLO11- Evaluate historical perspectives of Indian Education.
- 12.ED010202CLO12- Assess the sociological perspectives of Education.
- 13.ED010202CLO13- Critically analyse the political and economic perspectives of Education.

# COURSE OUTCOMES

## COMMON CORE COURSE

### ED010203 - ADVANCED EDUCATIONAL PSYCHOLOGY: INDIVIDUAL DIFFERENCES

#### Course Learning Outcomes (CLOs)

- ED010203CLO1- Analyse the concepts, principles and their theories related to individual differences.
- ED010203CLO2- Apply the theories of personality and intelligence.
- ED010203CLO3- Evaluate the relevance of various theories.
- ED010203CLO4- Appraise the techniques of Guidance and Counselling.
- ED010203CLO5- Practice intelligence tests.
- ED010203CLO6- Develop life skills.
- ED010203CLO7- Ensures creativity.
- ED010203CLO8- Assess educational provisions for exceptional children.
- ED010203CLO9- Value inclusive education.
- ED010203CLO10- Identify learning disability.

## COMMON CORE COURSE

### ED010204 – ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

#### Course Learning Outcomes (CLOs)

- ED010204CLO1- Select appropriate design for research study.
- ED010204CLO2- Assess techniques of sampling.
- ED010204CLO3- Construct different tools and techniques for data collection.
- ED010204CLO4- Selecting appropriate inferential statistics in educational research.
- ED010204CLO5- Apply normal probability distribution.
- ED010204CLO6- Analyse and interpret the data collected for educational research.
- ED010204CLO7- Summarise the research study.
- ED010204CLO8- Analyse and Interpret research data.
- ED010204CLO9- Summarise findings and writing report.
- ED010204CLO10- Create research articles for journals.
- ED010204CLO11- Construct parametric and non-parametric tests.
- ED010204CLO12- Formulate directional, non-directional and null hypotheses.
- ED010204CLO13- Values ethics in research.
- ED010204CLO14- Analyse research data with computer software.

## SPECIALISATION CORE COURSE

### ED010205 – CONTEXT AND ISSUES OF ELEMENTARY EDUCATION

#### Course Learning Outcomes (CLOs)

- ED010205CLO1- Value elementary education and its allied concepts.
- ED010205CLO2- Analyse the feeder programmes of elementary education in the context of India.
- ED010205CLO3- Examine the history, vision and development of elementary education in pre-independent and post-independent India.
- ED010205CLO4- Critically examine the role of different regulatory and monitoring agencies of education at national, state and regional levels.
- ED010205CLO5- Evaluate the institutions, structures and initiatives for elementary education in India.
- ED010205CLO6- Critically examine the pivotal issues of contemporary India with respect to Elementary Education and to prepare action plans.
- ED010205CLO7- Assess the curriculum and evaluation in elementary education.
- ED010205CLO8- Critically evaluate the international trends, national initiatives and national policies in elementary education in the present context.
- ED010205CLO9- Analyse the issues and concerns of Elementary Education.
- ED010205CLO10- Create innovative lessons at elementary level.
- ED010205CLO11- Evaluate recent research on curriculum development at elementary level.
- ED010205CLO12- Compare syllabi of Kerala State Government and CBSE at elementary level.
- ED010205CLO13- Identify tools and techniques of evaluation at Elementary level.
- ED010205CLO14- Compile different methods of Classroom transaction.
- ED010205CLO15- Discuss contemporary trends and research in Elementary Education.
- ED010205CLO16- Appraise different National Curriculum Framework.

**SPECIALISATION ELECTIVE COURSE****ED800301 – EDUCATIONAL EVALUATION****Course Learning Outcomes (CLOs)****On completion of this Course, the students will be able to:**

- 1.familiarize the student with theoretical background of educational evaluation.
- 2.make students aware about the various functions of evaluation.
- 3.help the students to understand the different models of evaluation.
- 4.make students familiar with tools and techniques of evaluation.
- 5.enable students to prepare quality test items.
- 6.develop competence in construction and standardization of various measuring instruments.
- 7.nurture the skill in interpretation of data and test results.
- 8.make the future educators aware about major innovations in educational testing and evaluation.

**ED800302 – EDUCATIONAL TECHNOLOGY****Course Learning Outcomes (CLOs)****On completion of this Course, the students will be able to:**

- 1.reflect upon the various forms of electronic and digital technology that can be employed in the teaching-learning process.
- 2.understand the meaning, nature scope and significance of Educational Technology and its important components in terms of hardware and software.
- 3.distinguish between communication and instruction.
- 4.get acquainted with modern instructional practices.
- 5.acquire proficiency in effective utilization of education.
- 6.device appropriate ICT oriented assessment tools in the evaluation of learning in the educational process.
- 7.develop learning packages based on Audio Visual Technology.
- 8.apply the principles of systems approach in teacher education, in classroom communication and in FIACS and VICS.

**ED800303 – GUIDANCE AND COUNSELLING****Course Learning Outcomes (CLOs)****On completion of this Course, the students will be able to:**

- 1.ED800303 CLO1- Appraise Guidance programme in schools.
- 2.ED800303 CLO2- Identify approaches to counselling.
- 3.ED800303 CLO3- develop interest to enter into the field of guidance and counselling.
- 4.ED800303 CLO4- Identify the problems in educational setting.
- 5.ED800303 CLO5- Assess Guidance and Counselling in the Educational Scenario.
- 6.ED800303 CLO6- Initiate planning and organising various guidance services in educational institutions.
- 7.ED800303CLO7- Summarise the use of advanced tools and techniques of guidance and counselling.
- 8.ED800303CLO8- Identify factors affecting career development.
- 9.ED800303CLO9- Evaluate the impact of new technology in guidance and counselling.
- 10.ED800303CLO10- Create career development in schools

### ED800304 – HIGHER EDUCATION

#### Course Learning Outcomes (CLOs)

**On completion of this Course, the students will be able to:**

1. explore the organizational structures of higher education and its role within our society.
2. think critically about current issues and problems in Indian higher education.
3. anticipate the future of higher education and the levers available to shape or change that future.
4. understand the goals, norms, and practices of university.
5. understand the issues, problems and perspectives of universities in the changing global scenario.
6. understand the pattern of administration, planning and management of higher education.
7. acquaint the recent trends and development in knowledge management in higher education.
8. conduct research related to an identified issue or program in higher education.

