



Meston College of Education  
(Autonomous)  
Chennai – 600 014.



PROGRAMME LEARNING OUTCOME

AND

COURSE LEARNING OUTCOME

2020-2021

Meston College of Education  
(Autonomous)  
Chennai – 600 014.

After the successful completion of B.Ed. degree programme, the graduates will be able to

1. achieve excellence towards vision and mission of the College.
2. create sensitivity about multilingualism and its effect on society.
3. organize various scholastic and non-scholastic activities to mould the wholesome personality and develop aesthetic senses.
4. Eliminate gender specific issues and promote healthy society.
5. improve their ability to think critically and independently.
6. promote social behavior of school students by educating social trends, social mobility, social stratification, social change and social systems.
7. develop an understanding of the philosophical and sociological perspectives in education
8. adapt the various learner centered teaching methods systematically to cope up with present generation.
9. empower in school subject content and pedagogy
10. adapt information communication technology (ICT) in the teaching learning process.
11. Utilize the experiences expanded through all the school activities.
12. attain physical fitness and wellness through sports and yoga practices.
13. develop dignity of labour to enhance the productivity of institutions.
14. fathom the individual difference of students with the acquired knowledge on psychological theories and techniques.
15. develop an understanding about discipline and subjects of schools.
16. cultivate more self confidence and self image to face the challenges of the society.
17. empower their ability in communicating the content, views, ideas effectively.
18. master in the preparation of appropriate teaching learning materials (TLM) for effective teaching and use appropriate evaluation tools and techniques in the process of assessment.
19. adapt inclusive education programs and provide personalized education to the needy children.
20. conduct social science research by identifying problems, appropriate tools and expand the existing research knowledge.

## I SEMESTER

### PEC 11 - DEVELOPING THE LEARNER AND LEARNING PROCESS

The Student Teacher

- CO 1:** classifies the significant aspects of different schools of psychology.
- CO 2:** demonstrates the knowledge of dimensions and stages of various aspects of human development.
- CO 3:** explains the principles of various learning theories applied in the education contexts.
- CO 4:** examines the factors responsible for attention, remembering and forgetting.
- CO 5:** familiarizes the concept of motivation and group dynamics in the classroom environment.

### PEC 12 - RUDIMENTS OF INDIAN EDUCATION SYSTEM

The Student Teacher

- CO 1:** differentiates different Forms and Levels of Education.
- CO 2:** classifies various Branches and Schools of Philosophy.
- CO 3:** distinguishes the life history, philosophical and educational contributions of Eastern and Western Philosophers.
- CO 4:** discusses various School Education Boards and Higher Education Bodies in India.
- CO 5:** appraises the structure and functions of various Statutory Bodies in Education in India.

## **PEC 13 – SOCIOLOGICAL PERSPECTIVES OF EDUCATION**

The Student Teacher

**CO 1:**acquires a wider and more comprehensive understanding of the basic concept of Education.

**CO 2:**develops and in depth knowledge about Education and Social Change.

**CO 3:**acquaints the various aspects of Education and Social Stratification.

**CO 4:**understands the relationship between Education and Social Mobility.

**CO 5:**analyses the self and recent social trends in Education.

## **CPS 11 B - PEDAGOGY OF BIOLOGICAL SCIENCE – PART: I**

The Student Teacher

**CO 1:**framesobjectives of teaching Biology efficiently and spread the knowledge of Biology in school.

**CO 2:**elaborates the contributions of biologists and new developments in branches of biology in their teaching and spread the spirit of research.

**CO 3:**utilizes various teaching skills during teaching profession.

**CO 4:**creates instructional resources for Biology teaching.

**CO 5:**selects appropriate teaching methods and approaches of teaching of Biology effectively.

**CPS 11 E - PEDAGOGY OF ENGLISH - PART: I**

The Student Teacher

- CO 1:**acquires the meaning, nature and scope of English language.
- CO 2:**discerns the significance of listening and develops the skill of listening.
- CO 3:**gains the knowledge about methods and approaches of teaching English.
- CO 4:**attains proficiency in micro teaching skills for effective wholesome teaching.
- CO 5:**procreates the idiomatic expressions in teaching.

