



# 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

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# PROSPECTUS

## 2020-21





# ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

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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 reaccredited with A grade (3rd Cycle 2014) by NAAC. This is a minority institution owned and run by the Catholic Diocese of Palai, and is affiliated to Mahatma Gandhi University, Kottayam. NCTE 12 FB

## VISION

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Enlightenment, Excellence and Service through Divine Illumination.

## MISSION

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- 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 AND CODE OF BEHAVIOUR

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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.





# B.ED. PROGRAMME

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.

## Programme Outcomes

1. Ensure the Development of Teacher Competence, Sensitivity and Teacher Motivation
2. Uphold the value system based on the cultural, social, political and moral bases of Indian society
3. Ensure the importance on professional preparation of teachers
4. Knowing of ICT enabled curriculum and e-learning
5. Realizing the importance of inclusive education and gender issues
6. Identify and solve the prevalent major social and environmental issues / challenges and equip the classroom learner to face those challenges
7. Moulding technologically competent and realize the importance of ICT and e-learning
8. 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
9. Imbibe the aptitude for understanding the principles and practices related to the varied psychological, sociological and philosophical areas to facilitate productive cognition
10. Focus on communicative English which will help the student teachers to communicate well in diverse settings and groups
11. 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
12. Enhance drama and art education to nurture children's creativity and aesthetic sensibilities
13. Enhance the critical thinking skills through strategies that encourage precise approach to inquiry, collaboration and active participation in the classrooms
14. Acquire the right attitude with qualitative commitment using multiple levels of tools and techniques



# SEMESTER 1 : CORE COURSES

## CONTEMPORARY INDIA AND EDUCATION

### Course Outcomes

- 1.Appreciate the Educational Heritage of India
2. Understand the nature of education as a discipline and its correlation with other disciplines
3. Comprehend the basic features of Indian constitution and its implication in education
4. Critically examine the pivotal issues of contemporary India
5. Analyse vision, aims of education and recommendations of various commissions after independence in shaping the present education system of India
6. Evaluate the basic concepts/issues of education with reference to NCF (2005) and NCFTE (2009)
7. Discuss the emerging dimensions of teacher education and professional growth of teachers

## CHILDHOOD AND GROWING UP

### Course Outcomes

1. Understand the basic concepts and principles of Educational Psychology
2. Understand the characteristics of human growth and development in childhood and adolescence and the developmental process of the individual in different dimensions
3. Help adolescents in better adjustment and development
4. Understand the nature of motivation in learning as relevant to classroom management
5. Understand the mental processes of learners
6. Apply psychological principles in the teaching learning process effectively
7. Understand the concept of intelligence
8. Acquaint with various tests related to intelligence
9. Understand the strategies for enhancing effective memorization in children

## DEVELOPMENTS AND RESOURCES IN EDUCATIONAL TECHNOLOGY

### Course Outcomes

1. Understand the nature, scope and various forms of educational technology.
2. Know the modes of development of self learning material
3. Develop the ability for critical appraisal of the audio-visual media
4. Develop basic skills in the production of different types of instructional material
5. Know the recent innovations and future perspectives of Educational Technology
6. Blend the merits of multimedia in the process of teaching and learning
7. Develop an awareness about the application of information technology in the process of learning
8. Recognize the importance of effective communication and interaction in classroom
9. Apply appropriate instructional approaches in teaching and learning

# PEDAGOGIC COURSES

## UNDERSTANDING THE DISCIPLINE OF ENGLISH EDUCATION

### Course Outcomes

1. Justify the relevance of English language learning and teaching
2. Develop authentic classroom practices based on theoretical underpinnings
3. Apply an integrated approach in developing the four-fold language skills
4. Develop the ability for self-study

## LEARNING TO FUNCTION AS AN ENGLISH TEACHER

### Course Outcomes

1. Use appropriate strategies to develop the target skills or sub-skills
2. Understand the important contribution of the various methods in enriching language
3. Create a positive learning environment by ensuring involvement of all the learners
4. Apply relevant strategies to develop the target language
5. Use English appropriately when explaining, instructing, prompting, eliciting, conveying meaning, and motivating learners
6. Monitor learners and provide feedback on language and tasks, including oral or written correction

## UNDERSTANDING THE DISCIPLINE OF MATHEMATICS EDUCATION

### Course Outcomes

1. Inquire into the contribution of eminent mathematicians
2. Appreciate the significance of Mathematics as a Discipline
3. Get a perspective on scope of Mathematics
4. Make sense of the, aims, objectives and skills of teaching Mathematics
5. Internalize the values of teaching mathematics
6. Gain an insight of the Interdisciplinary Nature of Mathematics
7. Endow with the significance of Taxonomy of instructional objectives of teaching Mathematics

## LEARNING TO FUNCTION AS MATHEMATICS TEACHER

### Course Outcomes

1. Explore the distinctive features of varied instructional approaches, techniques and methods of teaching Mathematics
2. Equip with innovative strategies of mathematics teaching
3. Entwine models of differentiated teaching in effectual instructional practices of Mathematics education
4. Fine-tune themselves as innovative pedagogic practitioner

## UNDERSTANDING THE DISCIPLINE OF PHYSICAL SCIENCE EDUCATION

### Course Outcomes

1. Acquaint with the history of Science as a discipline
2. Inquire into the contribution of eminent Scientists
3. Appreciate the conception and significance of Science as a Discipline
4. Get a perspective on scope of Science
5. Make sense of the, aims, objectives and skills of teaching Physical Science in order to adopt a holistic Approach at Primary, Secondary and Higher Secondary levels Internalize the values of teaching Physical Science
6. Gain an insight of the Interdisciplinary Nature of Physical Science and Correlate it with other subjects for effective classroom teaching
7. Endow the significance of taxonomy of instructional objectives of teaching physical science



# PEDAGOGIC COURSES

## LEARNING TO FUNCTION AS PHYSICAL SCIENCE TEACHER

### Course Outcomes

1. Explore the distinctive features of varied instructional approaches, techniques and methods of teaching Physical Science
2. Equip with innovative strategies of Physical Science teaching
3. Interweave models of differentiated teaching in effectual instructional practices of Physical Science education
4. Fine-tune themselves as innovative pedagogic practitioner
5. Develop an understanding about individual difference and its remediation
6. Outfit prospective teachers in up surging skills for effectual teaching in Physical Science