### ED810301 – ENVIRONMENTAL EDUCATION

#### Course Learning Outcomes (CLOs)

**On completion of this Course, the students will be able to**

1. ED810301 CLO1- Value the scope and importance of environmental education.
2. ED810301 CLO2- Identify environmental issues and problems.
3. ED810301 CLO3- Visit areas of environmental issue.
4. ED810301 CLO4- Assess the recent environmental hazards and the plan of action to overcome this in a broad perspective.
5. ED810301 CLO5- Generate IT enabled strategies for imparting environmental education.
6. ED810301 CLO6- Carry out research projects for improving environmental quality and sustainable development.
7. ED810301 CLO7- Conduct awareness program and develop an action plan for the public about sustainable development.
8. ED810301 CLO8- Appraise nature friendly life and promote green living in the society.
9. ED810301 CLO9- Develop an attitude to conserve the nature and natural resources.

### ED810302 - INCLUSIVE EDUCATION

#### Course Learning Outcomes (CLOs)

**On completion of this Course, the students will be able to:**

1. analyse the concept of 'disability' and 'inclusion' and develop a dynamic approach to pupil diversity and individual differences.
2. identify needs of children with diversities.
3. get acquainted with the cultures, policies and educational practices and equipped with inclusive practices.
4. incorporate multidisciplinary approach and innovative practices in inclusive set up.
5. use specific strategies and assistive and adaptive technologies in teaching children with special needs in inclusive classrooms.
6. understand the global and national commitments towards the education of children with diverse needs.
7. appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.
8. develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.
9. analyse special education, integrated education and inclusive education practices.
10. identify and utilize existing resources for promoting inclusive practice

## **ED810303 – NON FORMAL EDUCATION**

### **Course Learning Outcomes (CLOs)**

**On completion of the Course, the students will be able to:**

1. understand the conceptual frame work of Non Formal education.
2. internalize the importance of Non Formal education according to needs and aptitudes.
3. understand the philosophical, sociological and psychological perspectives of Non Formal education.
4. understand the concept and recent trends in Non Formal education for social transformation and enhancement of quality of life.
5. internalize the learning process and strategies of Non Formal education.
6. get acquainted with the mode of monitoring, evaluation and research in Non Formal education.
7. understand the issues and challenges in Non Formal education.

## **ED810304 – HUMAN RIGHTS AND VALUE EDUCATION**

### **Course Learning Outcomes (CLOs)**

**On completion of the Course, the students will be able to:**

1. understand concepts, aims and objectives of human rights and value education.
2. develop skills to analyse human rights in the present social context and curriculum.
3. appreciate and practice the dimensions of human rights.
4. develop the attitude to appreciate the role of human rights movements and contributions of international and national organizations.
5. analyse the models of Conflict Resolutions for effective value education.
6. critically evaluate the role of Parents, Teachers, Society, Government etc. in protecting human rights and fostering values.
7. apply the practical approaches to human rights education and conflict resolution.
8. effectively handle human rights issues related to the aged, women and children, differently abled including child abuse and child labour.
9. critically evaluate the issues and prospects of Human Rights and Value Education at Institutional and Society level.
10. comprehend and develop positive attitudes towards sustenance of human rights, peace and values.

## **ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF MATHEMATICS EDUCATION**

### **Course Learning Outcomes (CLOs):**

1. Understand the key ideologies in learning and teaching Mathematics.
2. Attain the skills of curriculum design and construction in Mathematics learning.
3. Understand the Psychology of Mathematics learning.- gain acquaintance with the modern Mathematics pedagogy.
4. Gain acquaintance with the latest trends in assessment and evaluation of Mathematics learning.
5. Gain acquaintance with the digital resources in Mathematics Education.- develop research attitude.
6. Develop positive attitude towards the profession.
7. Realise the need and importance of Continuing Professional Development.
8. Explore avenues of Professional Growth.

## COMMON CORE COURSE

### **ED010401 - CURRICULUM DEVELOPMENT AND TRANSACTION**

#### **Course Learning Outcomes (CLOs)**

**On completion of this Course, the students will be able to:**

- 1.ED010401CLO1- Describe the concept of curriculum , its various determinants and the process of curriculum development
- 2.ED010401CLO2- Analyse foundations of curriculum and different areas of curriculum.
- 3.ED010401CLO3- Reflects on the models, approaches and issues in curriculum development
- 4.ED010401CLO4- Value the process of Curriculum Transaction.
- 5.ED010401CLO5- Analyse the approaches to curriculum, influencing factors and the effectiveness of curriculum implementation
- 6.ED010401CLO6- Analyse the Type of Media and Interactive Technologies to improve quality in education.
- 7.ED010401CLO7- Analyse Government interventions of curriculum reforms in Indian Context
- 8.ED010401CLO8- Evaluate recent trends in Curriculum Research.
- 9.ED010401CLO9- Analyse critically the existing curriculum at various levels- elementary, secondary, senior secondary
- 10.ED010401CLO10- Evaluate curriculum planning, organization and new trends in curriculum planning.
- 11.ED010401CLO11- Value global initiatives in curriculum development.
- 12.ED010401CLO12- Create their own independent and consistent view-point of a philosophy which enables them to make effective decisions on educational problems or issues.