**CPS 11 H - PEDAGOGY OF HISTORY - PART: I**

The Student Teacher

- CO 1:**acquires deep knowledge on meaning, scope, nature and values of History
- CO 2:**frames objectives based on Blooms taxonomy
- CO 3:**compares the relationship between History and other subject
- CO 4:**employs teaching skills in real class room environment
- CO 5:**chooses appropriate teaching method which suits the content and students

## **CPS 11 M - PEDAGOGY OF MATHEMATICS - PART: I**

The Student Teacher

**CO 1:** realizes the learnt nature of mathematics in their respective school textbooks.

**CO 2:** enjoys the different values of Mathematics in their day to day school teachings.

**CO 3:** manipulates the different teaching skills according to the need in the real class room situation.

**CO 4:** adopts apt teaching method according to the need of the content and level of students in the class room.

**CO 5:** formulates justifiable actions to the exceptional students in their learning process.

## **CPS 11 P - PEDAGOGY OF PHYSICAL SCIENCE - PART: I**

The Student Teacher

**CO 1:** gains insight in the meaning, nature and scope of science.

**CO 2:** applies the aims and objectives of teaching physical science in secondary and higher secondary schools.

**CO 3:** recognizes the micro teaching skills in planning and presenting the lesson effectively in the process of teaching.

**CO 4:** explores different teaching strategies to create learning situations.

**CO 5:** acquires a conceptual understanding of pedagogical analysis.

## **CPS 12 – ASSESSMENT FOR LEARNING**

The Student Teacher

**CO 1:** understands the basic concepts in Assessment and Evaluation.

**CO 2:** identifies the tools and techniques of Evaluation

**CO 3:** develops necessary skills for preparation of achievement test and diagnostic test

**CO 4:** studies about the Continuous and Comprehensive Evaluation.

**CO 5:** master various statistical techniques for reporting and interpreting quantitative data.

## **EPC 11 - PHYSICAL FITNESS AND NUTRITION FOR HEALTH**

The Student Teacher

**CO 1:** knows the origin and development of Physical Education.

**CO 2:** describes and discuss the relationship between physical activity and health and to assess the fitness variables.

**CO 3:** understands the concept of optimal health in developing a personal view of health.

**CO 4:** promotes the awareness of health through yoga.

**CO 5:** evaluates the factors that affect weight management and solutions for obesity.

## **EPC 12 – GUIDANCE AND COUNSELLING**

The Student Teacher

**CO 1:**interprets the concepts of guidance and counseling

**CO 2:**applies the group guidance and group counseling techniques for groups at times of need

**CO 3:**develops the qualities of a counselor in themselves

**CO 4:**evaluates the individuals based on the data collected through various testing and non-testing devices

**CO 5:**identifies the exceptional children and to provide the essential guidance services.

## **II SEMESTER**

### **PEC 21 - LEARNER DIFFERENCES IN COGNITIVE ASPECTS**

The Student Teacher

**CO 1:**exemplifies the concept of intelligence, its theories and measurement and suggest ways to fostering creativity among learners.

**CO 2:**familiarizes the significant theories and assessment techniques of personality.

**CO 3:**demonstrates the knowledge on intellectual and emotional development of the learners.

**CO 4:**assimilates with knowledge and skills required for adjustment and mental health.

**CO 5:**describes learner's variations and their learning needs.



## PEC 22 – CRITICAL ASPECTS OF INDIAN EDUCATION

The Student Teacher

- CO 1:** knows and understand the Indian Education Policies.
- CO 2:** comprehends the Indian Educational Programmes.
- CO 3:** develops awareness of Challenges in Indian Education.
- CO 4:** gains deep insight about Education and National Unity.
- CO 5:** builds, in-depth understanding of Education for Empowerment.

## PEC 23 – ESSENTIALS OF TEACHING AND LEARNING

The Student Teacher

- CO 1:** analyzes different Levels and Phases of Teaching, Modes and Domains of Learning.
- CO 2:** elaborates various Innovative Methods and Devices of Teaching.
- CO 3:** categorizes various Teaching Technique like Teacher Dominant, Student Dominant and Group activities.
- CO 4:** summarizes the Task of Teaching.
- CO 5:** reviews the Teaching for Effective Learning and Components of Meta-cognition.

