



National College for Teacher Education

(NAAC Accredited with 'B' Grade)

Iqbal Square, Meprathupady, Vengola, Perumbavoor, Ernakulam - 683 556

KEY INDICATOR

CRITERION 2-Teaching-learning and Evaluation

2.7 STUDENT PERFORMANCE AND LEARNING OUTCOMES

THE TEACHING LEARNING PROCESS ALIGNED WITH PLO AND CLO

METRIC 2.7.1.A

Documentary Evidence

Affidavit

I do hereby certify that, all pages in this document are duly authenticated by me, under my privilege as the Head of the institution of National College for Teacher Education, Vengola, Ernakulum, Kerala


Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAVOOR - 683 556


Tel : 0484 2522583, 0484 2525603

E-mail : nationalcollege09@gmail.com, Website : www.nationalcollege.edu.in

NATIONAL COLLEGE FOR TEACHER EDUCATION
BACHELOR OF EDUCATION (B.Ed.) DEGREE PROGRAMME

PROGRAMME LEARNING OUTCOME (PLO)

PLO 1: Serving the society by upholding the value system

PLO 2: Empowering our students to fulfill their academic and professional passion

PLO 3: Strengthening support for dynamic faculty dedicated to teaching, mentoring, research and the creative and performing arts

PLO 4: Developing leadership qualities to function effectively

PLO 5: Promoting personal and professional ethical principles and responsibilities

PLO 6: Accelerating the progress through analysis and critical evaluation

PLO 7: Preparing for life-long learning through reflection and critical enquiry.

PLO 8: Preparing collaborative and resilient teachers to attend students from various socio-cultural-ethical diversities

PLO 9: Promoting modern ICT tools in education in accordance with the changes in society

PROGRAMME SPECIFIC LEARNING OUTCOME (PSLO)

PSLO 1: Balanced academic programme that mutually reinforce and emphasize high quality and creative instruction

PSLO 2: Developing professional competence, sensitivity and motivation

PSLO 3: Addressing major social and environmental issues

PSLO 4: Creating a proper attitude towards various theoretical principles and practices in psychology, philosophy, sociology and technology

PSLO 5: Enhancing performance skills, aesthetic sense, drama and art education



Dr. N. SETHU MADHAVAN
PRINCIPAL

NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
CHENNAI - 603 008

EDU 103: DEVELOPMENT AND RESOURCES IN EDUCATIONAL TECHNOLOGY

On completion of the course, the prospective student teachers will be able to:

CLO 1: To identify the nature scope, importance, different kinds of educational technology in teaching learning process.

CLO 2: Provide knowledge about individualized and mass mode of interaction technologies in the field of education.

CLO 3: Understand the various principles, differences between various approaches in the field of educational technology.

CLO 4: Acquainted with knowledge about recent trends of ICT enabled pedagogy in various fields of education.

CLO 5: Imbibe the applications of multimedia resources in the field of education in effective way.

CLO 6: Develop class room communication through technological interventions.

CLO 7: Promote self-directed learning, here teacher as a scaffold.

PEDAGOGIC COURSES

EDU 104.11: UNDERSTANDING THE DISCIPLINE OF ENGLISH EDUCATION

On completion of the course, the prospective student teachers will be able to:

CLO 1: Under the historical development of English language and literature.

CLO 2: Develop knowledge about aims and objectives of English language and literature.


CLO 3: To understand the integrated learning through language skills.

CLO 4: Understand the language skills development in different classes in school education.

CLO5: Effective use of language in teaching learning process and development of language proficiency among learner.



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Dr. N. SETHU MADHAVAN
PRINCIPAL
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On completion of the course, the prospective student teachers will be able to:

CLO 1: Discover the unique characteristics of various teaching approaches, techniques and methods in Mathematics.

CLO 2: Learn innovative strategies to teach Mathematics effectively.

CLO 3: Integrate differentiated teaching models into their instructional practices.

CLO 4: Develop as innovative and effective Mathematics teachers.

CLO 5: Understand individual differences among students and how to address them.

CLO 6: Acquire the skills needed to teach Mathematics effectively and make learning engaging.

EDU 104 .17: UNDERSTANDING THE DISCIPLINE OF PHYSICAL SCIENCE EDUCATION

On completion of the course, the prospective student teachers will be able to:

CLO 1: Understand the history and development of science as a subject.

CLO 2: Learn about the contributions of famous Scientists.

CLO 3: Appreciate the importance and significance of science.

CLO 4: Recognize the scope and applications of science.

CLO 5: Understand the goals, objectives and skills required to teach Physical Science effectively at various levels (Primary, Secondary and Higher Secondary).

CLO 6: Internalize the values and principles of teaching Physical Science.

CLO 7: Gain insight into how Physical Science connects with other subjects (Interdisciplinary Nature).

CLO 8: Develop a holistic approach to teaching Physical Science by correlating it with other subjects for effective classroom teaching.

EDU 105.17 LEARNING TO FUNCTION AS PHYSICAL SCIENCE TEACHER

On completion of the course, the prospective student teachers will be able to:



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- Inquiry-based learning
- Discovery-based learning
- Conceptual development
- Activity-based learning

CLO 3: Develop lesson plans using different Models of Teaching.

CLO 4: Create diverse processes to motivate students and promote learning throughout the year.

CLO 5: Help students develop self-assessment skills and reflect on their learning.

CLO 6: Understand the concept, tools and techniques of evaluation in Natural Science education.

CLO 7: Explore various methods and tools for assessing different learning outcomes and performances of diverse learners.

EDU 104.19: UNDERSTANDING THE DISCIPLINE OF SOCIAL SCIENCE EDUCATION

On completion of the course, the prospective student teachers will be able to:

CLO 1: Understand how History and Geography shaped Social Science and its various disciplines.

CLO 2: Analyze the evolution of Social Science in different social, political, and intellectual contexts.

CLO 3: Evaluate the significant changes in Social Science over time.

CLO 4: Learn about the background and practical applications of Social Science.

CLO 5: Examine how Social Science content is selected, presented and can be transformed to promote student-centered learning.

CLO 6: Internalize the goals and objectives of teaching Social Studies/Social Science at various levels (Primary, Secondary and Higher Secondary).

CLO 7: Recognize the interdisciplinary nature of Social Science and its connections to other subjects.

CLO 8: Apply theoretical knowledge to teach Social Science effectively.



CLO 5: Internalize the values and principles of teaching Commerce.

CLO 6: Appreciate the connections between Commerce and other subjects (Interdisciplinary Nature).

CLO 7: Understand the teaching ideologies of Behaviourism and Constructivism in Commerce education.

EDU 105.20 LEARNING TO FUNCTION AS COMMERCE TEACHER

On completion of the course, the prospective student teachers will be able to:

CLO 1: Discover and explore various teaching approaches, techniques and methods in Commerce.

CLO 2: Learn innovative strategies to teach Commerce effectively.