## UNDERSTANDING THE DISCIPLINE OF NATURAL SCIENCE EDUCATION

### Course Outcomes

1. Acquaint with the evolution of Natural science as a discipline
2. Understand the psychological bases of Natural science education
3. Identify the role of Natural science in the social realm
4. Apply the theoretical background of Natural Science in teaching
5. Internalise the values of teaching Natural science
6. Gain an insight of the interdisciplinary nature of Natural Science and Correlate it with other subjects for effective classroom teaching
7. Appreciate that science is a dynamic and expanding body of knowledge

## LEARNING TO FUNCTION AS NATURAL SCIENCE TEACHER

### Course Outcomes

1. Explore the distinctive features of various approaches, techniques, methods and devises of teaching natural science
2. Critically examine teaching learning processes that incorporate inquiry, discovery, conceptual development ,activity based learning etc. within the classroom
3. Develop the lesson plans based on the Models of Teaching
4. Develop diverse processes throughout the year to ensure better motivation and learning, and help children for self assessment with insights about learning
5. Understand the concept, tools and techniques of evaluation
6. Explore diverse methods and tools for assessing an array of learning/performance outcomes of diverse learners

## UNDERSTANDING THE DISCIPLINE OF SOCIAL SCIENCE EDUCATION

### Course Outcomes

1. Acquaint with the historical development of Social Science as a discipline
2. Conceptualize the background of Social Science and evaluate its practicability
3. Examine how the content was selected, framed in the syllabus, and how it is transformed so that the learners are able to construct their own knowledge through it
4. Internalize the aims and objectives of teaching Social Studies/Social Science in order to adopt a holistic approach at the Primary, Secondary and Higher Secondary levels
5. Evaluate the interdisciplinary and intradisciplinary nature of Social Science and correlate it with the other subjects for effective classroom teaching
6. Apply the theoretical background of Social Science to teaching
7. Develop positive attitudes and proper value systems based on the Cultural, Moral, Social and Political basis of Indian society
8. Conceptualise the educational objectives of teaching social science

# PEDAGOGIC COURSES

## LEARNING TO FUNCTION AS SOCIAL SCIENCE TEACHER

### Course Outcomes

1. Critically examine teaching learning processes that incorporate Inquiry, Discovery, Conceptual Development, Activity Based and Brain Based learning within the classroom
2. Practice the techniques of Drama and Theatre in the process of teaching and learning to nurture children's creativity and aesthetic sensibilities
3. Explore the instructional options available to support learning
4. Train essential micro teaching skill for effective teaching
5. Relate the understanding of the concepts acquired, with what children bring to the classroom from their environment and experience, given their diverse backgrounds and interests
6. Develop diverse processes throughout the year to ensure better motivation and learning, and help children for self assessment with insights about learning

## UNDERSTANDING THE DISCIPLINE OF COMMERCE EDUCATION

### Course Outcomes

1. Acquaint with the evolution of Commerce as a discipline
2. Appreciate the conception and significance of Commerce as a Discipline
3. Gain a perspective about the scope of Commerce
4. Make sense of the, aims, objectives and skills of teaching Commerce.
5. Internalize the values of teaching Commerce
6. Gain an insight of the interdisciplinary nature of Commerce
7. Conceptualize the educational objectives of teaching Commerce Education

## LEARNING TO FUNCTION AS COMMERCE TEACHER

### Course Outcomes

1. Explore the distinctive features of varied instructional approaches, techniques and methods of teaching Commerce
2. Equip with innovative strategies of Commerce teaching
3. Entwine models of differentiated teaching in effectual instructional practices of Commerce education
4. Fine-tune themselves as innovative pedagogic practitioner
5. Outfit prospective teacher in up surging skills for effectual teaching in Commerce



# ASSOCIATE COURSES

## HEALTH AND PHYSICAL EDUCATION

### Course Outcomes

1. Develop positive attitude towards health
2. Gain knowledge about various hypo kinetic and communicable diseases and its prevention
3. Acquire knowledge about nutrition ,energy requirement and expenditure
4. Understand the practice of Yogasanas and its importance
5. Organize and assist in the conduct of sports and games
6. Apply the techniques of First Aid
7. Develop awareness about physical fitness

## GUIDANCE AND COUNSELLING

### Course Outcomes

1. Acquaint with the nature of guidance and counselling
2. Develop ability to organize guidance programmes in school
3. Understand the counseling process
4. Develop the skills and qualities needed for a counsellor
5. Develop the ability to provide counseling to children and adolescents

## ELEMENTARY EDUCATION

### Course Outcomes

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

## ENVIRONMENTAL EDUCATION

### Course Outcomes

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

## SPECIAL EDUCATION

### Course Outcomes

1. Critically analyze the concept of 'disability' and 'inclusion' and develop a dynamic approach to pupil diversity and individual differences identify needs of children with diversities
2. Get acquainted with the cultures, policies and educational practices and equipped with inclusive practices
3. Incorporate multidisciplinary approach and innovative practices in inclusive set up
4. Use specific strategies and assistive and adaptive technologies in teaching children with special needs in inclusive classrooms

# SEMESTER 2 CORE COURSES

## KNOWLEDGE AND CURRICULUM

### Course Outcomes

- 1.Appreciate the philosophical contributions of India to the world
- 2.Analyze the basic principles of various schools of philosophy
- 3.Find out the inter-relationship between philosophy and education
- 4.Evaluate the need and the basic principles of sociology
- 5.Comprehend the trends in social changes and their impact on education
- 6.Elaborate education is in the sociological perspectives
- 7.Critically evaluate the practices of paedocentric and activity centered education
- 8.understand the foundations of curriculum construction
- 9.Apply the principles of effective management of the schools

## LEARNING AND TEACHING

### Course Outcomes

- 1.Understand the process of learning and different approaches to the teaching learning process
- 2.Understand different perspectives of schools of psychology on learning
- 3.Get acquainted with the individual differences among and within the individual
- 4.Identify and cater to the educational needs of various types of children
- 5.Help student teachers to develop leadership skills
- 6.Understand the characteristics of children with special needs and help them provide appropriate learning in accordance with their needs
- 7.Acquaint student teachers with group dynamics
- 8.Understand the concept of transfer of learning and apply the principles to foster maximum positive transfer