### **CPS 21 B - PEDAGOGY OF BIOLOGICAL SCIENCE – PART-II**

The Student Teacher

- CO 1:** prepares effective lesson plans for instructional classes.
- CO 2:** evaluates the arrangement of contents of Science text books based on principles related to construction of curriculum.
- CO 3:** utilizes the models of teaching and its techniques.
- CO 4:** operates various instructional materials in teaching learning process.
- CO 5:** constructs various tests by using different types of questions for effective evaluation.

### **CPS 21 E - PEDAGOGY OF ENGLISH – PART-II**

The Student Teacher

- CO 1:** advances reading techniques with proper methods.
- CO 2:** uses and applies the various mechanics of writing skills.
- CO 3:**formulates instructional objectives based on Bloom’s taxonomy of educational objectives.
- CO 4:**fathoms the significance of study skills and implements in their learning.
- CO 5:**adapts themselves to the various types of technology used in teaching English.

### **CPS 21 H - PEDAGOGY OF HISTORY – PART-II**

The Student Teacher

- CO 1:** prepares unit plan, year plan and lesson plan.
- CO 2:**analyses the approaches of History Curriculum in Schools
- CO 3:**uses Resources related to History subject like museum, monuments, archives exhibition and library
- CO 4:**prepares Projected aids and non-projected aids by utilizing Computer and Multi Media presentation in History.
- CO 5:**constructs achievement test and preparing blue print in history content

## **CPS 21 M - PEDAGOGY OF MATHEMATICS– PART-II**

The Student Teacher

- CO 1:** drafts the lesson plan before going to the classroom for their teaching.
- CO 2:** uses the various theories in their real classroom situations.
- CO 3:** manipulates the different models of teaching according to the need in their learning process.
- CO 4:** handles any system of class room interaction analysis for the measure of the teaching competency in the class room.
- CO 5:** constructs blue print before the setting of actual question paper for any achievement testing.

## **CPS 21 P - PEDAGOGY OF PHYSICAL SCIENCE – PART-II**

The Student Teacher

- CO 1:** acquires the knowledge about the principles and approaches in curriculum.
- CO 2:** evolves as a reflective practitioner through the use of emerging approaches in learning physical science.
- CO 3:** organizes different co curricular activities and use various resources in teaching physical science.
- CO 4:** provides opportunities familiarize with the problems of organizing and maintaining a science laboratory.
- CO 5:** applies appropriate evaluation techniques to assess the progress of students.

## **CPS 22 - KNOWLEDGE AND CURRICULUM**

The Student Teacher

**CO 1:** utilizes the knowledge base in education with increased awareness and clarity

**CO 2:** analyses and interpret the bases of curriculum and its stages

**CO 3:** explores the role of school and the external agencies in creating a context in curriculum

**CO 4:** builds the instructional planning and managing instruction in the classroom situation effectively

**CO 5:** distinguishes between the curriculum transaction and curriculum evaluation.

## **EPC 21 - LIBRARY AND INFORMATION CENTRE: SERVICES AND LEARNING RESOURCES**

The Student Teacher

**CO 1:** connects foundational concepts, theories, and principles of information organization to effectively administer and manage a school library or information centre.

**CO 2:** designs and develops systems and services that provide access to information.

**CO 3:** performs day to day book keeping operations and provide library services such as circulation, reference and information services to users of a library.

**CO 4:** analyzes evidence to address information challenges and opportunities.

**CO 5:** facilitates learning and access to information resources that can encourage and nurture young readers to develop a lifelong love for reading and learning.

## **EPC 22 - INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION**

The Student Teacher

**CO 1:** spells the Types, Hardware, Networking Technology and Security of Computers.

**CO 2:** utilizes the Internet and its Applications.

**CO 3:** recognizes the Computer Software, Operating System and Uses of Multimedia.

**CO 4:** prioritizes the Meaning, Barriers and Factors affecting Communication.

**CO 5:** manages the Approaches to integrate ICT in Teaching Learning Process.

### **III SEMESTER**

#### **CSC 31 B - CONTENT OF SCHOOL SUBJECT (BIOLOGY) – LEVEL I**

**(Both for Graduates and Post Graduates)**

The student-teacher

- a) develops a complete mastery in learning the entire content of the present 6th, 7th & 8th Standards Science text books prescribed by Tamil Nadu Government for effective teaching of Biology.
- b) prepares themselves for appearing the subject related competitive exams.
- c) familiarizes in preparing subject related instructional materials for effective teaching.
- d) frames various types of assessment questions based on the book back evaluation exercises.
- e) determines the strategies of planning and upgrades their level of teaching competency for professional enrichment.