CLO 3: Integrate differentiated teaching models into their instructional practices.

CLO 4: Develop themselves as innovative and effective Commerce teachers.

CLO 5: Understand individual differences among students and how to address them.

CLO 6: Acquire the skills needed to teach Commerce effectively and make learning engaging.

ASSOCIATE COURSE-ELECTIVE

EDU 106.12: GUIDANCE AND COUNSELLING

On completion of the course, the prospective student teachers will be able to:

CLO 1: Understand the importance and principles of guidance and counselling

CLO 2: Recognize their responsibilities as teachers to guide and counsel students

CLO 3: Develop skills to apply guidance and counselling techniques

CLO 4: Support career development for diverse student needs

CLO 5: Learn to organize and implement guidance programs in schools

CLO 6: Appreciate the crucial role of teachers in providing counselling services



- CLO 2: Apply principles of drama in writing role plays
- CLO 3: Understand the importance of drama and art education
- CLO 4: Acquire leadership skills and design eco-friendly products

SEMESTER 2

CORE COURSES

EDU 201: KNOWLEDGE AND CURRICULUM

On completion of the course, the prospective student teachers will be able to:

- CLO 1: Understand the different aspects of the school curriculum and their connection to teacher education
- CLO 2: Explore the meaning, nature and sources of knowledge and how it's constructed
- CLO 3: Compare various approaches to curriculum development
- CLO 4: Appreciate the role of teachers, schools and educational authorities in effective curriculum implementation
- CLO 5: Understand the concepts of Knowledge and Curriculum
- CLO 6: Examine the school as an organization, its culture and the role of teachers in developing a responsive curriculum that promotes critical thinking
- CLO 7: Familiarize themselves with the recommendations of NCF 2005 and NEP 2020 regarding Curriculum and Schooling
- CLO 8: Gain insight into Knowledge and its construction.

EDU 202: LEARNING AND TEACHING

On completion of the course, the prospective student teachers will be able to:

- CLO 1: Understand the various ways people learn and process information.



CLO 4: Create lessons that cater to diverse student needs.

CLO 5: Reflect on their own teaching effectiveness through self-assessment.

CLO 6: Assess students' language skills and provide support where needed.

EDU 205.11: CURRICULUM AND RESOURCE DEVELOPMENT IN ENGLISH EDUCATION

On completion of the course, the prospective student teachers will be able to:

CLO 1: Understand the basics of curriculum design and development.

CLO 2: Adapt the curriculum to meet the diverse needs of students.

CLO 3: Develop skills to evaluate and improve the curriculum and its components.

CLO 4: Effectively use resources and instructional support to deliver the curriculum.

CLO 5: Create a curriculum that considers relevant factors, such as student needs and learning goals.

EDU 204.16: PEDAGOGICAL DIMENSIONS OF MATHEMATICS

On completion of the course, the prospective student teachers will be able to:

CLO 1: Understand the importance of categorizing instructional objectives in teaching Mathematics.

CLO 2: Develop skills in planning and designing lessons systematically.

CLO 3: Learn effective teaching methods for Higher Secondary and Secondary level Mathematics.

CLO 4: Familiarize themselves with feedback mechanisms and online assessment tools.

CLO 5: Understand the concept of techno-pedagogy and the teacher's role in integrating technology into teaching.

CLO 6: Enhance their teaching competence by effectively using IT in the classroom.

EDU 205.16: CURRICULUM AND RESOURCE DEVELOPMENT IN MATHEMATICS EDUCATION

On completion of the course, the prospective student teachers will be able to:



CLO 5: Familiarize themselves with various instructional resources and their uses.

CLO 6: Explore digital resources (e-resources) to enhance teaching performance and student learning.

EDU 204.18: PEDAGOGICAL DIMENSIONS OF NATURAL SCIENCE

On completion of the course, the prospective student teachers will be able to:

CLO 1: Understand the subject's nature and connection to disciplinary knowledge.

CLO 2: Learn about categorizing educational objectives (taxonomy).

CLO 3: Familiarize themselves with techno-pedagogy and the teacher's role in integrating technology.

CLO 4: Develop insight into how children construct knowledge in diverse social contexts.

CLO 5: Learn to plan effectively (year plan, unit plan, lesson plan) and use feedback mechanisms, assessment tools and techniques.

CLO 6: Apply innovative teaching-learning strategies and develop ICT-enabled teaching skills.

CLO 7: Analyze Life Science textbook content for standards VI-X.

EDU 205.18: CURRICULUM AND RESOURCE DEVELOPMENT IN NATURAL SCIENCE EDUCATION

On completion of the course, the prospective student teachers will be able to:

CLO 1: Understand the different aspects of curriculum and their connection to educational goals.

CLO 2: Explore the impact of the hidden curriculum and how children can develop resilience.

CLO 3: Choose a curriculum that meets students' needs and adapts to societal changes.

CLO 4: Develop skills to evaluate and improve curriculum and its component.

CLO 5: Critically review educational materials like textbooks, children's literature and online resources.



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VENGOLA, PERUMBAVOOR - 683 556

On completion of the course, the prospective student teachers will be able to:

CLO 1: Understand the importance of categorizing instructional objectives.

CLO 2: Develop skills in systematic planning and designing lessons.

CLO 3: Learn effective teaching methods for Higher Secondary level Commerce.

CLO 4: Familiarize themselves with feedback mechanisms and online assessment tools.

CLO 5: Understand the concept of techno-pedagogy and the teacher's role in integrating technology.

CLO 6: Enhance their teaching competence by effectively using IT to support student learning.

EDU 205.20: CURRICULUM AND RESOURCE DEVELOPMENT IN COMMERCE EDUCATION

On completion of the course, the prospective student teachers will be able to:

CLO 1: Discover the concept and functions of curriculum.

CLO 2: Explore principles and approaches to building effective curriculum.

CLO 3: Identify and understand different types of curricula.

CLO 4: Master the art of analyzing Commerce Curriculum.

CLO 5: Learn to leverage instructional resources for maximum impact.

CLO 6: Unlock the potential of e-resources to elevate teaching perform

EDU 206.1 CORE PRACTICAL COURSE

On completion of the course, the prospective student teachers will be able to:

CLO 1: Understand school profiles and practices

CLO 2: Develop analytical and evaluative skills

CLO 3: Apply education principles to address adolescent problems

CLO 4: Analyse current assessment practices

CLO 5: Critically evaluate the status of exceptional children in schools



SEMESTER 3

EDU 301: LANGUAGE ACROSS THE CURRICULUM

On completion of the course, the prospective student teachers will be able to:

- CLO 1: Understand the concept, purpose and goals of education and its connection to philosophy.
- CLO 2: Explore the ideas of Indian and Western thinkers on education and how they impact teaching practices.
- CLO 3: Develop critical thinking skills to reflect on educational issues
- CLO 4: Build their ability to respond to challenges in education
- CLO 5: The concept of language and communication
- CLO 6: How children develop language skills, especially in early childhood
- CLO 7: The process of acquiring reading, writing, speaking, and listening skills
- CLO8: The diversity of languages and their connection to society, with a focus on India.
- CLO9: How to effectively teach in a multilingual classroom.