## ASSESSMENT FOR LEARNING

### Course Outcomes

- 1.Familiarize with the latest trends in evaluation
  - 2.Get a perspective on scope of assessment and evaluation
  - 3.Develop appropriate assessment instruments for students
  - 4.Appreciate the role of teacher as a researcher
  - 5.Develop competencies to evaluate learning
  - 6.Apply the essentials of statistics in process of evaluation
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# SEMESTER 2

## PEDAGOGIC COURSES

### **PEDAGOGICAL DIMENSIONS OF ENGLISH**

#### Course Outcomes

1. Assume accountability for the teaching-learning process
2. Apply relevant strategies to develop the target language
3. Analyze the content with respect to the relevant aims of teaching the target language
4. Design instruction catering to the diverse needs of the language classroom
5. Judge the efficacy of teaching through self-assessment
6. Evaluate the language skills of learners and provide remediation

### **PEDAGOGICAL DIMENSIONS OF MATHEMATICS**

#### Course Outcomes

1. Capacitate systematic planning of instruction and develop skill in charting lesson designs
2. Apprehend the pedagogy of Mathematics of Secondary level
3. Acquaint with concept of techno Pedagogy and understand the role of the teacher as a techno-pedagogue
4. Augment the levels of teaching competence by synchronizing IT in teaching
5. Conceptualize the ideology of Constructivism in Mathematics teaching

### **CURRICULUM AND RESOURCE DEVELOPMENT IN ENGLISH EDUCATION**

#### Course Outcomes

1. Understand the principles of curriculum construction with special reference to English teaching
2. Modify the curriculum so as to address student needs
3. Develop competency in distinguishing different types of curriculum
4. Use the resources and instructional support effectively to transact the curriculum
5. Organize activities related to the English club for developing communicative skills

### **CURRICULUM AND RESOURCE DEVELOPMENT IN MATHEMATICS EDUCATION**

#### Course Outcomes

1. Acquaint with the concept and functions of curriculum
2. Gain a perspective on the principles and approaches of curriculum construction
3. Identify different types of curriculum
4. Become proficient in analyzing Mathematics curriculum
5. Familiarize the nature and functions of various learning resources
6. Get acquainted with online resources to uphill the level of teaching performance

# SEMESTER 2

## PEDAGOGIC COURSES

### **PEDAGOGICAL DIMENSIONS OF PHYSICAL SCIENCE**

#### Course Outcomes

1. Capacitate systematic planning of instruction and develop skill in charting lesson designs
2. Apprehend the pedagogy of Physical Science of Higher Secondary and Secondary level
3. Acquaint with practices of feedback mechanisms and online assessment tools and techniques
4. Acquaint with concept of techno Pedagogy and understand the role of the teacher as a techno-pedagogue
5. Augment the levels of teaching competence by synchronizing IT in teaching

### **PEDAGOGICAL DIMENSIONS OF NATURAL SCIENCE EDUCATION**

#### Course Outcomes

1. Analyze the nature of the school subject, its relation to disciplinary knowledge
2. Develop insight on taxonomy of educational objectives
3. Acquaint with concept of techno Pedagogy and understand the role of the teacher as a techno-pedagogue
4. Develop a deeper theoretical understanding of how children in diverse and social contexts construct knowledge
5. Acquaint with developing year plan, unit plan, lesson plan and feedback mechanisms, assessment tools and techniques
6. Apply Innovative teaching-learning strategies and acquaint oneself with ICT enabled Teaching skills and competency
7. Analyze the content areas of Life Science Textbooks for standard VI-X

### **CURRICULUM AND RESOURCE DEVELOPMENT IN PHYSICAL SCIENCE EDUCATION**

#### Course Outcomes

1. Acquaint with the concept and functions of curriculum
2. Gain a perspective on the principles and approaches of curriculum construction
3. Identify different types of curriculum
4. Become proficient in analyzing physical science curriculum
5. Familiarize the nature and functions of various instructional resources
6. Explore e- resources to uphill the level of teaching performance

### **CURRICULUM AND RESOURCE DEVELOPMENT IN NATURAL SCIENCE EDUCATION**

#### Course Outcomes

1. Identify various dimensions of curriculum and their relationship with the aims of education
  2. Examine the role of the hidden curriculum and children's resilience
  3. Decide on the curriculum best suited to address students' need and changes in society.
  4. Develop competency in evaluating a curriculum and its elements
  5. Critically analyze various samples of textbooks, children's literature, teacher's handbooks and e-learning resources
  6. Utilize various resources and activities to promote effective teaching and learning
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# SEMESTER 2 PEDAGOGIC COURSES

## **PEDAGOGICAL DIMENSIONS OF SOCIAL SCIENCE**

### Course Outcomes

1. Endow with the significance Psychological bases of Social Science Education
2. Analyze the nature of the school subject, its relation to disciplinary knowledge and its social history as a subject in the school curriculum
3. Explore pedagogical approaches for the teaching of the subject at different stages of school
4. Develop a deeper theoretical understanding of how children in diverse and social contexts construct knowledge
5. Apply innovative teaching-learning strategies and acquaint oneself with ICT enabled teaching
6. Examine the possibilities of Multimedia for learning and instruction
7. Analyze the content areas of Social Science Textbooks for Standard VI-X
8. Practice diverse methods and prepare tools for assessing an array of learning/performance outcomes of diverse learners

## **CURRICULUM AND RESOURCE DEVELOPMENT IN SOCIAL SCIENCE EDUCATION**

### Course Outcomes

1. Identify the various dimensions of curriculum and their relationship with the aims of education
2. Examine the principles and approaches to curriculum organization
3. Decide on the type of curriculum best suited to address students' needs and changes in society
4. Aware of the approaches of NCF and KCF to Social Science
5. Identify various learning resources available for teaching Social Science
6. Utilize the various e-learning and online resources to promote effective teaching and learning
7. Analyze various instructional resources for supporting Social Science instruction