**CSC 32 B - CONTENT OF SCHOOL SUBJECT (BIOLOGY) – LEVEL II****(for Under Graduates only)**

The student-teacher

- a) develops a complete mastery in learning the entire content of the present 9th & 10th Standards Science text books prescribed by Tamil Nadu Government for effective teaching of Biology.
- b) prepares themselves for appearing the subject related competitive exams.
- c) familiarizes in preparing subject related instructional materials for effective teaching.
- d) frames various types of assessment questions based on the book back evaluation exercises.
- e) determines the strategies of planning and upgrades their level of teaching competency for professional enrichment.

**CSC 33 B - CONTENT OF SCHOOL SUBJECT (BIOLOGY) – LEVEL II****(for Post Graduates only)****For PG BOTANY CANDIDATES**

The student-teacher

- a) develops a complete mastery in learning the entire content of the present 11<sup>th</sup>& 12<sup>th</sup> Standards Botany text books prescribed by Tamil Nadu Government for effective teaching of Botany.
- b) prepares themselves for appearing the subject related competitive exams.
- c) familiarizes in preparing subject related instructional materials for effective teaching.
- d) frames various types of assessment questions based on the book back evaluation exercises.
- e) determines the strategies of planning and upgrades their level of teaching competency for professional enrichment.

**For PG ZOOLOGY CANDIDATES**

The student-teacher

- a) develops a complete mastery in learning the entire content of the present 11<sup>th</sup>& 12<sup>th</sup> Standards Zoology text books prescribed by Tamil Nadu Government for effective teaching of Zoology.
- b) prepares themselves for appearing the subject related competitive exams.
- c) familiarizes in preparing subject related instructional materials for effective teaching.
- d) frames various types of assessment questions based on the book back evaluation exercises.
- e) determines the strategies of planning and upgrades their level of teaching competency for professional enrichment.

**CSC 31 E – CONTENT OF SCHOOL SUBJECT (ENGLISH) LEVEL- I****(Both for Graduates and Post Graduates)**

The student-teacher

- a) develops a complete mastery in LSRW skills by learning the entire content of the present 6th, 7th & 8th Standards English text books prescribed by Tamil Nadu Government for effective teaching of English.
- b) prepares themselves for appearing the subject related competitive exams.
- c) familiarizes in preparing subject related instructional materials for effective teaching of English.
- d) frames various types of assessment questions based on the book back evaluation exercises.
- e) determines the strategies of planning and upgrades their level of English teaching competency for professional enrichment.

**CSC 32 E – CONTENT OF SCHOOL SUBJECT (ENGLISH) LEVEL- II**  
**(for Under Graduates only)**

The student-teacher

- a) develops a complete mastery in LSRW skills by learning the entire content of the present 9<sup>th</sup>& 10<sup>th</sup> standards English text books prescribed by Tamil Nadu Government for effective teaching of English.
- b) prepares themselves for appearing the subject related competitive exams.
- c) familiarizes in preparing subject related instructional materials for effective teaching of English.
- d) frames various types of assessment questions based on the book back evaluation exercises.
- e) determines the strategies of planning and upgrades their level of English teaching competency for professional enrichment.

**CSC 33 E – CONTENT OF SCHOOL SUBJECT (ENGLISH) LEVEL- II**  
**(for Post Graduates only)**

The student-teacher

- a) develops a complete mastery in LSRW skills by learning the entire content of the present 11<sup>th</sup>& 12<sup>th</sup> standards English text books prescribed by Tamil Nadu Government for effective teaching of English.
- b) prepares themselves for appearing the subject related competitive exams.
- c) familiarizes in preparing subject related instructional materials for effective teaching of English.
- d) frames various types of assessment questions based on the book back evaluation exercises.
- e) determines the strategies of planning and upgrades their level of English teaching competency for professional enrichment.