EDU 302.1 PRACTICAL COURSE- CORE

On completion of the course, the prospective student teachers will be able to:

- CLO 1: Teach with confidence and impact
- CLO 2: Master tools for research and case studies
- CLO 3: Craft lessons that inspire and uplift
- CLO 4: Reach every child, regardless of needs
- CLO 5: Harness technology for enhanced learning
- CLO 6: Reflect, adjust and grow as an educator



SEMESTER 4

CORE COURSES

EDU 401: GENDER, SCHOOL AND SOCIETY

On completion of the course, the prospective student teachers will be able to:

- CLO 1: Understand the transition from Women's Studies to Gender Studies and its historical context.
- CLO 2: Explore various theories of Gender and Education.
- CLO 3: Analyze how socialization institutions (family, media, etc.) shape power dynamics and identity.
- CLO 4: Promote gender sensitivity in the classroom.
- CLO 5: Identify key concepts related to gender equality and education.
- CLO 6: Apply gender theories to the Indian context.
- CLO 7: Evaluate changing attitudes towards gender, power, education and legal provisions.
- CLO 8: Work towards achieving gender equality in classrooms and society.

EDU402: PERSONALITY DYNAMICS IN EDUCATION

On completion of the course, the prospective student teachers will be able to:

- CLO 1: Discover the secrets of intelligence, IQ, EQ and SQ in learning and teaching.
- CLO 2: Uncover the traits of a mature personality.
- CLO 3: Explore the diverse approaches to understanding personality.
- CLO 4: Learn to measure human behaviour with psychological tests.
- CLO 5: Unravel the mysteries of intelligence and its many facets.
- CLO 6: Get familiar with tests that reveal intelligence, attitude and aptitude.



CLO 5: Explore diverse activities to enrich Mathematics teaching and learning.

CLO 6: Define your vision and mission as a professional Mathematics Teacher.

EDU 403.17: PROFESSIONAL DEVELOPMENT OF PHYSICAL SCIENCE TEACHER

On completion of the course, the prospective student teachers will be able to:

CLO 1: Discover the key qualities and responsibilities of a Physical Science Teacher.

CLO 2: Foster a professional spirit from multiple perspectives.

CLO 3: Develop reflective practices to enhance teaching and learning.

CLO 4: Stay informed about the latest research trends in science education.

CLO 5: Explore innovative approaches to enrich Science teaching and learning.

CLO 6: Define your vision and mission as a Physical Science educator.

EDU 403.18: PROFESSIONAL DEVELOPMENT OF NATURAL SCIENCE TEACHER

On completion of the course, the prospective student teachers will be able to:

CLO 1: Empower your personal and professional growth.

CLO 2: Embody the qualities, duties and responsibilities of a Natural Science Teacher.

CLO 3: Foster a culture of human values: freedom, trust, mutual respect and diversity.

CLO 4: Harness Science to promote Nationalism, Universalism and Secularism.

CLO 5: Develop self-awareness and social consciousness in yourself and your learners.

CLO 6: Address societal challenges with scientific knowledge and equip learners to overcome them.

EDU 403.19: PROFESSIONAL DEVELOPMENT OF SOCIAL SCIENCE TEACHER



CLO 6: Organize and lead transformative study tours and camps

EDU 404.2 PEDAGOGIC PRACTICAL COURSE

On completion of the course, the prospective student teachers will be able to:

CLO 1: Envision your teaching legacy

CLO 2: Critique, write and publish with impact

CLO 3: SWOT analysis for teaching excellence

CLO 4: Investigate, innovate and share pedagogic insights

CLO 5: Blog your expertise, share your voice

CLO 6: Evaluate, reflect, and grow as an educator

EDU404.3 HEALTH AND PHYSICAL EDUCATION PRACTICAL COURSE

On completion of the course, the prospective student teachers will be able to:

CLO 1: Master the rules of the game

CLO 2: Cultivate a winning spirit and teamwork

CLO 3: Unlock the power of sports for life

CLO 4: Discover the health benefits of play

CLO 5: Lead, manage and inspire through sports

CLO 6: Decode the rules of Volleyball and Badminton

EDU 404.4 DRAMA AND ART IN EDUCATION PRACTICAL COURSE

On completion of the course, the prospective student teachers will be able to:

CLO 1: Unlock the educational power of film and theatre

CLO 2: Analyse, critique and learn from films

CLO 3: Apply interdisciplinary insights to film review


CLO 4: Harness the social impact of film and street plays

CLO 5: Lead, manage and shine through arts festivals

CLO 6: Navigate the rules and rhythms of cultural events



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Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
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VENGOLA, PERUMBAVDOR - 683 556

NATIONAL COLLEGE FOR TEACHER EDUCATION
MASTER OF EDUCATION (M.Ed.) DEGREE PROGRAMME

PROGRAMME LEARNING OUTCOME (PLO)

- PLO 1: Build a strong foundation in teacher education
- PLO 2: Develop innovative teaching skills and talents
- PLO 3: Acquire skills for lifelong learning, teaching and research
- PLO 4: Master soft skills and life skills for professional success
- PLO 5: Stay updated with the latest developments in education
- PLO 6: Leverage technology for teaching, empowerment and growth
- PLO 7: Become a professional teacher, leader and social change agent
- PLO 8: Cultivate social responsibility and broaden horizon of social commitment

PROGRAMME SPECIFIC LEARNING OUTCOME (PSLO)

- PSLO 1: Master pedagogical sciences for effective teaching
- PSLO 2: Build a strong foundation in multi-dimensional teacher education
- PSLO 3: Develop innovative teaching skills and talents
- PSLO 4: Acquire skills for lifelong learning, teaching and research
- PSLO 5: Cultivate soft skills and life skills for professional success
- PSLO 6: Stay updated with the latest developments in education
- PSLO 7: Leverage technology for teaching, empowerment and growth
- PSLO 8: Become a professional teacher, leader and social change agent
- PSLO 9: Foster social responsibility and broaden your horizons

SEMESTER I

COMMON CORE COURSE


ED010101 ADVANCED PHILOSOPHY OF EDUCATION

On completion of the course, the prospective student teachers will be able to:

- CLO 1: Understand the fundamental philosophical principles of education and how to apply them to improve educational quality.
- CLO 2: Develop critical thinking skills through philosophical inquiry and apply them to educational pursuits.



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Dr. N. SETHU MADHAVAN
PRINCIPAL
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CLO 4: Analyse and critically evaluate the relevance and effectiveness of various psychological theories.

CLO 5: Develop a scientific mindset and research skills enabling them to design and conduct studies in educational psychology.