## **PEDAGOGICAL DIMENSIONS OF COMMERCE**

### Course Outcomes

1. Endow with the significance Psychological bases of Commerce Education
2. Capacitate systematic planning of instruction and develop skill in charting lesson designs
3. Apprehend the pedagogy of Commerce of Higher Secondary level
4. Acquaint with practices of feedback mechanisms and online assessment tools and techniques
5. Acquaint with concept of techno Pedagogy and understand the role of the teacher as a techno-pedagogue
6. Boost up the levels of teaching competence by synchronizing IT in teaching

## **CURRICULUM AND RESOURCE DEVELOPMENT IN COMMERCE EDUCATION**

### Course Outcomes

1. Acquaint with the concept and functions of curriculum
  2. Gain a perspective on the principles and approaches of curriculum construction
  3. Identify different types of curriculum
  4. Become proficient in analyzing Commerce Curriculum
  5. Familiarize the nature and functions of various instructional resources
  6. Explore e- resources to escalating the level of teaching performance
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# SEMESTER 3

## ASSOCIATE COURSE

### LANGUAGE ACROSS THE CURRICULUM

#### Course Outcomes

1. Create sensitivity to the language diversity that exists in the classrooms
  2. Understand models of language teaching and learning
  3. Develop competence in analyzing current school practices and coming up with appropriate alternatives
  4. Appreciate interdisciplinary approach and oral and written discourses in classrooms
  5. Develop strategies for using language to promote learning in the subject area
  6. Prepare teaching manuals and construct achievement tests and diagnostic tests, teach and learn incorporating
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# SEMESTER 4 CORE COURSES

## **GENDER, SCHOOL AND SOCIETY**

### Course Outcomes

1. Develop basic understanding and familiarity with key concepts - gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism
2. Understand the gradual paradigm shift from women's studies to gender Studies and some important landmarks in connection with gender and education in the historical and contemporary period
3. Understand the role of Social Medias on perpetuating gender notions in Indian society

## **PERSONALITY DYNAMICS IN EDUCATION**

### Course Outcomes

1. Understand the relevance of Intelligence, IQ, EQ, and SQ in learning and teaching
  2. Understand the characteristics of mature personality
  3. Understand the different approaches to personality
  4. Apply the principles of eco-psychology in conservation of natural resources
  5. Help learners develop proper attitude towards outdoor education
  6. Understand the significance of life-skills in leading a successful and happy life
  7. Understand the basic principles and issues related to Inclusive education
  8. Acquaint with experience related to inclusive education
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# SEMESTER 4

## PEDAGOGIC COURSES

### PROFESSIONAL DEVELOPMENT OF ENGLISH TEACHER

#### Course Outcomes

1. Develop personal and professional competencies as a teacher
2. Handle challenges in language education with responsibility
3. Direct the mode of teaching in a professional manner
4. Reflect on practices in promoting values and humane attitudes
5. Participate in professional development activities
6. Understand the challenges in teaching English with reference to recent trends

### PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHER

#### Course Outcomes

1. Cognicize with the essential qualities, duties and responsibilities of Mathematics Teacher
2. Develop personal and professional competencies as a teacher
3. Familiarizewith the reflective practices for nurturing professionalism
4. Conscientize with the recent research trends in Mathematics education
5. Inculcate a broader perspective on the varied activities enriching Mathematics Teaching and learning
6. Shape their vision and mission as a professional

### PROFESSIONAL DEVELOPMENT OF PHYSICAL SCIENCE TEACHER

#### Course Outcomes

1. Cognicize with the essential qualities, duties and responsibilities of Physical Science Teacher
2. Mould to endorse the professional spirit in diverse angles
3. Tone up with the rudiments of reflective practices for nurturing professionalism
4. Conscientize with the recent research trends in Science education
5. Inculcate a broader perspective on the varied activities enriching science Teaching and learning and Shape their vision and mission as a professional

### PROFESSIONAL DEVELOPMENT OF NATURAL SCIENCE TEACHER

#### Course Outcomes

1. Develop professional and personal self
  2. Inculcate the essential qualities, duties and responsibilities of a Natural Science Teacher
  3. Create and widen the base for human values, namely freedom, trust, mutual respect, respect for diversity, etc
  4. Develop the special concern of Science as a means to Promote Nationalism, Universalism and Secularism
  5. Analyze different dimensions of social reality in the class, and work towards creating increasing self-awareness amongst themselves and in the learners
  6. Identify and resolve the major challenges faced by our society and make use of the scientific knowledge in nurturing/equipping the learner to face those challenges
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# SEMESTER 4

## PEDAGOGIC COURSES

### PROFESSIONAL DEVELOPMENT OF SOCIAL SCIENC TEACHER

#### Course Outcomes

1. Develop Personal and Professional qualities and competencies as a teacher
2. Develop a sense of Accountability, Professional Ethics Vision and Mission as a teacher
3. Identify the need importance and ways for the Professional Development of a teacher
4. Analyze the multifaceted role of teacher in an event of socio-cultural change and modernization
5. Develop the special concern of Social Science as a unique mean to Promote Nationalism and Internationalism
6. Analyze different dimensions of social reality in the class, and work towards creating increase of self-awareness amongst themselves and in the learners
7. Identify the special issues and challenges faced by our society and make use of the knowledge in equipping the learner to face them
8. Develop Research Aptitude to promote an in-depth study on the different areas of the Subject

### PROFESSIONAL DEVELOPMENT OF COMMERCE TEACHER

#### Course Outcomes

1. Cognicize with the essential qualities, duties and responsibilities of Commerce Teacher
  2. Mold to endorse the professional spirit in diverse angles
  3. Tone up with the rudiments of reflective practices for nurturing professionalism
  4. Conscientize with the recent research trends in Commerce education
  5. Inculcate a broader perspective on the varied activities enriching Commerce Teaching and learning
  6. Shape their vision and mission as a professional
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# COURSE FOR ENHANCING PROFESSIONAL COMPETENCIES

## COMMUNICATIVE ENGLISH

### Course Outcomes

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

## HEALTH AND PHYSICAL EDUCATION

### Course Outcomes

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

## DRAMA AND ART IN EDUCATION

### Course Outcomes

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. Interlink 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
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# 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**



# M.ED. PROGRAMME OUTCOMES

1. Crystal clear knowledge about the pedagogical sciences.
2. Attain sound foundations of the multi-dimensional bases of teacher education.
3. Be equipped with innovative talents in the art and science of teaching.
4. Acquire specific skills related to lifelong learning, teaching, and research.
5. Be fortified with abilities to transact soft skills and life skills in professional life.
6. Be conversant with up-to-date information in the discipline of education.
7. Harness ICT and technological developments for educational practice, professional empowerment and constructive life.
8. Be groomed as professionals in teacher education, as specialised personnel/leaders in different walks of life, and as social engineers.
9. Be inspired to broaden their horizons and nurture social responsibility.