**CSC 31 H – CONTENT OF SCHOOL SUBJECT (HISTORY) LEVEL- I****(Both for Graduates and Post Graduates only)**

The student-teacher

- a) develops a complete mastery in learning the entire content of the present 6th, 7th & 8th Standards Social Science text books prescribed by Tamil Nadu Government for effective teaching of History.
- b) prepares themselves for appearing the subject related competitive exams.
- c) familiarizes in preparing subject related instructional materials for effective teaching of History.
- d) frames various types of assessment questions based on the book back evaluation exercises.
- e) determines the strategies of planning and upgrades their level of teaching competency for professional enrichment.

**CSC 32 H – CONTENT OF SCHOOL SUBJECT (HISTORY) LEVEL- II****(for Under Graduates only)**

The student-teacher

- a) develops a complete mastery in learning the entire content of the present 9<sup>th</sup>& 10<sup>th</sup> Standards Social Science text books prescribed by Tamil Nadu Government for effective teaching of History.
- b) prepares themselves for appearing the subject related competitive exams.
- c) familiarizes in preparing subject related instructional materials for effective teaching of History.
- d) frames various types of assessment questions based on the book back evaluation exercises.
- e) determines the strategies of planning and upgrades their level of teaching competency for professional enrichment.

**CSC 33 H – CONTENT OF SCHOOL SUBJECT (HISTORY) LEVEL- II****(for Post Graduates only)**

The student-teacher

- a) develops a complete mastery in learning the entire content of the present 11<sup>th</sup> & 12<sup>th</sup> Standards History text books prescribed by Tamil Nadu Government for effective teaching of History.
- b) prepares themselves for appearing the subject related competitive exams.
- c) familiarizes in preparing subject related instructional materials for effective teaching of History.
- d) frames various types of assessment questions based on the book back evaluation exercises.
- e) determines the strategies of planning and upgrades their level of teaching competency for professional enrichment.

**CSC 31 M - CONTENT OF SCHOOL SUBJECT (MATHEMATICS) – LEVEL I****(Both for Graduates and Post Graduates)**

The student-teacher

- a) develops a complete mastery in learning the entire content of the present 6th, 7th & 8th Standards Mathematics text books prescribed by Tamil Nadu Government for effective teaching of Mathematics.
- b) prepares themselves for appearing the subject related competitive exams.
- c) familiarizes in preparing subject related instructional materials for effective teaching of Mathematics.
- d) frames various types of assessment questions based on the book back evaluation exercises.
- e) determines the strategies of planning and upgrades their level of teaching competency for professional enrichment.

**CSC 32 M - CONTENT OF SCHOOL COURSE (MATHEMATICS) – LEVEL II****(for Under Graduates only)**

The student-teacher

- a) develops a complete mastery in learning the entire content of the present 9<sup>th</sup>& 10<sup>th</sup> Standards Mathematics text books prescribed by Tamil Nadu Government for effective teaching of Mathematics.
- b) prepares themselves for appearing the subject related competitive exams.
- c) familiarizes in preparing subject related instructional materials for effective teaching of Mathematics.
- d) frames various types of assessment questions based on the book back evaluation exercises.
- e) determines the strategies of planning and upgrades their level of teaching competency for professional enrichment.

**CSC 33 M - CONTENT OF SCHOOL SUBJECT (MATHEMATICS) – LEVEL II****(for Post Graduates only)**

The student-teacher

- a) develops a complete mastery in learning the entire content of the present 11<sup>th</sup>& 12<sup>th</sup> Standards Mathematics text books prescribed by Tamil Nadu Government for effective teaching of Mathematics.
- b) prepares themselves for appearing the subject related competitive exams.
- c) familiarizes in preparing subject related instructional materials for effective teaching of Mathematics.
- d) frames various types of assessment questions based on the book back evaluation exercises.
- e) determines the strategies of planning and upgrades their level of teaching competency for professional enrichment.

**CSC 31 P - CONTENT OF SCHOOL SUBJECT (PHYSICAL SCIENCE) – LEVEL I****(Both for Graduates and Post Graduates)**

The student-teacher

- a) develops a complete mastery in learning the entire content of the present 6th, 7th & 8th Standards Science text books prescribed by Tamil Nadu Government for effective teaching of Physical Science.
- b) prepares themselves for appearing the subject related competitive exams.
- c) familiarizes in preparing subject related instructional materials for effective teaching of Physical Science.
- d) frames various types of assessment questions based on the book back evaluation exercises.
- e) determines the strategies of planning and upgrades their level of teaching competency for professional enrichment.