## SPECIALISATION CORE COURSE

### **ED010402 – CONTEXT AND ISSUES OF SECONDARY AND SENIOR SECONDARY EDUCATION**

#### **Course Learning Outcomes (CLOs)**

- 1.ED010402CLO1- Identify conceptual perspectives of Secondary and Senior Secondary Education.
- 2.ED010402CLO2- Examine the development Secondary and Senior Secondary Education in India.
- 3.ED010402CLO3- Critically examine use of technology among Secondary and Senior Secondary school students.
- 4.ED010402CLO4- Assess universalisation of Secondary Education under public and private sectors.
- 5.ED010402CLO5- Critically examine the issues of contemporary India with respect to Secondary and Senior Secondary Education.
- 6.ED010402CLO6- Critically evaluate the international trends in Secondary and Senior Secondary Education and the national initiatives and policies in the present context.
- 7.ED010402CLO7- Analyse the impact of quality enhancement programmes and initiatives at Secondary and Senior Secondary levels and ICT implementation, teacher training and media influence.
- 8.ED010402CLO8- Discuss the socio-emotional issues of the students at Secondary and Senior Secondary level.
- 9.ED010402CLO9- Generate action plans to integrate Technology at Secondary and Senior Secondary levels.
- 10.ED010402CLO10- Evaluate Quality Perspectives in Secondary and Senior Secondary Education .

## SPECIALISATION ELECTIVE COURSE

### ED820401 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF LANGUAGE EDUCATION - ENGLISH

#### Course Learning Outcomes (CLOs)

- ED820401CLO1- Compile the key ideologies in learning and teaching a language.
- ED820401CLO2- Identify the skills of curriculum design and construction in language learning.
- ED820401CLO3- Value the dimensions of language curriculum development.
- ED820401CLO4- Assess the Changing trends in Evaluation and Assessment in language education.
- ED820401CLO5- Assess the latest trends in assessment and evaluation of language learning.
- ED820401CLO6- Design Modern Pedagogical Practices.
- ED820401CLO7- Appraise the digital resources in language education.
- ED820401CLO8- Analyse Current trends and practices in research in English language education.
- ED820401CLO9- Value the need and importance of Continuing professional Development
- ED820401CLO10- Develop an e-content in English language education.

### ED820402 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF LANGUAGE EDUCATION - MALAYALAM

#### Course Learning Outcomes (CLOs)

- ED820402CLO1- Identify the perspectives in Language Learning
- ED820402CLO2- Assess of the nature, scope and functions of language teaching and learning
- ED820402CLO3- Analyse the linguistic, psycholinguistic, socio linguistic and neurolinguistic theories in language learning
- ED820402CLO4- Apply the current approaches, methods and innovative techniques in language teaching and learning
- ED820402CLO5- Equip prospective teacher educators in developing language skills, communication skills, teaching skills and study skills
- ED820402CLO6- Generate the techniques underlying the designing and administration of various kinds of language tests
- ED820402CLO7- Create Modern Pedagogical Practices.
- ED820402CLO8- Design and construct curriculum in a language
- ED820402CLO9- Practice instructional strategies for teaching the language and to address the special needs of differently abled children
- ED820402CLO10- Retrieve and incorporate suitable ICT enabled learning resources in a language
- ED820402CLO11- Explore modern assessment practices of language teaching.
- ED820402CLO12- Evaluate quality in the continuing professional development of teachers
- ED820402CLO13- Develop positive attitude towards research.
- ED820402CLO14-Generate multi-media learning package

### ED820403 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF LANGUAGE EDUCATION - HINDI

#### Course Learning Outcomes (CLOs)

On completion of this Course, the student will be able to:

- understand the key ideologies in teaching and learning of language.
- develop an understanding of the nature, scope and functions of language teaching and learning.
- internalise psychological theories of learning for effective transaction of curriculum.
- understand the various dimensions of curriculum and its relationship with the aims of education.
- compare and analyse different school curricula and textbooks.
- get acquainted with modern pedagogical practices.
- assess the efficacy of methodologies and practices adopted in language education.
- develop technological skills in designing digital texts.
- make use of information technology in Hindi teaching-learning process.
- adopt and practice instructional strategies for teaching the language and to address the special needs of differently abled children.
- grasp the techniques underlying the designing and administration of various kinds of language tests.
- familiarize about performance based assessment techniques.
- understand essential qualities, competencies and professional ethics of a teacher.
- understand the role of agencies and resources in developing teacher professionalism.
- understand the importance of research in the subject area.

### ED820404 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF LANGUAGE EDUCATION – SANSKRIT

#### Course Learning Outcomes (CLOs)

On completion of this Course, the student will be able to:

- identify the principles, theories and historical aspects of language acquisition in various stages of human development.
- develop an understanding of the nature, scope and functions of language teaching and learning.
- get an awareness about the various dimensions of teaching Sanskrit language up to higher secondary level.
- internalize the linguistic, psychological and social processes underlining learning of Sanskrit language and literature.
- get an idea about the foundations of Sanskrit curriculum and steps involved in the construction of language curriculum.
- apply the current approaches methods and innovative techniques in Sanskrit language teaching and learning.
- equip prospective teacher educators in developing language skills, communication skills, teaching skills and study skill

### ED820405 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF LANGUAGE EDUCATION - ARABIC

#### Course Learning Outcomes (CLOs)

On completion of this Course, the student will be able to:

- explore the features of varied instructional approaches, techniques and methods of teaching Arabic language & related areas of knowledge.
- examine the content and scope of school curriculum in Arabic language.
- acquaint with the recent developments in the curriculum revisions
- analyze the contemporary learning theories and concepts and acquire the basic skills.
- understand the various aspects and dimensions of teaching Arabic as a foreign language in the secondary school/colleges in Kerala.
- understand the problems/hindrances in teaching Arabic as second language to students of schools and colleges whose medium of instruction in other subject areas is their mother tongue.
- internalize various skills involved in teaching Arabic and apply the acquired skills in actual classroom situations.
- acquaint with practices of feedback mechanisms and online assessment tools
- acquaint with the concept of techno pedagogy and understand the role of the teacher as a techno-pedagogue
- gain insight in to the recent research trends in Arabic education
- explore the scope of models of teaching in effectual instructional practices of Arabic education.
- uphold professional quest in varied dimensions of Arabic education.

### ED820406 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF MATHEMATICS EDUCATION

#### Course Learning Outcomes (CLOs)

- ED820406 CLO1- Discuss the key ideologies in learning and teaching Mathematics.
- ED820406 CLO2- Design and construct curriculum in Mathematics learning.
- ED820406 CLO3- Apply the modern Mathematics pedagogy.
- ED820406 CLO4- Assess the latest trends in assessment and evaluation of Mathematics learning.
- ED820406 CLO5- Use the digital resources in evaluating Mathematics Education.
- ED820406 CLO6- Develop positive attitude towards the profession.
- ED820406 CLO7- Analyse Continuing Professional Development.
- ED820406 CLO8- Create blog and upload computerized assessment tool in Mathematics.
- ED820406 CLO9- Construct and validate assessment tool in Mathematics
- ED820406 CLO10- Generate e content in Mathematics learning.
- ED820406 CLO11- Analyse Changing Trends in Evaluation and Assessment.

### ED820407 - ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF SCIENCE EDUCATION

#### Course Learning Outcomes (CLOs)

1. ED820407 CLO1- Identify the features of Science Education.
2. ED820407 CLO2- Discuss considerations for curriculum development.
3. ED820407 CLO3- Describe various guiding principles for selection and organisation of learning experiences.
4. ED820407 CLO4- Discuss various issues in curriculum development.
5. ED820407 CLO5- Design the science curriculum and develop support materials for curriculum transaction.
6. ED820407 CLO6- Evaluate critically the science curricula
7. ED820407 CLO7- Analyse critically innovative curricular efforts in India and abroad
8. ED820407 CLO8- Appreciate the role of co-curricular activities in science education.
9. ED820407 CLO9- Analyse the new innovative trends in assessment.
10. ED820407 CLO10- Analyse the issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.
11. ED820407 CLO11- Field test group learning and self-learning strategies for learning Science
12. ED820407 CLO12- Use various methods and techniques for the identification of training needs.
13. ED820407 CLO13- Use various techniques for the evaluation of in-service teacher education programmes.
14. ED820407 CLO14- Administer diagnostic test and carryout remedial instruction.
15. ED820407 CLO15- Identifies strategies for professional development.
16. ED820407 CLO16- Reflect on issues, concerns and problems of teacher in-service education.
17. ED820407 CLO17- Analyse the use of ICT for the professional development of teachers.
18. ED820407 CLO18- Discuss the need for promoting inclusive practice
19. ED820407 CLO19- Identify and utilize existing resources for promoting inclusive practice.
20. ED820407 CLO20- Summarise the research findings in science education for improving practices

### **ED820408 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF SOCIAL SCIENCE EDUCATION**

#### **Course Learning Outcomes (CLOs)**

- ED820408CLO1- Analyse Epistemological Theories of Social Science
- ED820408CLO2- Evaluate the principles and techniques of organization of social science curriculum.
- ED820408CLO3- Design inter-disciplinary e content for teaching social science.
- ED820408CLO4- Assess the psychological considerations of social science instruction.
- ED820408CLO5- Use modern instructional strategies and models in the teaching and learning of social science.
- ED820408CLO6- Identify human rights violation in society.
- ED820408CLO7- Identify the use of technology in Social Science education.
- ED820408CLO8- Identify the various resources for learning social science and use different media, materials and resources for teaching Social Science.
- ED820408CLO9- Construct and administer appropriate assessment tools of evaluation and interpret results.
- ED820408CLO10- Identify priority areas of research and experimentation in Social Science education.
- ED820408CLO11- Analyse the constitutional values of India.
- ED820408CLO12- Summarise Pedagogical Applications and Strategies of Social Science education.
- ED820408CLO13- Generate reflective journal
- ED820408CLO14- Create e content in social science.

### **ED 820409 - ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF COMMERCE EDUCATION**

#### **Course Learning Outcomes (CLOs)**

- ED820409CLO1- Value professional quest in varied dimensions.
- ED820409CLO2- Make sense of the aims and objectives of teaching Commerce.
- ED820409CLO3- Explore the features of varied instructional approaches, techniques and methods of teaching Commerce.
- ED820409CLO4- Create models of teaching in effectual instructional practices of Commerce education.
- ED820409CLO5- Assess the principles and approaches in designing and organization of Commerce curriculum.
- ED820409CLO6- Practice feedback mechanisms and generate online assessment tools
- ED820409CLO7- Identify the role of the teacher as a techno-pedagogue.
- ED820409CLO8- Analyse the recent research trends in Commerce education
- ED820409CLO9- Design , construct and upload e content and self-designed innovative lessons
- ED820409CLO10- Compose online assessment tools in Commerce
- ED820409CLO11- Analyse critically text books in Commerce at higher secondary level.