# COURSE OUTCOMES

## SEMESTER I

### **ED010101 - ADVANCED PHILOSOPHY OF EDUCATION**

#### **Course Outcomes**

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

1. gain understanding of the philosophical origin/basis of education and its application for the enhancement of educational quality.
2. be exposed to the concepts of philosophical inquiry and use them as a basis to all their educational endeavours.
3. understand 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.
4. develop a philosophical outlook for their personal life situations and in the handling of the problems related to educational issues.
5. become aware of the contributions of the important philosophical schools to the theory and practice of education.
6. realize the value basis of education, human rights problems and concerns of life and implement it at life situations.
7. get acquainted with the process of validating information in different disciplines and learn to use the knowledge as application to education.
8. get acquainted with the major Philosophical systems/schools and use them to recognize issues that need understanding from ethical, epistemic, aesthetic and political perspectives and their implications for education.
9. analyse critically postulates and vision of great thinkers and their educational implications.
10. develop a deeper understanding of the major modern movements in educational philosophies in the West and in India.
11. develop the capacity to do independent thinking and a deeper insight into the philosophical roots and educational problems.
12. get stimulated to have their own independent and consistent view-point of a philosophy which enable them to make effective decisions on educational problems or issues.

### **ED010102 - ADVANCED EDUCATIONAL PSYCHOLOGY: LEARNING AND DEVELOPMENT**

#### **Course Outcomes**

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

1. explore basic psychological concepts and approaches of educational psychology and research process in psychology.
2. understand the basic concepts, principles and theories of educational psychology.
3. understand the implications of psychological theories and principles in learning and instruction.
4. critically evaluate the relevance of various theories.
5. develop scientific attitude and research competency.

## **ED010103 – INTRODUCTION TO EDUCATIONAL RESEARCH AND STATISTICS**

### **Course Outcomes**

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

1. understand the concept of development of teacher education
2. understand the concept of pre-service teacher education
3. comprehend the agencies for imparting pre-service education
4. understand curricular aspects of teacher education
5. comprehend the concept of In-service education
6. comprehend the agencies for imparting in-service education
7. understand the trends of research in teacher education

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

### **Course Outcomes**

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

1. understand the concept of development of teacher education
2. understand the concept of pre-service teacher education
3. comprehend the agencies for imparting pre-service education
4. understand curricular aspects of teacher education
5. comprehend the concept of In-service education
6. comprehend the agencies for imparting in-service education
7. understand the trends of research in teacher education

## **COMMON CORE COURSE ED010105 - ICT AND SKILL DEVELOPMENT**

### **Course Outcomes**

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

1. understand ICT and to apply it in the educational settings.
2. acquire the skill of using computer lab and smart classrooms.
3. familiarise various web tools for class rooms.
4. provide an opportunity for prospective teachers to learn communication skills and practice them in real settings.
5. acquaint with relevant writing skills.
6. understand the way of academic writing.
7. acquaint with different skills for self-development.

COURSE OUTCOMES  
**SEMESTER 2**

COMMON CORE COURSE  
**ED010201 – PERSPECTIVES ON EDUCATION STUDIES**

**Course Outcomes**

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

1. develop understanding about education as a discipline and field of study.
2. analyse education in the context of social phenomena and social practice.
3. appreciate education as a discipline in terms of the theoretical, practical and application elements.
4. examine the vision of education in India reflected in the policies and programmes of government.
5. comprehend the performance appraisal of higher education institutions and the conduct of quality analysis in educational institutions.
6. critically examine the pivotal issues of contemporary India and to prepare action plans.
7. comprehend the educational ideas of seminal thinkers with respect to the vision and mission of education.
8. critically evaluate the problems and prospects of international initiatives and national policies in the present context.

COMMON CORE COURSE  
**ED010202 - HISTORY, SOCIOLOGY AND POLITICAL ECONOMY OF  
EDUCATION**

**Course Outcomes**

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

1. develop understanding about education as a social process.
2. analyse education in the context of creating a humane society.
3. appreciate the role of education in modernisation, social reconstruction and sustainable development.
4. critically examine the role of education in protecting human rights and combating social evils.
5. comprehend the educational vision of the Constitution of India.
6. critically examine the pivotal social, political and economic issues of contemporary India.
7. develop abilities to make comparisons between the pre-independent and post-independent Indian education.
8. encounter the challenges of addictions, consumerism, superstitions, abuses, discriminations and inequalities in society.
9. develop an insight and prepare action plans to tackle the contemporary issues in Indian education.

COMMON CORE COURSE  
**ED010203 - ADVANCED EDUCATIONAL PSYCHOLOGY:  
INDIVIDUAL DIFFERENCES**

**Course Outcomes**

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

1. understand the basic concepts, principles and their theories related to individual differences.
2. understand the implications of theories of personality and intelligence.
3. evaluate the relevance of various theories.
4. develop scientific attitude and research competency.

COMMON CORE COURSE  
**ED010204 – ADVANCED EDUCATIONAL RESEARCH AND  
STATISTICS**

**Course Outcomes**

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

1. develop the ability to select appropriate design for a research study.
2. understand the meaning and techniques of sampling.
3. understand the characteristics and use of different tools and techniques for data collection.
4. develop the skill in selecting appropriate inferential statistics in educational research.
5. understand normal probability distribution and its uses.
6. develop skill in analysing and interpreting the data collected for educational research.
7. draw generalizations on the basis of a research study.
8. acquaint with the preparation of dissertation.