COMMON CORE COURSE

ED010103 INTRODUCTION TO EDUCATIONAL RESEARCH AND STATISTICS

On completion of the course, the prospective student teachers will able to:

CLO 1: Harness the power of research to drive educational innovation and improvement.

CLO 2: Navigate the landscape of educational research, recognizing diverse methodologies and approaches.

CLO 3: Identify and articulate pressing research questions that address real-world educational challenges.

CLO 4: Craft compelling research proposals that outline clear objectives, methods and expected outcomes.

CLO 5: Engage in incisive critiques of existing research, evaluating its validity, reliability and impact.

CLO 6: Formulate well-grounded hypotheses that guide investigation and experimentation.

CLO 7: Apply descriptive statistical techniques to uncover patterns, trends and correlations in educational data.

CLO 8: Recognize the pivotal role of statistical analysis in extracting insights from data and informing evidence-based educational practices.

ED010104 TRENDS, ISSUES, RESEARCH AND INNOVATIONS IN TEACHER EDUCATION

On completion of the course, the prospective student teachers will be able to:

CLO 1: Grasp the fundamentals of pre-service teacher education

CLO 2: Identify key agencies for pre-service teacher training

CLO 3: Understand curriculum design in teacher education



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ED010202: HISTORY AND POLITICAL ECONOMY OF EDUCATION

On completion of the course, the prospective student teachers will be able to:

CLO 1: Critically evaluate education, impact on promoting human rights, combating social injustices and addressing systemic inequalities.

CLO 2: Interpret the Constitutional vision for education in India, aligning with democratic values and social justice.

CLO 3: Analyse the complex interplay of social, political and economic factors influencing contemporary Indian society.

CLO 4: Compare and contrast the evolution of education in India, from pre-independence to post-independence, highlighting progress and challenges.

CLO 5: Confront the pressing issues of addiction, consumerism, superstition, abuse, discrimination and inequality, developing empathetic and solution-focused perspectives.

CLO 6: Develop a critical consciousness and strategic action plans to address the complex challenges facing Indian education, driving positive change and social transformation.

COMMON CORE COURSE

EDU 010203: ADVANCED EDUCATIONAL PSYCHOLOGY – INDIVIDUAL DIFFERENCES

On completion of the course, the prospective student teachers will be able to:


CLO 1: Decode the fundamental concepts, principles and theoretical frameworks that underlie human diversity.

CLO 2: Unpack the significance of personality and intelligence theories, recognizing their impact on human behaviour and cognition.

CLO 3: Critically assess the applicability and limitations of various theories, developing a nuanced understanding of their strengths and weaknesses.

CLO 4: Cultivate a scientific mindset and research skills, empowering them to investigate and address complex questions related to individual differences.




Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAYOOR - 683 556

CLO 5: Stay updated with advanced tools and techniques in guidance and counselling

CLO 6: Leverage technology to enhance guidance and counselling practices

SPECIALISATION ELECTIVE COURSE ED810301 – ENVIRONMENTAL EDUCATION

On completion of the course, the prospective student teachers will able to:

CLO 1: Understand the significance and scope of environmental education

CLO 2: Recognize environmental issues, problems and recent hazards

CLO 3: Develop strategies to address environmental challenges

CLO 4: Master IT-enabled approaches for environmental education

CLO 5: Conduct research for sustainable development and environmental improvement

CLO 6: Design and implement public awareness programs for sustainable development

CLO 7: Embody and promote eco-friendly values and green living

CLO 8: Cultivate a nature-conserving attitude and responsible resource management

PRACTICAL COURSE – CORE ED010301:

Field Internship in Primary Schools, Primary Teacher, Education Institution, & Field, Site relevant to Cluster A & Cluster B Thematic **Cluster A– Current Practices in Education** (one Course from Thematic Cluster A shall be opted - **ED800303 Guidance and Counselling**) Thematic **Cluster B– Emerging Issues in Education** (one Course from Thematic Cluster B shall be opted- **ED810301 Environmental Education**)

Upon completing the Field Trip component of the Master of Education (M.Ed.) programme, student teachers will able to:

CLO 1: Observe and analyse educational practices in diverse settings

CLO 2: Apply theoretical knowledge to real-world educational contexts

CLO 3: Develop critical thinking and reflective practice skills


CLO 4: Demonstrate understanding of educational leadership and management principles

CLO 5: Show increased awareness of social, cultural and environmental factors influencing education

CLO 6: Foster professional networking and collaboration skills

Upon completing the Field Trip in Primary Schools component of the Master of Education (M.Ed.) programme, student teachers will be able to:




DR. M. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
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- CLO 1: Design and conduct an original research study in education
- CLO 2: Apply advanced knowledge of research methodologies and statistical analysis
- CLO 3: Develop critical thinking and problem-solving skills in educational research
- CLO 4: Demonstrate expertise in academic writing and presentation skills
- CLO 5: Show increased ability to contribute to the body of knowledge in education
- CLO 6: Apply research findings to inform educational practice and policy
- CLO 7: Develop a deep understanding of a specific area of education
- CLO 8: Demonstrate advanced skills in data collection, analysis and interpretation
- CLO 9: Show increased ability to work independently and manage time effectively
- CLO 10: Demonstrate expertise in citing and referencing sources using a recognized citation style

ED010303 VIVA VOCE DISSERTATION

Upon completing the Viva Voce component of the Master of Education (M.Ed.) Dissertation course, student teachers will be able to:

- CLO 1: Successfully defend their dissertation research and findings
- CLO 2: Demonstrate in-depth knowledge and understanding of their research topic and methodology
- CLO 3: Apply critical thinking and problem-solving skills to address questions and concerns from examiners
- CLO 4: Show increased ability to articulate and communicate complex research concepts and ideas clearly and concisely
- CLO 5: Demonstrate expertise in responding to questions and critiques from experts in the field
- CLO 6: Demonstrate understanding of the contributions and implications of their research for educational practice and policy
- CLO 7: Show increased ability to think critically and reflectively about their research and its limitations
- CLO 8: Demonstrate expertise in using research evidence to inform educational decision-making and practice
- CLO 9: Show increased confidence in their ability to engage in academic discourse and debate.