### **ED8204010 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF IT AND COMPUTER SCIENCE EDUCATION**

#### **Course Learning Outcomes (CLOs)**

**On completion of this Course, the student will be able to:**

1. gain an analytical perspective on different conceptual versions of IT and Computer Science.
2. attain the advanced versions of IT for the teaching-learning process.
3. frame and evaluate the research trends in IT and Computer Science Education.
4. develop the practical skills in the use of IT enabled instructional materials.
5. capacitate the teacher educand to integrate and make use of IT and Computer Science for curriculum transaction.
6. internalize the reflections on the use of IT in latest teaching styles.
7. develop awareness and insight in the significant values, ethics of computer and communication devices.
8. develop an awareness about IT and Computer Science in Open and Distance Education.

# RESEARCH CENTRE

The college is a Research Centre in Education under Mahatma Gandhi University, Kottayam. Research forms the fundamental pillar of the academic realm. Being a unique Teacher Education Institution, our college endeavors to foster a research-oriented environment among both its faculty and students. In 2022, the college attained recognition as a research center in Education by Mahatma Gandhi University. Three members of our faculty, namely Dr. Lavina Dominic, Dr. Sunu Austin, Dr. Pratheesh Abraham and Dr. Alex George, serve as research supervisors.

## Ph.D. COURSE WORK

### Duration

The duration of the program shall be one semester or six months, as prescribed in the Ph.D. ordinance of the university/regulations for the Full Time and Part Time Ph.D. The coursework will consist of 14 credits.

### Course Outline

A minimum of four credits shall be assigned to one or more courses on Research Methodology which could cover areas such as quantitative methods, computer applications, research ethics and review of published research in the relevant field, training, fieldwork, etc. All candidates admitted to the Ph.D. programme shall be required to complete the course work prescribed as per the University Ph.D. regulations modified from time to time. There are four papers included in the coursework of the Ph.D. (Education) Programme.

# **COURSE - I SYLLABUS**

## **SPSDCIC1301: RESEARCH METHODOLOGY: PRAXIS AND PARADIGMS (4 Credits)**

### **Course Description:**

**This course provides insight into different aspects of educational research by identifying the contemporary issues in Education and this course develops ability to do independent research by preparing tools and adopting techniques for data collection, analyzing data for interpretation and generating conclusion, suggestions and policy implications.**

### **I. AN INTRODUCTION TO RESEARCH**

A brief history of Research – Objectives and types of Research – Action Research

### **II. LITERATURE REVIEW AND FOCUSING RESEARCH QUESTIONS**

Critical Analysis of Literature Review – Developing Research questions and hypothesis – different types of hypotheses.

### **III. RESTRICTIONS AND ETHICS IN RESEARCH**

Legal restrictions in Research formulations- BPS/APA Ethics code – Ethical issues- Assessing the ethical feasibility of the research – Ethical guidance in conducting research with children.

### **IV. FROM RESEARCH QUESTIONS TO DATA COLLECTION**

Collecting Quantitative Data: Selecting and developing of quantitative instruments or techniques- Construction and standardization of different tests- Achievement Test, Attitude scale, Interest inventories – Reliability and Validity. Sampling – Different Types - Sampling Errors - Type I and Type II errors - Different types of variables. Research Designs – Survey Research, Experimental Research, Quasi experimental Research, Historical Research, Analytical Research, Correlational Research. Qualitative Research – Diversity in qualitative Research – Case studies, ethnography – grounded theory – Discourse Analysis, Interpretive phenomenological Analysis, Triangulation. rd's Conversational Model - Gilly Salmon's Five stage model. Mixed Method Research- combining qualitative and quantitative data, Designs in Mixed method research.

## **V. DATA ANALYSIS AND INTERPRETATION**

Data processing and Analysing strategies- Descriptive Analysis – Central Tendency and Dispersion, Coefficient of Variation – Correlation and Regression Analysis.

## **VI. REPORTING AND THESIS WRITING**

- Structure and Components of Research Report – APA format.

## **VII. APPLICATION OF COMPUTER IN EDUCATIONAL RESEARCH**

MS Office- MS Word, MS Excel, MS Power point, Free software – Linux. Basic Principles of Statistical Computation using SPSS  
Internet in Research- use of internet sites, search engines, E- journal and E- library- INFLIBNET

## **COURSE - II SYLLABUS**

# **SPSDCIC1302 – INNOVATIVE REFLECTIONS IN PEDAGOGY**

(4 Credits)

### **Course Description:**

This course deals with application of philosophical, psychological and sociological perspectives in Education Research. The Scholars will acquire knowledge to integrate the modern approaches in instructional practices in Educational Research. Also, the course develops the ability to critically analyze the topics pertaining to gender, environment and inclusion in Educational Research.

## **I. APPLIED PHILOSOPHY**

Applications of Western and Indian Schools of Philosophy in the present educational scenario. Changes in values- Influence of Western culture – Role of Indian Philosophers in Value Education.

## **II. APPLIED SOCIOLOGY**

Social constructivism – Social issues and problems – Roles of Educator: Integrated/ Inclusive Education.

Human Rights Education, Women's Education – Women Empowerment, Rights to Education- National policies on education: Articles and Amendments.

## **III. APPLIED PSYCHOLOGY**

Applications of theories of Piaget, Bruner, Gagne, Ausubel and Vygotsky in teaching learning process.

Class room applications of personality theories- Freud, Rogers, Bandura – Modern Techniques in personality.

Various types of Intelligences – Multiple Intelligences – Emotional Intelligence, Moral Intelligence- Spiritual Intelligence. Classroom applications of theories of Gardner, Goleman. Techniques of Improving Intelligence, Creativity and problem-solving ability.