**CSC 32 P - CONTENT OF SCHOOL SUBJECT (PHYSICAL SCIENCE) – LEVEL II****(for Graduates only)**

The student-teacher

- a) develops a complete mastery in learning the entire content of the present 9th & 10th Standards Science text books prescribed by Tamil Nadu Government for effective teaching of Physical Science.
- b) prepares themselves for appearing the subject related competitive exams.
- c) familiarizes in preparing subject related instructional materials for effective teaching of Physical Science.
- d) frames various types of assessment questions based on the book back evaluation exercises.
- e) determines the strategies of planning and upgrades their level of teaching competency for professional enrichment.

**CSC 33 P - CONTENT OF SCHOOL SUBJECT (PHYSICAL SCIENCE) – LEVEL II****(for Post Graduates only)****For PG CHEMISTRY CANDIDATES**

The student-teacher

- a) develops a complete mastery in learning the entire content of the present 11<sup>th</sup>& 12<sup>th</sup> Standards Chemistry text books prescribed by Tamil Nadu Government for effective teaching of Chemistry.
- b) prepares themselves for appearing the subject related competitive exams.
- c) familiarizes in preparing subject related instructional materials for effective teaching of Chemistry.
- d) frames various types of assessment questions based on the book back evaluation exercises.
- e) determines the strategies of planning and upgrades their level of teaching competency for professional enrichment.

**For PG PHYSICS CANDIDATES**

The student-teacher

- a) develops a complete mastery in learning the entire content of the present 11<sup>th</sup>& 12<sup>th</sup> Standards Physics text books prescribed by Tamil Nadu Government for effective teaching of Physics.
- b) prepares themselves for appearing the subject related competitive exams.
- c) familiarizes in preparing subject related instructional materials for effective teaching of Physics.
- d) frames various types of assessment questions based on the book back evaluation exercises.
- e) determines the strategies of planning and upgrades their level of teaching competency for professional enrichment.

## IV SEMESTER

### PEC 41 - RESEARCH IN EDUCATION

The Student Teacher

- CO 1:** takes part in educational research in their respective schools.
- CO 2:** selects an interesting problem for doing research in their future.
- CO 3:** have an intelligent guess about any research problem in their hand.
- CO 4:** manipulates probability based sampling techniques in their selection of sample from the population.
- CO 5:** uses appropriate tool in their data collection for their research work.

### PEC 42 – PERSPECTIVES OF INCLUSIVE EDUCATION

The Student Teacher

- CO 1:** differentiates the concept of special, integrate and inclusive education and ensure the implementation of inclusion
- CO 2:** identifies the diverse needs of children in inclusive educational settings
- CO 3:** educates the initiatives taken by our country towards inclusive education to the society
- CO 4:** administers the functioning of inclusive schools
- CO 5:** prepares inclusive classroom and develop the role of inclusive teacher through in-service programmes.

### **PEC 43 – GENDER ISSUES IN EDUCATION**

The Student Teacher

- CO 1:** illustrates various Theories, Role of Women and Biological Factors of Gender.
- CO 2:** interrelates School Concerned Issues like epistemological, Subject Choice Made and Hidden Curriculum in Gender.
- CO 3:** discusses Gender Equity, Challenges in Learning Environment and Developing Capacities and Skills for Women.
- CO 4:** contrasts various technological related issues in Gender.
- CO 5:** eliminates Gender Specific Behaviour using Technology.

### **CPS 41 B - PEDAGOGY OF BIOLOGICAL SCIENCE – PART III**

The Student Teacher

- CO 1:** develops the awareness of Biology in national development and motivate their students.
- CO 2:** manages Biology laboratory for better practical instruction.
- CO 3:** handles various Science education instructional methods in the formation of Scientists
- CO 4:** employs instructional e-resources for effective teaching.
- CO 5:** administers teacher effectiveness evaluation for effective professional development.

### **CPS 41 E - PEDAGOGY OF ENGLISH – PART III**

The Student Teacher

- CO 1:**comprehends the phonetic symbols and speak with proper stress and intonation.
- CO 2:**identifies different pronunciation of words to speak impeccable English.
- CO 3:**utilizes new lexical words and sentences with prepositional phrases.
- CO 4:**develops fluency by participating in debates and discussions.
- CO 5:**drafts formal and informal letters in English.