SPECIALISATION CORE COURSE  
**ED010205 – CONTEXT AND ISSUES OF ELEMENTARY EDUCATION**

**Course Outcomes**

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

1. develop an understanding about elementary education and its allied concepts.
2. analyse the feeder programmes of elementary education in the context of India.
3. examine the history, vision and development of elementary education in pre-independent and post-independent India.
4. critically examine the role of different regulatory and monitoring agencies of education at national, state and regional levels.
5. comprehend the institutions, structures and initiatives for elementary education in India.
6. critically examine the pivotal issues of contemporary India with respect to elementary education and to prepare action plans.
7. comprehend the curriculum and evaluation in elementary education.
8. critically evaluate the international trends, national initiatives and national policies in elementary education in the present context.



# SEMESTER 3

## SPECIALISATION ELECTIVE COURSE ED800301 – EDUCATIONAL EVALUATION

### Course Outcomes

**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.

## SPECIALISATION ELECTIVE COURSE ED800302 – EDUCATIONAL TECHNOLOGY

### Course Outcomes

**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.

## SPECIALISATION ELECTIVE COURSE ED800303 – GUIDANCE AND COUNSELLING

### Course Outcomes

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

- 1.acquire knowledge and develop effective skills in guidance and counselling
- 2.develop interest to enter into the field of guidance and counselling
- 3.identify the problems in educational setting
- 4.take initiative in planning and organising various guidance services in educational institutions
- 5.equip with advanced tools and techniques of guidance and counselling recognizethe impact of new technology in guidance and counselling

**Course Outcomes****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.

**SPECIALISATION ELECTIVE COURSE**  
**ED810301 – ENVIRONMENTAL EDUCATION**

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

1. develop comprehensive concept about the scope and importance of environmental education.
2. acquaint with environmental issues and problems.
3. be aware of the recent environmental hazards and the plan of action to overcome this in a broad perspective.
4. provide training in IT enabled strategies for imparting environmental education.
5. carry out research projects for improving environmental quality and sustainable development.
6. conduct awareness program and develop an action plan for the public about sustainable development.
7. lead a nature friendly life and promote green living in the society.
8. develop an attitude to conserve the nature and natural resources.

**SPECIALISATION ELECTIVE COURSE**  
**ED810302 - INCLUSIVE EDUCATION**

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

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

SPECIALISATION ELECTIVE COURSE  
**ED810303 – NON FORMAL EDUCATION**

**Course Outcomes**

**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.

SPECIALISATION ELECTIVE COURSE  
**ED810304 – HUMAN RIGHTS AND VALUE EDUCATION**

**Course Outcomes**

**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 Outcomes**

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.

# SEMESTER 4

## COMMON CORE COURSE

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

#### **Course Outcomes**

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

1. understand the concept of curriculum and its various determinants explore the process of curriculum development
2. analyse foundations of curriculum and different areas of curriculum. check for the theoretical background of curriculum development
3. reflects on the models, approaches and issues in curriculum development check for the critical evaluation on curriculum and curriculum development
4. analyse on approaches to curriculum, influencing factors on the effectiveness of curriculum implementation
5. resolve the purpose of curriculum evaluation and evaluation of curriculum materials.
6. familiarize curriculum planning and organization – new trends in curriculum planning understand how to select the materials and procedure for curriculum planning and organization
7. understand the importance of values, individual capacities, economic growth, and problems in curriculum planning and organization
8. understand curriculum transaction in relation to its requirements, material and process

## SPECIALISATION CORE COURSE

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

#### **Course Outcomes**

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

1. develop understanding about conceptual perspectives of secondary and senior secondary education.
2. examine the history, vision and development of secondary and senior secondary education in the post- independent India.
3. critically examine the role of different regulatory and monitoring agencies of education at national, state and regional levels.
4. comprehend the institutions, structures, and initiatives for secondary and senior secondary in India.
5. critically examine the issues of contemporary India with respect to secondary and senior secondary education and to prepare action plans.
6. comprehend the curriculum and evaluation in secondary and senior secondary education.
7. critically evaluate the international trends in secondary and senior secondary education and the national initiatives and policies in the present context.
8. analyse the impact of quality enhancement programmes and initiatives at secondary and senior secondary levels and ICT implementation, teacher training and media influence.

## SPECIALISATION ELECTIVE COURSE

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

#### **Course Outcomes**

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

1. understand the key ideologies in learning and teaching a language.
2. attain the skills of curriculum design and construction in language learning.
3. understand the psychology of language learning.
4. gain acquaintance with the modern language pedagogy.
5. gain acquaintance with the latest trends in assessment and evaluation of language learning.
6. be able to design and construct online and offline tests.
7. gain acquaintance with the digital resources in language education.
8. develop research attitude.
9. realise the need and importance of Continuing Professional Development.



SPECIALISATION ELECTIVE COURSE  
**ED820402 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES  
OF LANGUAGE EDUCATION - MALAYALAM**

**Course Outcomes**

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

1. understand the key ideologies in teaching and learning of language
2. develop an understanding of the nature, scope and functions of language teaching and learning
3. analyze the application of linguistic, psycho linguistic, socio linguistic, neuro-linguistic theories in language learning
4. apply the current approaches, methods and innovative techniques in language teaching and learning
5. equip prospective teacher educators in developing language skills, communication skills, teaching skills and study skills
6. grasp the techniques underlying the designing and administration of various kinds of language tests
7. attain the skills of curriculum construction and design in a language
8. adopt and practice instructional strategies for teaching the language and to address the special needs of differently abled children
9. become equipped in retrieving and incorporating suitable ICT enabled learning resources in a language
10. explore modern assessment practices that are in vogue in the field of language teaching ensure quality in the continuing professional development of teachers
11. equip the prospective teacher educators with a positive attitude towards research acquaint themselves with areas of research and various research tools.