Assessment of Intelligence and personality – Modern Techniques.

Psycho- somatic disorders in children – Drug addiction, use of narcotics,

Hallucinogens etc. Measures for improving Mental Health and Mental Hygiene -Techniques of Guidance and Counselling. Effective classroom management- coping with undesirable behaviours.

## **IV. MODERN INSTRUCTIONAL APPROACHES:**

Computer supported collaborative Learning (CSCL) – Technology Enhanced Learning (TEL) Computer Aided/Managed Assessment – Cloud computing – M-Learning-Blended learning – Ubiquitous (U-Learning) – Concept mapping, mind mapping.

Models of Teaching-Families of models-Modern Teaching Models.

Preparation of lesson transcripts in any one model from each family and in one modern teaching model.

Instructional Design- Laurillard's Conversational Model – Gilly Salmon's Five stage model.

## **V. ASSESSMENT PRACTICES**

Identifying expectations – Advanced questioning – Effective assessment – Grading – Rubric designing – Accountability – Assessing Process skills and behavior.

## **VI. QUALITY IMPROVEMENT IN PRIMARY EDUCATION**

Recommendations of educational commissions, Acts

Issues, problems and remedial measures of primary Education in Kerala

Innovations in Curriculum development and evaluation in primary Education.

## **VII. KNOWLEDGE MANAGEMENT**

Knowledge Management strategies, Knowledge Management techniques, Transforming information to Dynamic knowledge

### **SPSDCIC1303– CONSTRUCTS AND PRACTICES IN THE AREA OF RESEARCH (4 Credits)**

#### **Course Description:**

**The course provides in depth knowledge regarding the constructs and practices of the topic of research. The recent trends and innovations in the variable under study is detailed and comprehended for making valuable contributions to the domain of knowledge by way of the research study undertaken.**

#### **I. RECENT TRENDS IN TECHNOLOGY-MEDIATED LEARNING**

Platforms for flexible Instructional Collaboration, Scope for Motivational Guidance in Technology mediated Learning, Scaffolding for Self-Reliance and fostering Social Sensitivity, Applications of Technology-Mediated Learning in Zoology.

#### **II. HYBRID LEARNING**

Conceptual Foundation, The Framework and Design, Integrating Cognitive Strategies, Nurturing Affective Strategies- Social Sensitivity and Motivation.

#### **II. HYBRID LEARNING IN PRACTICE**

Practical Application of Hybrid Learning in Higher Education, Selection of Hybrid Learning Models, Designing Hybrid Learning Modules, Delivery modes and procedures.

#### **IV. DESIGNING HYBRID LEARNING MODULES**

Tools and Techniques for designing Hybrid Learning Modules, Learning Strategies in Hybrid Learning, Merging Digital and Physical Experience, Review of Best Practices.

#### **V. TEACHING IN HYBRID LEARNING ENVIRONMENTS**

Facilitation - Techniques, Principles and Practices, Direct Instruction - Methods and Strategies, Assessment - Modes and Praxis, Best Practices and Tips

## **COURSE - IV SYLLABUS**

### **SPSDCIC1304– RESEARCH AND PUBLICATION ETHICS**

(2 Credits)

#### **THEORY**

##### **I. PHILOSOPHY AND ETHICS**

Introduction to Philosophy: definition, nature and scope, concept, branches.  
Ethics: Definition, moral philosophy, nature of moral judgements and reactions.

##### **II. SCIENTIFIC CONDUCT**

Ethics with respect to science and research, Intellectual honesty and research integrity, Scientific misconducts: Falsification, Fabrication and Plagiarism (FFP), Redundant publications: duplicate and overlapping publications, salami slicing. Selective reporting and misrepresentation of data

##### **III. PUBLICATION ETHICS**

Publication ethics: definition, introduction and importance  
Best practices/standards setting initiatives and guidelines: COPE, WAME etc.  
Conflicts of interest  
Publication misconduct: Definition, concept, problems that lead to unethical behavior and vice versa, types.  
Violation of publication ethics, authorship and contributor ship Identification of publication misconduct, complaints and appeals Predatory publishers and journals.

#### **PRACTICE**

##### **IV. OPENACCESS PUBLISHING**

Open access publications and initiatives, SHERPA/ROMEO online resource to check publisher copyright & self-archiving policies  
Software tool to identify predatory publications developed by SPPU  
Journal finder/journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

##### **V. PUBLICATION MISCONDUCT**

A. Group Discussions  
Subject specific ethical issues, FFP, authorship Conflicts of interest  
Complaints and appeals: examples and fraud from India and abroad.  
B. Software tools  
Use of plagiarism software like Turnitin, Urkund and other open source software tools

##### **VI. DATABASES AND RESEARCHMETRICS**

A. Databases  
Indexing databases  
Citation databases: Web of Science, Scopus etc.  
B. Research Metrics  
Impact factor of journal as per Journal Citation Report, SNIP,SJR, IPP, Cite Score Metrics: h-index, g index,i10 index, altmetrics.

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# ADMISSION

**Admission / Allotment of seats are governed  
according to the Mahatma Gandhi  
University/Kerala State rules and regulations.**

## FEE SCHEDULE

**Fee Schedule is fixed as per the norms of the Govt. / University.**

## BRIDGE COURSE

**A course of 30 contact hours dealing with  
Education, Learning and Learning process,  
Curriculum, Pedagogy and Education, Society  
and Health is offered to B.Ed students during  
the first week of the programme.**

# VALUE ADDED COURSES

**Value Added Courses are short term certificate courses offered by the college to bridge the gap between the academic and professional needs of the students. Our college offers following short term certificate courses which are conducted after class hours or during semester breaks .**

## **STCTE VAC001: ADOLESCENT COUNSELLING** (Contact hours: 30)

### **Course Learning Outcomes (CLOs):**

- Identify the place of Adolescence in the Life Span: the Transitional Years
- Comprehend nature, types, need and goals of Counselling
- Identify the process of responsible Adolescent Counselling.
- Analyse Counselling Skills and Ethical issues in Counselling.