FOURTH SEMESTER

COMMON CORE COURSE ED010401 - CURRICULUM DEVELOPMENT AND TRANSACTION

On completion of the course, the prospective student teachers will be able to:

- CLO 1: Grasp the concept of curriculum and its influencing factors




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- CLO 1: Grasp key language learning and teaching ideologies
- CLO 2: Master curriculum design and construction for language learning
- CLO 3: Understand the psychology of language acquisition
- CLO 4: Familiarize yourself with modern language pedagogy
- CLO 5: Stay updated on latest trends in language assessment and evaluation
- CLO 6: Design and construct effective language tests (online and offline)
- CLO 7: Leverage digital resources for language education
- CLO 8: Cultivate a research-oriented attitude
- CLO 9: Recognize the importance of Continuing Professional Development (CPD) in language education

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

On completion of the course, the prospective student teachers will be able to:

- CLO 1: Grasp key ideologies in Mathematics learning and teaching
- CLO 2: Master curriculum design and construction for Mathematics learning
- CLO 3: Understand the psychology of Mathematics acquisition
- CLO 4: Familiarize yourself with modern Mathematics pedagogy
- CLO 5: Stay updated on latest trends in Mathematics assessment and evaluation
- CLO 6: Leverage digital resources for Mathematics education
- CLO 7: Cultivate a research-oriented attitude
- CLO 8: Develop a positive and professional attitude towards teaching Mathematics
- CLO 9: Recognize the importance of Continuing Professional Development (CPD) in Mathematics education
- CLO 10: Explore opportunities for professional growth and development

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

On completion of the course, the prospective student teachers will be able to:

- CLO 1: Understand the key features of Science Education
- CLO 2: Develop skills for curriculum design and material development
- CLO 3: Learn principles for selecting and organizing learning experiences



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

On completion of the course, the prospective student teachers will be able to:

- CLO 1: Develop into a professional Commerce teacher
- CLO 2: Understand the aims and objectives of teaching Commerce
- CLO 3: Explore various instructional approaches, techniques and methods
- CLO 4: Apply effective instructional practices and models
- CLO 5: Design and organize Commerce curriculum using principles and approaches
- CLO 6: Acquire skills for effective teaching in Commerce
- CLO 7: Familiarize yourself with feedback mechanisms and online assessment tools
- CLO 8: Understand techno-pedagogy and the teacher's role
- CLO 9: Enhance teaching competence with techno-pedagogical content knowledge
- CLO 10: Stay updated on recent research trends in Commerce education

PRACTICAL COURSE – CORE ED010403:

Field Internship in Secondary and Senior Secondary Schools, Secondary Teacher Education Institution, & Field Site relevant to Cluster C -Thematic **Cluster C– Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education** (one Course from Thematic Cluster C shall be opted)

Upon completing the Field Internship component of the Master of Education (M.Ed.) programme, student teachers will be able to:

- CLO 1: Apply theoretical knowledge in real-world secondary and senior secondary school settings
- CLO 2: Develop practical skills in teaching, learning and assessment
- CLO 3: Demonstrate understanding of adolescent development and learning needs
- CLO 4: Show increased ability to plan and deliver effective lessons
- CLO 5: Develop skills in classroom management and organization
- CLO 6: Demonstrate understanding of school culture and community engagement
- CLO 7: Observe and analyse teacher education programs and practices in secondary teacher education institutions
- CLO 8: Develop understanding of teacher training and development processes
- CLO 9: Apply knowledge of educational policy and curriculum frameworks



Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAVOOR - 683 556



National College for Teacher Education

(NAAC Accredited with 'B' Grade)

Iqbal Square, Meprathupady, Vengola, Perumbavoor, Ernakulam - 683 556

KEY INDICATOR

CRITERION 2-Teaching-learning and Evaluation

2.7 STUDENT PERFORMANCE AND LEARNING OUTCOMES

THE TEACHING LEARNING PROCESS ALIGNED WITH PLO AND CLO

METRIC 2.7.1.B

Any Other Relevant Information

Affidavit

I do hereby certify that, all pages in this document are duly authenticated by me, under my privilege as the Head of the institution of National College for Teacher Education, Vengola, Ernakulum, Kerala

Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAVOOR - 683 556

Document -2.7.1: The teaching learning process of the institution are aligned with the stated PLOs and CLOs

The teaching learning process of the institution is aligned with the stated PLOs and CLOs.

BACHELOR OF EDUCATION (B. Ed.) DEGREE PROGRAMME

PROGRAMME LERANING OUTCOME (PLO)

- PLO1: Serving the society by upholding the value system
- PLO2: Empowering our students to fulfill their academic and professional passions
- PLO3: Strengthening support for dynamic faculty dedicated to teaching, mentoring, research and the creative and performing arts
- PLO4: Developing leadership qualities to function effectively
- PLO5: Promoting personal and professional ethical principles and responsibilities
- PLO6: Accelerating the progress through analysis and critical evaluation
- PLO7: Preparing for life-long learning through reflection and critical enquiry.
- PLO8: Preparing collaborative and resilient teachers to attend students from various socio-cultural-ethical diversities
- PLO9: Promoting modern ICT tools in education in accordance with the changes in society

PROGRAMME SPECIFIC LERANING OUTCOME (PSLO)

- PSLO1: Balanced academic programme that mutually reinforcing and emphasize high quality and creative instruction
- PSLO2: Developing professional competence, sensitivity and motivation
- PSLO3: Addressing major social and environmental issues
- PSLO4: Creating a proper attitude towards various theoretical principles and practices in psychology, philosophy, sociology and technology
- PSLO5: Enhancing performance skills, aesthetic sense, drama and art education

COURSE LEARNING OUTCOME (CLO) CORE COURSES

SEMESTER 1

EDU 101: CONTEMPORARY INDIA AND EDUCATION



Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAVOOR - 683 556

On completion of the course, the prospective student teachers will able to:

- CLO1: Enhancing proper attitude and commitment to the society.
- CLO2: Developing professional competence and sensitivity.
- CLO3: Develop Our Constitutional values among the society.
- CLO4: Examine features of Indian educational system in global context.
- CLO5: Awareness about various educational policies, educational rights, commissions, recommendations and its impact on contemporary Indian education.
- CLO6: Acquainted knowledge about different stages of not only Indian but also global educational system.

EDU 102: CHILDHOOD AND GROWING UP

On completion of the course, the prospective student teachers will able to:

- CLO1: Understand the basic concepts, principles and important theories of Educational Psychology.
- CLO2: Acquainted importance knowledge about human growth and development in each stage of age.
- CLO3: To detect various problems among adolescents and give suitable guidance to them.
- CLO4: Understand the importance of practice, drill lesson, memorization techniques, motivation, and reinforcement in teaching learning process.
- CLO5: Acquainted knowledge about various kinds of intelligent test, psychology test for detects students' disabilities, psychological problems.

EDU 103: DEVELOPMENT AND RESOURCES IN EDUCATIONAL TECHNOLOGY

On completion of the course, the prospective student teachers will able to:

- CLO1: To identify the nature scope, importance, different kinds of educational technology in teaching learning process.
- CLO2: Provide knowledge about Individualized and Mass mode of interaction technologies in the field of education.
- CLO3: Understand the various principles, differences between various approaches in the field of educational technology.



Dr. N. SETHU MOGHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
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- CLO4: Acquainted knowledge about recent trends of ICT enabled in various fields of education.
- CLO5: Imbibe the applications of Multimedia resources in the field of education in effective way.
- CLO6: Develop class room communication through technological interventions.
- CLO7: Promote self-directed learning, here teacher as a scaffold.