SPECIALISATION ELECTIVE COURSE  
**ED820403 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES  
OF LANGUAGE EDUCATION - HINDI**

**Course Outcomes**

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

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

SPECIALISATION ELECTIVE COURSE  
**ED820404 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES  
OF LANGUAGE EDUCATION – SANSKRIT**

**Course Outcomes**

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

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

SPECIALISATION ELECTIVE COURSE  
**ED820405 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES  
OF LANGUAGE EDUCATION - ARABIC**

**Course Outcomes**

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

1. explore the features of varied instructional approaches, techniques and methods of teaching Arabic language & related areas of knowledge.
2. examine the content and scope of school curriculum in Arabic language.
3. acquaint with the recent developments in the curriculum revisions
4. analyze the contemporary learning theories and concepts and acquire the basic skills.
5. understand the various aspects and dimensions of teaching Arabic as a foreign language in the secondary school/colleges in Kerala.
6. 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.
7. internalize various skills involved in teaching Arabic and apply the acquired skills in actual classroom situations.
8. acquaint with practices of feedback mechanisms and online assessment tools
9. acquaint with the concept of techno pedagogy and understand the role of the teacher as a techno-pedagogue
10. gain insight in to the recent research trends in Arabic education
11. explore the scope of models of teaching in effectual instructional practices of Arabic education.
12. uphold professional quest in varied dimensions of Arabic education.

SPECIALISATION ELECTIVE COURSE  
**ED820406 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES  
OF MATHEMATICS EDUCATION**

**Course Outcomes**

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

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.
4. gain acquaintance with the modern Mathematics pedagogy.
5. gain acquaintance with the latest trends in assessment and evaluation of Mathematics learning.
6. gain acquaintance with the digital resources in Mathematics Education.
7. develop research attitude.
8. develop positive attitude towards the profession.
9. realise the need and importance of Continuing Professional Development.
10. explore avenues of Professional Growth.

SPECIALISATION ELECTIVE COURSE  
**ED820407 - ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF SCIENCE  
EDUCATION**

**Course Outcomes**

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

1. understand the features of Science Education.
2. explain various considerations for curriculum development.
3. describe various guiding principles for selection and organisation of learning experiences.
4. discuss various issues in curriculum development.
5. develop the skills needed for designing the science curriculum and for developing support materials for curriculum transaction.
6. understand the need to evaluate curricula and evaluate the same on the basis of different validities.
7. know about and critically analyse innovative curricular efforts in India and abroad.
8. understand the diversity of instructional materials, their role, and the need for contextualization in science education.
9. appreciate the role of co-curricular activities in science education.
10. understand the Constructivist approach to science instruction.
11. understand the role of assessment in the teaching-learning process in science.
12. familiarize with new, innovative trends in assessment.
13. analyze the issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.
14. develop understanding of the process of In-service education.
15. use various methods and techniques for the identification of training needs.
16. use various techniques for the evaluation of In-service teacher education programmes.
17. reflect on issues, concerns and problems of teacher in-service education.
18. appreciate the use of ICT for the professional development of teachers.
19. appreciate the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned.
20. prepare a conducive teaching learning environment in varied school settings.
21. identify and utilize existing resources for promoting inclusive practice.
22. understand the research findings in science education for improving practices related to Science Education.

SPECIALISATION ELECTIVE COURSE  
**ED820408 – ADVANCED METHODOLOGY AND  
PEDAGOGICAL P RACTICES OF SOCIAL SCIENCE  
EDUCATION**

**Course Outcomes**

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

1. develop an understanding of the meaning, nature, theoretical imperatives and componential convergence of the concept of social science in relation with education and curriculum.
2. understand the aims and objectives of teaching social science in the relevance of knowledge of objectives in formulating appropriate methodology of teaching.
3. understand the principles and techniques of organization of social science curriculum.
4. understand the nature and importance of inter-disciplinary approaches to teaching social science.
5. understand the psychological considerations of social science instruction.
6. use modern instructional strategies and models in the teaching and learning of social science.
7. understand the nature, scope and use of technology in Social Science education.
8. identify the various resources for learning social science and use different media materials and resources for teaching Social Science.
9. develop competence to construct and administer appropriate assessment tools of evaluation and interpret results.
10. identify priority areas of research and experimentation in Social Science education.
11. develop competencies through practical experiences to become an effective teacher educator in social science.

SPECIALISATION ELECTIVE COURSE  
**ED 820409 - ADVANCED METHODOLOGY AND PEDAGOGICAL  
PRACTICES OF COMMERCE EDUCATION**

**Course Outcomes**

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

1. develop into a prospective teacher to uphold professional quest in varied dimensions.
2. make sense of the aims and objectives of teaching Commerce.
3. explore the features of varied instructional approaches, techniques and methods of teaching Commerce.
4. entwine models of teaching in effectual instructional practices of Commerce education.
5. gain insight about principles and approaches in designing and organization of Commerce curriculum.
6. outfit prospective teachers in upcoming skills for effectual teaching in Commerce.
7. acquaint with practices of feedback mechanisms and online assessment tools.
8. acquaint with concept of techno pedagogy and understand the role of the teacher as a techno-pedagogue.
9. boost up the levels of teaching competence by synchronizing techno pedagogical content knowledge.
10. conscientise with the recent research trends in Commerce education.

SPECIALISATION ELECTIVE COURSE  
**ED8204010 – ADVANCED METHODOLOGY AND PEDAGOGICAL  
PRACTICES OF IT AND COMPUTER SCIENCE EDUCATION**

**Course Outcomes**

**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.

# 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 VAC 001: ADOLESCENT COUNSELLING**

CONTACT HOURS: 30

Course Objectives:

- 1.To understand the place of Adolescence in the Life Span: the Transitional Years
- 2.Enhance knowledge about nature, types, need and goals of Counselling
- 3.To understand the process of responsible Adolescent Counselling
- 4.Enhance knowledge about Counselling Skills and Ethical issues in Counselling

Course Outcome:

- 1.Teacher trainees examine and understand adolescent's feelings, emotions, problems and needs, so that they can manage the adolescents in their classroom situations.
- 2.The development of the individual so as to promote her/his happiness and responsible behaviour
- 3.Teacher trainee learn how to conduct Counselling effectively with adolescents and to make wise decisions on matters connected with adolescent Counselling
- 4.Increase the knowledge level about the ways and means of mental health, personality development of adolescents through Counselling.