## **STCTE VAC002: HUMAN RIGHTS** (Contact hours: 30)

### **Course Learning Outcomes (CLOs)**

- Realize the importance of human rights and duties and nature of human dignity.
- Imbibe a positive attitude towards the movement for human rights workers for human rights, and agencies related to human rights conscientisation.
- Develop social skills like respect for others, respect towards law, values, customs etc.
- Develop skills to organize extension activities for conscientising general public.

## **STCTE VAC003: AEROBICS** (Contact hours: 30)

### **Course Learning Outcomes (CLOs):**

- Create cardiovascular endurance, improved body composition, increased flexibility, increased muscular strength.
- Describe aerobics dance. o To learn the principles of healthy eating, exercise and lifestyle choices.
- Discuss about healthier life, one that includes regular aerobic exercise.
- Explain the rules, fundamentals, skills and strategies of aerobics.
- Identify how Kinesiology relates to a healthy individual lifestyle.

## **STCTE VAC004: YOGIC PRACTICES**

**(Contact hours: 30)**

### **Course Learning Outcomes (CLOs)**

- Comprehend the fundamental principles of yogic practices and its scientific basis.
- Realize the effect of asana on selected systems in the body.
- Acquire the knowledge and training of the individual physical, mental, social and spiritual concepts.
- Imbibe positive health and prevention of stress related health problems.
- Develop scientific altitude and team spirit .to channelize their energies into creative/constructive endeavors.

## **STCTE VAC005: VALUES AND PEACE**

**(Contact hours: 30)**

### **Course Learning Outcomes (CLOs)**

- Comprehend nature, concepts, aims and objectives of peace and value education.
- Imbibe skill to integrate peace and value education in the present curriculum
- Appreciate the role of peace movement and contributions of world organizations
- Develop attitude in promoting in value education

## **STCTE VAC006: RESEARCH AND PUBLICATION ETHICS**

**(Contact hours: 30)**

### **Course Learning Outcomes (CLOs)**

- Understand the research process, scholarly communication systems, and information retrieval tools.
- Develop academic writing and publishing skills aligned with scholarly standards.
- Apply ethical principles in research, avoid plagiarism, and identify legitimate publishing platforms.

## **STCTE VAC007:DIABETES CARE EDUCATION**

**(Contact hours: 30)**

### **Course Learning Outcomes (CLOs)**

- Describe the significance health and health care education and check the life style diseases.
- Identify the need and significance of diabetes care education in schools and colleges.
- Realize the importance of exercises in diabetes control and help people to perform exercises suited to their physique.

**STCTE VAC008:  
PRO-ACTIVE GENDER RESPONSIBILITY  
(Contact hours: 30)**

**Course Learning Outcomes (CLOs)**

- Discuss the pro-active gender notions in the present scenario.
- Identify the need and significance of gender responsibility.
- Explain the role of educational institutions in promoting positive gender concerns.

**STCTE VAC009:  
ONLINE ASSESSMENT TOOLS  
(Contact hours: 30)**

**Course Learning Outcomes (CLOs)**

- Comprehend the concepts of assessment and evaluation
- Discuss the concept of e assessment
- Identify the different online tools of assessment
- Prepare materials with the digital tools of assessment.

**STCTE VAC010: BOTTLE ART  
(Contact hours: 30)**

**Course Learning Outcomes (CLOs)**

- Comprehend the basic concepts, tools and techniques used in Bottle Art.
- Discuss the concept of sketching and drawing from natural and manmade objects and structures in various medium like pencil, pen, ink, paint, crayon, chalk, colour, etc on bottles.
- Acquaint the learners with colour sense and its use in practical.

**STCTE VAC 011: EDTECH ESSENTIALS: TOOLS AND  
STRATEGIES FOR THE 21<sup>st</sup> - CENTURY CLASSROOM  
(Contact hours: 30)**

**Course Learning Outcomes (CLOs)**

- Apply foundational frameworks (SAMR, TPACK) to plan and evaluate technology-integrated lessons.
- Use Google Workspace tools (Docs, Slides, Sheets, Forms, Classroom) effectively for teaching and learning tasks.
- Demonstrate competent use of AI tools for lesson planning, content creation, and real-time student assessment.
- Create engaging digital instructional materials using multimedia, infographics, and interactive presentation tools.
- Design technology-enhanced assessments, build a digital teaching portfolio, and engage in self-directed professional development.



"Celebrating Academic Excellence – Our B.Ed. students have achieved outstanding results, reflecting their dedication, perseverance, and commitment to the teaching profession."

**ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA, KERALA**  
Research Centre in Education  
**B.Ed. RESULTS 2024-2026 BATCH**

100% Results  
40 A+  
7 A  
1 B

**1<sup>st</sup> RANK HOLDERS**

**Devika Raj**  
Physical Science Education

**Diunty Jose**  
Social Science Education

**Ezabel Mariya Sebastian**  
Physical Science Education

**Rinu George**  
English Education

**Kripa Mathew**  
English Education

**2<sup>nd</sup> RANK HOLDERS**

**Jesna Jose**  
Natural Science Education

**Diya Mariam Jiji**  
Social Science Education

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Research Centre in Education  
**B.Ed. RESULTS 2024-2026 BATCH**

100% Results  
40 A+  
7 A  
1 B

**8<sup>th</sup> POSITION**

**Namitha M Sharma**  
Mathematics Education

**Nimmu Thomas**  
Physical Science Education

**Adithya V**  
Commerce Education

**9<sup>th</sup> POSITION**

**Jyothi Roy**  
Natural Science Education

**Maria Mathew**  
Physical Science Education

**10<sup>th</sup> POSITION**

**Sr. Chippy Antony**  
Natural Science Education

**ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA, KERALA**  
Research Centre in Education  
**B.Ed. RESULTS 2024-2026 BATCH**

100% Results  
40 A+  
7 A  
1 B

**3<sup>rd</sup> RANK HOLDERS**

**Gouri Krishna M**  
English Education

**Jinnu Maria Jose**  
Natural Science Education

**Sreelakshmi V**  
Commerce Education

**Meenakshi Ullas**  
Social Science Education

**5<sup>th</sup> POSITION**

**Aswathy K R**  
Physical Science Education

**Dr. Dan George**  
English Education

**6<sup>th</sup> POSITION**

**K S Neeraja**  
Mathematics Education

# ACADEMIC SUPPORT WINGS / SERVICES/INITIATIVES



## SELF STUDY COURSES

- The college supports the MOOC course on Organic Farming offered by Mahatma Gandhi University and other Massive Open Online Courses

- **EBSB** -Ek Bharat Shreshtha Bharat programme aims to enhance interaction & promote mutual understanding between people of different states /UTs through the concept of state/Ut pairing.
- **FIT INDIA** -Fit India Movement is a nation-wide campaign that aims at encouraging people to include physical activities and sports in their everyday lives.
- **SANNADHAM** - Sannadham, volunteers will have to take up various social responsibilities.
- **VENTEL** (Vocational Education Nai Talim Experiential Learning) - Our college has a VENTEL AP unit (5 groups) in collaboration with Mahatma Gandhi National Council of Rural Education (MGNCRE) Hyderabad, under the Ministry of Education, Government of India.
- **YIP** -Young Innovators Programme aims to empower future innovators to innovate new products, services or models to meet emerging requirements, unarticulated needs, or existing market needs of the society more effectively through an innovative challenge.

# NATIONAL SERVICE SCHEME (NSS)



A government aided National Service Scheme (90B) unit functions in the college. The NSS unit aims at developing a sense of social and civic responsibility among student teachers by identifying the needs and problems of the community in which they work and involve them in problem-solving.

# SUPPORT SERVICES

## I. COACHING FOR COMPETITIVE EXAMINATIONS

Coaching classes are provided to UGC, NET, SET, CTET, KTET aspirants.

## II. GUIDANCE AND COUNSELLING

The guidance and counselling Cell of the college assists in providing guidance and support to the students.

## III. WOMEN'S COUNSELLING

The women counselling centre, functioning in the college offers counselling services to the women students, who form the majority of the student community.

## IV. HEALTH AND FIRST AID

The health club functions in the college aims at giving necessary health awareness to the students.

## V. TRANSGENDER WELFARE

The Transgender Welfare Cell of the college ensures the rights of transgender students and creates awareness among the students about trans-genders.

## VI. SC/ST WELFARE

The SC/ST cell of the college ensures the rights and welfare of the SC/ST students.

## VII. CAREER GUIDANCE & PLACEMENT CELL

The cell provides employment opportunities to its students. The college has a database of schools and the college maintains close contact with the schools and the upcoming requirements of teachers are informed to students accordingly.

## VIII. COLLEGE LIBRARY

**Working Hours** -The library is open from 8.30 am to 5.30 pm on all class days and from 10.00 am to 4.00 pm on other days except Sundays, public holidays and specially announced holidays of the college.

Special Services

- Internet Services: - The library provides all sorts of Internet services including e-mail.
- Reprographic Services: - Photocopy, printing and scanning facilities are available in the library at nominal rates.
- Newspaper clipping file: - A file for keeping 'The Hindu' - education plus.
- CD Collections: - CDs are available for reference.
- Reference Service: - Ready range and Long range Reference service
- Book Bank Facility: The Library provides books to financially deserving students for a period of six months.
- Digital Library
- Braille Collections
- Library Information Kiosk
- Time and Attendance Biometric Terminal
- Web Opac

## **IX. LABORATORIES**

Various laboratories have been established to help the students in their academic pursuits. The college has a well-equipped computer lab for computer aided instruction and practical sessions. The different laboratories in the institution include a modern media laboratory, technology laboratory, psychology laboratory, science laboratory and computer laboratory.

- a) Modern Media Laboratory (Dr. A.P.J. Abdul Kalam Media Lab)
- b) Psychology Laboratory :
- c) Technology Laboratory :
- d) Science Laboratory :
- e) Computer Laboratory :

## **X. PRAYER ROOM**

The College has a prayer room. It provides a space for prayer and reflection for student and staff of the college.

## **XI. CANTEEN**

The College provides light refreshments for students during the intervals.

College Store: The College provides books, pencils, and other miscellaneous articles to students.

## **XII. LADIES WAITING ROOM & MEN'S REST ROOM**

There are two waiting rooms for students, one each on each floor.

## **XIII. FIRST AID ROOM**

The College has a first aid room with the basic necessities which students can make use of when they are sick.

## **XIV. FITNESS CENTRE**

Health is wealth. The college gives due priority to the health of its students and staff. The college has separate gyms for men and women students and staff of the college.

## **XV. MULTIPURPOSE HALL**

The College has a multipurpose hall. As the name suggests it is used for various purposes, both scholastic and non- scholastic.

## **XVII. COOKING AREA**

The College has a well equipped and maintained kitchen facility which is effectively used during the conduct of community living camps and other occasions.