### **CPS 41 H - PEDAGOGY OF HISTORY – PART III**

The Student Teacher

- CO 1:** integrates current and contemporary affairs by utilizing the mass media in History teaching.
- CO 2:**organizes activities which inculcate national integration in history learning students
- CO 3:** analyses the contribution of foreign and Indian historians
- CO 4:** relates the importance and dimension of chronology based history learning
- CO 5:**structures the remedial teaching programme for slow learners in History



### **CPS 41 M - PEDAGOGY OF MATHEMATICS – PART III**

The Student Teacher

- CO 1:** handles suitable individualized techniques according to the need of the students in the class room.
- CO 2:** conducts seminar / symposium / work shop in the subject mathematics
- CO 3:** makes appropriate teaching aids to enhance the understanding level of the students.
- CO 4:** refers the needed resources for the comprehension of the students in their class room situation.
- CO 5:** handles research in mathematics education according to the need in the class room.

### **CPS 41 P - PEDAGOGY OF PHYSICAL SCIENCE – PART III**

The Student Teacher

- CO 1:** applies the knowledge of physical science in daily life.
- CO 2:** appreciates the contributions of eminent scientists in the field of physical science.
- CO 3:** organizes activities to develop process skills in teaching physical science.
- CO 4:** collects data and analyze based on the research in physical science class room.
- CO 5:** alters their scientific attitude and involve those changes in the physical science teaching.

## **CPS 42 - CURRICULUM INTEGRATION: LANGUAGE AND DISCIPLINE**

The Student Teacher

**CO 1:**distinguishes the different production of sounds in a language.

**CO 2:**frames sentences using discourse markers.

**CO 3:**identifies the embroilment between mother tongue and the second language.

**CO 4:**perceives the requirement of curriculum change.

**CO 5:**finds the discrepancy between expectation and actual achievements regarding the change of curriculum.

## **EPC 41 - VALUE EDUCATION**

The Student Teacher

**CO 1:**classifies the Values, Basic Human Values and Contemporary Values.

**CO 2:**identifies various sources of values and inculcation of values through value education.

**CO 3:** utilizes the role of social agencies in values education.

**CO 4:** discusses the value crisis and evil practices of society.

**CO 5:** adapts the skills and techniques to integrate various approaches of value education.

## **EPC- 42 – EDUCATIONAL ADMINISTRATION AND SUPERVISION**

The Student Teacher

CO 1: familiarizes with Educational Administration

CO 2: understands the Educational Planning and Structure

CO 3: familiarizes various Administrative Leadership in Education

CO 4: critically examines the role of School Organization and Administration

CO 5: acquaints with Educational Supervision and Inspection

## **ADD-ON COURSES**

### **COMMUNICATIVE ENGLISH**

The student teacher

CO 1: develop communication skills in English – [L, S, R, W]

CO 2: understand directions and instructions and respond appropriately.

CO 3: speak intelligibly and fluently in simple English.

CO 4: acquire the ability to skim and scan tests and comprehend material.

CO5: write grammatically correct English and make notes and summaries.

### **LIFE SKILLS EDUCATION**

The student teacher

CO 1: understand the importance of different communicative skills to become an effective communication.

CO 2: understand various feelings and emotions and acquire the skills of managing them.

CO 3: understand the need for good interpersonal relationships to sustain relationships with others.

CO 4: develop the skills of problem-solving and decision- making.

CO5: understand the importance of financial management

CO6: know the different modes of and safety measures to be taken.

### **PARENTAL COUNSELLING**

The student teacher

CO 1: to help students understand the basic principles, need for counselling and the application to the process of education

CO 2: to help the students to be aware of the academic problems of adolescents

CO 3: to develop ability to plan and counsel the adolescents

CO 4: to acquaint students to understand the techniques of parental counselling

CO 5: to acquaint students with the evaluation of guidance programme.

## **SCHOOL MANAGEMENT**

The student teacher

CO 1: understand the various dimensions of school management.

CO 2: comprehend the principles of management and their relevance to school management.

CO 3: interpret various management skills needed for the Headmaster/ Principal of a school.

CO 4: understand the various aspects of managing human resources of the school.

CO 5: know how to manage finances of the school.

CO 6: understand the need of management in school activities.