PEDAGOGIC COURSES

EDU 104.11: UNDERSTANDING THE DISCIPLINE OF ENGLISH EDUCATION

On completion of the course, the prospective student teachers will able to:

- CLO1: Under the historical development of English language and literature.
- CLO2: Develop knowledge about aims and objectives of English language and literature.
- CLO3: To understand the integrated learning through language skills.
- CLO4: Understand the language skills develop in different classes in school education.
- CLO5: Effective use of language in teaching learning process and develop language proficiency among learner.
- CLO6: Understand the use of English language at both national and international level - learning and teaching concept, knowledge and basic principles.

EDU 105.11: LEARNING TO FUNCTION AS AN ENGLISH TEACHER

On completion of the course, the prospective student teachers will able to:

- CLO1: Empower target language development with effective strategies
- CLO2: Refine micro-teaching skills through practice, feedback, and correction
- CLO3: Explore approaches, methods, and strategies for enriching language learning
- CLO4: Develop expertise in pedagogic content knowledge
- CLO5: Foster an inclusive learning environment for all learners
- CLO6: Critically evaluate current trends and practices in English education globally

EDU 104.16: UNDERSTANDING THE DISCIPLINE OF MATHEMATICS EDUCATION



Dr. N. SETHU MADHAVAN
 PRINCIPAL
 NATIONAL COLLEGE FOR TEACHER EDUCATION
 IQBAL SQUARE, MEPRATHUPADY
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On completion of the course, the prospective student teachers will able to:

- CLO1: Understand the history and development of Mathematics as a subject.
- CLO2: Learn about the contributions of famous mathematicians.
- CLO3: Appreciate the importance and significance of Mathematics.
- CLO4: Recognize the scope and applications of Mathematics.
- CLO5: Understand the goals, objectives, and skills required to teach Mathematics effectively.
- CLO6: Internalize the values and principles of teaching Mathematics.
- CLO7: Gain insight into how Mathematics connects with other subjects (Interdisciplinary Nature).
- CLO8: Understand the teaching ideologies of Behaviorism and Constructivism in Mathematics education.

EDU 105.16: LEARNING TO FUNCTION AS MATHEMATICS TEACHER

On completion of the course, the prospective student teachers will able to:

- CLO1: Discover the unique characteristics of various teaching approaches, techniques, and methods in Mathematics.
- CLO2: Learn innovative strategies to teach Mathematics effectively.
- CLO3: Integrate differentiated teaching models into their instructional practices.
- CLO4: Develop themselves as innovative and effective Mathematics teachers.
- CLO5: Understand individual differences among students and how to address them.
- CLO6: Acquire the skills needed to teach Mathematics effectively and make learning engaging.

EDU 104 .17: UNDERSTANDING THE DISCIPLINE OF PHYSICAL SCIENCE EDUCATION

On completion of the course, the prospective student teachers will able to:

- CLO1: Understand the history and development of Science as a subject.
- CLO2: Learn about the contributions of famous Scientists.
- CLO3: Appreciate the importance and significance of Science.
- CLO4: Recognize the scope and applications of Science.
- CLO5: Understand the goals, objectives, and skills required to teach Physical Science effectively at various levels (Primary, Secondary, and Higher Secondary).



Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
BANGALORE, KARNATAKA - 560022 - 683 556

- CLO6: Internalize the values and principles of teaching Physical Science.
- CLO7: Gain insight into how Physical Science connects with other subjects (Interdisciplinary Nature).
- CLO8: Develop a holistic approach to teaching Physical Science by correlating it with other subjects for effective classroom teaching.

EDU 105.17 LEARNING TO FUNCTION AS PHYSICAL SCIENCE TEACHER

On completion of the course, the prospective student teachers will able to:

- CLO1: Discover the unique characteristics of various teaching approaches, techniques, and methods in Physical Science.
- CLO2: Learn innovative strategies to teach Physical Science effectively.
- CLO3: Integrate differentiated teaching models into their instructional practices.
- CLO4: Develop themselves as innovative and effective Physical Science teachers.
- CLO5: Understand individual differences among students and how to address them.
- CLO6: Acquire the skills needed to teach Physical Science effectively and make learning engaging.

EDU 104.18: UNDERSTANDING THE DISCIPLINE OF NATURAL SCIENCE EDUCATION

On completion of the course, the prospective student teachers will able to:

- CLO1: Learn about the history and development of Natural Science as a subject.
- CLO2: Understand how students learn and process Natural Science information (psychological bases).
- CLO3: Recognize the impact of Natural Science on society and everyday life.
- CLO4: Apply theoretical knowledge to teach Natural Science effectively.
- CLO5: Internalize the values and principles of teaching Natural Science.
- CLO6: Understand how Natural Science connects with other subjects (interdisciplinary nature).
- CLO7: Realize that science is constantly evolving and expanding.
- CLO8: Learn about the teaching ideologies of Behaviorism and Constructivism in Natural Science education.

EDU 105.18 – LEARNING TO FUNCTION AS NATURAL SCIENCE TEACHER



Dr. N. SETHU MADHAVAN
 PRINCIPAL
 NATIONAL COLLEGE FOR TEACHER EDUCATION
 IQBAL SQUARE, MEPRATHUPADY
 KOLLAM, KERALA - 683 556

On completion of the course, the prospective student teachers will able to:

- CLO1: Discover and explore various approaches, techniques, and methods for teaching Natural Science.
- CLO2: Critically examine effective teaching-learning processes, including:
 - Inquiry-based learning
 - Discovery-based learning
 - Conceptual development
 - Activity-based learning
- CLO3: Develop lesson plans using different Models of Teaching.
- CLO4: Create diverse processes to motivate students and promote learning throughout the year.
- CLO5: Help students develop self-assessment skills and reflect on their learning.
- CLO6: Understand the concept, tools, and techniques of evaluation in Natural Science education.
- CLO7: Explore various methods and tools for assessing different learning outcomes and performances of diverse learners.

EDU 104.19: UNDERSTANDING THE DISCIPLINE OF SOCIAL SCIENCE EDUCATION

On completion of the course, the prospective student teachers will able to:

- CLO1: Understand how History and Geography shaped Social Science and its various disciplines.
- CLO2: Analyze the evolution of Social Science in different social, political, and intellectual contexts.
- CLO3: Evaluate the significant changes in Social Science over time.
- CLO4: Learn about the background and practical applications of Social Science.
- CLO5: Examine how Social Science content is selected, presented, and can be transformed to promote student-centered learning.
- CLO6: Internalize the goals and objectives of teaching Social Studies/Social Science at various levels (Primary, Secondary, and Higher Secondary).
- CLO7: Recognize the interdisciplinary nature of Social Science and its connections to other subjects.
- CLO8: Apply theoretical knowledge to teach Social Science effectively.



Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
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- CLO9: Develop positive attitudes and values based on Indian society's cultural, moral, social, and political fabric.