### **STCTE VAC 002: HUMAN RIGHTS**

CONTACT HOURS: 30

Course Objectives:

- 1.To understand the importance of human rights and duties and nature of human dignity.
- 2.To develop a positive attitude towards the movement for human rights workers for human rights, and agencies related to human rights conscientisation.
- 3.To develop social skills like respect for others, respect towards law, values, customs etc.
- 4.To develop skills to organize extension activities for conscientising general public



# VALUE ADDED COURSES

## STCTE VAC 003: AEROBICS

CONTACT HOURS: 30

Course Objectives:

- 1.To gain cardiovascular endurance, improved body composition, increased flexibility, increased muscular strength.
- 2.To provide students with an experience and knowledge of aerobics dance. o To learn the principles of healthy eating, exercise and lifestyle choices.
- 3.To motivate students to lead a healthier life, one that includes regular aerobic exercise.
- 4.To learn the rules, fundamentals, skills and strategies of aerobics.
- 5.To understand how Kinesiology relates to a healthy individual lifestyle.

Course Outcome

- 1.Attain proper level of Physical fitness
- 2.Increase the energy level and mental clarity
- 3.Improve the efficiency of cardiovascular system
- 4.Attain optimum body weight by busing out the excess fat
- 5.As teacher educators, students could be able to transact the practice of aerobics to students and the community in general.

## STCTE VAC 004: YOGIC PRACTICES

CONTACT HOURS: 30

Course objectives

- 1.To understand the fundamental principles of yogic practices and its scientific basis.
- 2.To study the effect of asana on selected systems in the body.
- 3.To acquire the knowledge and training of the individual physical, mental, social and spiritual concepts.
- 4.To promote positive health and prevention of stress related health problems.
- 5.To invoke scientific altitude and team spirit to channelize their energies into creative/constructive endeavors.

Course Outcome

- 1.Increase the flexibility of the body.
- 2.Attain optimum body weight
- 3.Adjustment of good Health Practices especially in food habits
- 4.Attainment of discipline in life
- 5.Admire the ideals of Ancient sages
- 6.Teacher trainees will be able to transact these to wider spectrum consisting of teacher community, students and the society in general

## STCTE VAC 005: VALUES AND PEACE

CONTACT HOURS: 30

Course objectives

- 1.To acquire the knowledge of Nature, concepts, aims and objectives of peace and value education.
- 2.To develop skill to integrate peace and value education in the present curriculum
- 3.To develop the attitude to appreciate the role of peace movement and contributions of world organizations
- 4.To develop attitude in promoting in value education

Course outcomes

- 1.Develop competencies and skills to integrate peace and value education in the present curriculum
- 2.Develop skills to adopt different strategies in values and peace education
- 3.Understand some practical approaches to teach peace education
- 4.Practice scientific models such as value analysis, peace value model, value clarification, et

# VALUE ADDED COURSES

## STCTE VAC 006: MEDIA AND INFORMATION LITERACY

CONTACT HOURS: 30

Course Objectives:

- 1.To determine the extent of information needed.
- 2.To access and evaluate the needed information effectively and efficiently.
- 3.To understand the economic, legal and social issues surrounding the use of information ethically and legally

Course Outcome

- 1.Increased the ability to access, evaluate and use information effectively.
- 2.Improved the ability to Incorporate selected information into one's knowledge base.
- 3.Obtained the capability of distinguishing scholarly communications

## STCTE VAC 007: DIABETES CARE EDUCATION

CONTACT HOURS: 30

Course objectives

- 1.To understand the significance health and health care education and check the life style diseases.
- 2.To understand the need and significance of diabetes care education in schools and colleges.
- 3.To understand the importance of exercises in diabetes control and help people to perform exercises suited to their physique.

Course Outcome

- 1.Develop an understanding of the goals of health care education and role of Diabetic Care Education
- 2.Understand the different types of diabetes and their treatment, precautions and role of education.
- 3.Understand right diabetes dieting and concientize people for healthy dieting.
- 4.Understand the importance of exercises in diabetes control and help people to perform exercises suited to their physique.
- 5.Constitute and manage health care teams in educational institutions

## STCTE VAC 008:PRO-ACTIVE GENDER RESPONSIBILITY

CONTACT HOURS: 30

Course objectives

- 1.To understand the pro-active gender notions in the present scenario.
- 2.To understand the need and significance of gender responsibility.
- 3.To understand the role of educational institutions in promoting positive gender concerns.

Course outcomes

- 1.Develop pro-active gender attitudes among all and become right gender models
- 2.Undertake gender responsibility through respecting and accepting the other gender.
- 3.Follow healthy gender relations.
- 4.Constitute morality-based gender society

## STCTE VAC 009: ONLINE ASSESSMENT TOOLS

CONTACT HOURS: 30

Course outcomes

- 1.Attain knowledge of the concepts of assessment and evaluation
- 2.Know the concept of e assessment
- 3.Familiarise with the online tools of assessment
- 4.Get hands own experience of the digital tools of assessment

# VALUE ADDED COURSES

## STCCE VAC 010: BOTTLE ART

CONTACT HOURS: 30

Course Objectives:

- 1.To introduce the learners to the basic concepts, tools and techniques used in Bottle Art.
- 2.To understand the concept of sketching and drawing from natural and manmade objects and structures in various medium like pencil, pen, ink, plant, crayon, chalk, colour, etc on bottles.
- 3.To acquaint the learners with colour sense and its use in practical.

Course Outcome

- 1.Understand and practice the art of upcycling
- 2.Develop skill in recycling products and solving pollution problems.
- 3.Raising economic demand by upcycling of waste products.
- 4.Alter or adapt the waste/used materials for new use.
- 5.Develop skill to turn waste materials into resources.





# 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 nationwide 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.

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# SUPPORT SERVICES

## **Coaching for Competitive Examinations**

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

## **Guidance and Counselling**

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

## **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.

## **Health and First Aid**

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

## **Transgender Welfare**

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

## **SC/ST Welfare**

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

## **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.





## 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

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

## 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 :

## PRAYER ROOM:

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

## CANTEEN:

The College provides light refreshments for students during the intervals.

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

## LADIES WAITING ROOM & MEN'S REST ROOM :

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

## FIRST AID ROOM:

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

## 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.

## MULTIPURPOSE HALL:

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

## 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.