EDU 105.19: LEARNING TO FUNCTION AS SOCIAL SCIENCE TEACHER

On completion of the course, the prospective student teachers will able to:

- CLO1: Critically evaluate effective teaching-learning processes, including:
 - Inquiry-based learning
 - Discovery-based learning
 - Conceptual development
 - Activity-based learning
 - Brain-based learning
- CLO2: Use drama and theatre techniques to foster creativity and aesthetic awareness in students.
- CLO3: Explore various instructional options to support learning.
- CLO4: Connect new concepts to students' prior knowledge and experiences, considering their diverse backgrounds and interests.
- CLO5: Develop engaging processes throughout the year to motivate students and promote learning.
- CLO6: Help students develop self-assessment skills and reflect on their learning.

EDU 104.29 UNDERSTANDING THE DISCIPLINE OF COMMERCE EDUCATION

On completion of the course, the prospective student teachers will able to:

- CLO1: Learn about the history and development of Commerce as a subject.
- CLO2: Understand the importance and significance of Commerce in education.
- CLO3: Recognize the scope and applications of Commerce.
- CLO4: Comprehend the goals, objectives, and skills required to teach Commerce effectively.
- CLO5: Internalize the values and principles of teaching Commerce.
- CLO6: Appreciate the connections between Commerce and other subjects (Interdisciplinary Nature).
- CLO7: Understand the teaching ideologies of Behaviorism and Constructivism in Commerce education.



DR. N. SETHU MADHAVAN
 PRINCIPAL
 NATIONAL COLLEGE FOR TEACHER EDUCATION
 IQBAL SQUARE, MEPRATHUPADY
 MENGOLA, PERUMBAVOOR - 683 556

EDU 105.20 LEARNING TO FUNCTION AS COMMERCE TEACHER

On completion of the course, the prospective student teachers will able to:

- CLO1: Discover and explore various teaching approaches, techniques, and methods in Commerce.
- CLO2: Learn innovative strategies to teach Commerce effectively.
- CLO3: Integrate differentiated teaching models into their instructional practices.
- CLO4: themselves as innovative and effective Commerce teachers.
- CLO5: Understand individual differences among students and how to address them.
- CLO6: Acquire the skills needed to teach Commerce effectively and make learning engaging.

ASSOCIATE COURSE-ELECTIVE

EDU 106.12: GUIDANCE AND COUNSELING

On completion of the course, the prospective student teachers will able to:

- CLO1: Understand the importance and principles of guidance and counseling
- CLO2: Recognize their responsibilities as teachers to guide and counsel students
- CLO3: Develop skills to apply guidance and counseling techniques
- CLO4: Support career development for diverse student needs
- CLO5: Learn to organize and implement guidance programs in schools
- CLO6: Appreciate the crucial role of teachers in providing counseling services
- CLO7: Identify various areas, tools, and techniques in guidance and counseling
- CLO8: Address psychological, ethical, inclusive, and career issues in schools.

EDU 107.1 PRACTICAL COURSES – CORE

On completion of the course, the prospective student teachers will able to:

- CLO1: Develop skills to create learning materials
- CLO2: Conduct research on social and educational issues
- CLO3: Understand prevailing practices in schools and communities
- CLO4: Gain knowledge of adolescent problems
- CLO5: Create blogs and reflect on experiences



Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAVOOR - 683 556

EDU 107.2 PRACTICAL COURSES - PEDAGOGY

On completion of the course, the prospective student teachers will able to:

- CLO1: Develop teaching skills through micro-teaching and practice sessions
- CLO2: Improve presentation skills
- CLO3: Write reports and reflect on experiences
- CLO4: Integrate skills gained in micro-teaching into practice
- CLO5: Create ICT resource materials

EDU 107.3 PRACTICAL COURSES - HEALTH AND PHYSICAL EDUCATION

On completion of the course, the prospective student teachers will able to:

- CLO1: Develop skills in yogic asana and first aid
- CLO2: Apply principles of first aid and yogic asana
- CLO4: Understand the importance of yoga and appreciate its value
- CLO5: Develop life-saving skills (CPR)

EDU 107.4 PRACTICAL COURSES - ART AND DRAMA EDUCATION

On completion of the course, the prospective student teachers will able to:

- CLO1: Develop skills in writing drama scripts and organizing socially useful productive work
- CLO2: Apply principles of drama in writing role plays
- CLO3: Understand the importance of drama and art education
- CLO4: Acquire leadership skills and design eco-friendly products

SEMESTER 2



Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAVOOR - 683 556

CORE COURSES

EDU 201: KNOWLEDGE AND CURRICULUM

On completion of the course, the prospective student teachers will able to:

- CLO1: Understand the different aspects of the school curriculum and their connection to teacher education
- CLO2: Explore the meaning, nature, and sources of knowledge, and how it's constructed
- CLO3: Compare various approaches to curriculum development
- CLO4: Appreciate the roles of teachers, schools, and educational authorities in effective curriculum implementation
- CLO5: Understand the concepts of Knowledge and Curriculum
- CLO6: Examine the school as an organization, its culture, and the role of teachers in developing a responsive curriculum that promotes critical thinking
- CLO7: Familiarize themselves with the recommendations of NCF 2005 and NPE 2020 regarding Curriculum and Schooling
- CLO8: Gain insight into Knowledge and its construction.

EDU 202: LEARNING AND TEACHING

On completion of the course, the prospective student teachers will able to:

- CLO1: Understand the various ways people learn and process information.
- CLO2: Recognize different learning environments and the unique role of schools.
- CLO3: Reflect on their own beliefs about learning and how it happens
- CLO4: Learn about different theories of learning, focusing on cognitive approaches
- CLO5: Understand key concepts like Intelligence, Personality, and Adjustment.

EDU 203: ASSESSMENT FOR LEARNING

On completion of the course, the prospective student teachers will able to:

- CLO1: Understand the purpose and role of assessment in teaching and learning.
- CLO2: How assessment affects different areas of learning
- CLO3: Learn to create effective testing tools.
- CLO4: Collect, analyze, and use assessment data to improve teaching



DR. N. DEVI MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAVOOR - 683 556

- CLO5: Stay updated on the latest trends and issues in assessment.
- CLO6: Understand the differences between Measurement, Examination, Assessment, and Evaluation.
- CLO7: Design effective question papers using various evaluation tools.
- CLO8: Choose the right statistical methods to analyze and interpret test scores.
- CLO9: Stay current with new evaluation trends to improve learning assessment.

PEDAGOGIC COURSES

EDU 204.11: PEDAGOGICAL DIMENSIONS OF ENGLISH

On completion of the course, the prospective student teachers will able to:

- CLO1: Take responsibility for the teaching-learning process.
- CLO2: Use effective strategies to develop students' language skills.
- CLO3: Align content with the goals of language teaching.
- CLO4: Create lessons that cater to diverse student needs.
- CLO5: Reflect on their own teaching effectiveness through self-assessment.
- CLO6: Assess students' language skills and provide support where needed.

EDU 205.11: CURRICULUM AND RESOURCE DEVELOPMENT IN ENGLISH EDUCATION

On completion of the course, the prospective student teachers will able to:

- CLO1: Understand the basics of curriculum design and development.
- CLO2: Adapt the curriculum to meet the diverse needs of students.
- CLO3: Develop skills to evaluate and improve the curriculum and its components.
- CLO4: Effectively use resources and instructional support to deliver the curriculum.
- CLO5: Create a curriculum that considers relevant factors, such as student needs and learning goals.

EDU 204.15: PEDAGOGICAL DIMENSIONS OF MATHEMATICS

On completion of the course, the prospective student teachers will able to:



Dr. N. SETHU MADHAVAN
 PRINCIPAL
 NATIONAL COLLEGE FOR TEACHER EDUCATION
 IQBAL SQUARE, MEPRATHUPADY
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- CLO1: Understand the importance of categorizing instructional objectives in teaching Mathematics.
- CLO2: Develop skills in planning and designing lessons systematically.
- CLO3: Learn effective teaching methods for Higher Secondary and Secondary level Mathematics.
- CLO4: Familiarize themselves with feedback mechanisms and online assessment tools.
- CLO5: Understand the concept of techno-pedagogy and the teacher's role in integrating technology into teaching.
- CLO6: Enhance their teaching competence by effectively using IT in the classroom.

EDU 205.16: CURRICULUM AND RESOURCE DEVELOPMENT IN MATHEMATICS EDUCATION

On completion of the course, the prospective student teachers will able to:

- CLO1: Understand the concept and purposes of a curriculum.
- CLO2: Learn about the principles and approaches to building a curriculum.
- CLO3: Recognize different types of curricula.
- CLO4: Develop skills to analyze and evaluate the Mathematics curriculum.
- CLO5: Familiarize themselves with various instructional resources and their uses.
- CLO6: Explore digital resources (e-resources) to enhance teaching performance and student learning.

EDU 204.17: PEDAGOGICAL DIMENSIONS OF PHYSICALSCIENCE

On completion of the course, the prospective student teachers will able to:

- CLO1: Understand the importance of categorizing instructional objectives.
- CLO2: Develop skills in systematic planning and designing lessons.
- CLO3: Learn effective teaching methods for Higher Secondary and Secondary level Physical Science.
- CLO4: Familiarise themselves with feedback mechanisms and online assessment tools.
- CLO5: Understand the concept of techno-pedagogy and the teacher's role in integrating technology.
- CLO6: Enhance their teaching competence by effectively using IT to support student learning.



Dr. N. SETHU MABHAVAN
 PRINCIPAL
 NATIONAL COLLEGE FOR TEACHER EDUCATION
 IQBAL SQUARE, MEPRATHUPADY
 VENGOLA, PERUMBAVOOR - 683 556

EDU 205.17: CURRICULUM AND RESOURCE DEVELOPMENT IN PHYSICAL SCIENCE EDUCATION

On completion of the course, the prospective student teachers will able to:

- CLO1: Understand what a curriculum is and its purposes
- CLO2: Learn how to build a curriculum and the approaches involved.
- CLO3: Recognize different types of curricula.
- CLO4: Develop skills to analyze and evaluate the Physical Science curriculum.
- CLO5: Familiarize themselves with various instructional resources and their uses.
- CLO6: Explore digital resources (e-resources) to enhance teaching performance and student learning.

EDU 204.18: PEDAGOGICAL DIMENSIONS OF NATURAL SCIENCE

On completion of the course, the prospective student teachers will able to:

- CLO1: Understand the subject's nature and connection to disciplinary knowledge.
- CLO2: Learn about categorizing educational objectives (taxonomy).
- CLO3: Familiarize themselves with techno-pedagogy and the teacher's role in integrating technology.
- CLO4: Develop insight into how children construct knowledge in diverse social contexts.
- CLO5: Learn to plan effectively (year plan, unit plan, lesson plan) and use feedback mechanism, assessment tools, and techniques.
- CLO6: Apply innovative teaching-learning strategies and develop ICT-enabled teaching skills.
- CLO7: Analyze Life Science textbook content for standards VI-X.

EDU 205.19: CURRICULUM AND RESOURCE DEVELOPMENT IN NATURAL SCIENCE EDUCATION

On completion of the course, the prospective student teachers will able to:

- CLO1: Understand the different aspects of curriculum and their connection to educational goals.
- CLO2: Explore the impact of the hidden curriculum and how children can develop resilience.
- CLO3: Develop a curriculum that meets students' needs and adapts to societal changes.



Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
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- CLO4: Develop skills to evaluate and improve curriculum and its component.
- CLO5: Critically review educational materials like textbooks, children's literature, and online resources.
- CLO6: Use various resources and activities to enhance teaching and learning effectiveness.

EDU 20419: PEDAGOGICAL DIMENSIONS OF SOCIAL SCIENCE

On completion of the course, the prospective student teachers will able to:

- CLO1: Understand the subject's nature, history, and connection to disciplinary knowledge.
- CLO2: Explore effective teaching approaches for different age groups.
- CLO3: Develop insight into how children from diverse backgrounds construct knowledge.
- CLO4: Apply innovative teaching strategies and learn ICT-enabled teaching methods.
- CLO5: Investigate the potential of multimedia for enhanced learning.
- CLO6: Analyze Social Science textbook content for standards VI-X.
- CLO7: Develop and practice various assessment methods for diverse learners.

EDU 20519: CURRICULUM AND RESOURCE DEVELOPMENT IN SOCIAL SCIENCE EDUCATION

On completion of the course, the prospective student teachers will able to:

- CLO1: Understand how curriculum dimensions align with educational goals.
- CLO2: Explore the impact of the hidden curriculum on children's resilience.
- CLO3: Devise a curriculum that meets students' needs and adapts to societal changes.
- CLO4: Develop skills to evaluate and improve curriculum and its components.
- CLO5: Critically review educational materials like textbooks and online resources.
- CLO6: Use various resources and activities to enhance teaching and learning effectiveness.

EDU 20420: PEDAGOGICAL DIMENSIONS OF COMMERCE

On completion of the course, the prospective student teachers will able to:

- CLO1: Understand the importance of categorizing instructional objectives.
- CLO2: Develop systematic planning and designing lessons.



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PRINCIPAL
 NATIONAL COLLEGE FOR TEACHER EDUCATION
 IQBAL SQUARE, MEPRATHUPADY
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- CE03: Learn effective teaching methods for Higher Secondary level Commerce.
- CE04: Familiarize themselves with feedback mechanisms and online assessment tools.
- CE05: Understand the concept of techno-pedagogy and the teacher's role in integrating technology.
- CE06: Enhance their teaching competence by effectively using IT to support student learning.

EDU 205 20: CURRICULUM AND RESOURCE DEVELOPMENT IN COMMERCE EDUCATION

On completion of the course, the prospective student teachers will able to:

- CE01: Discover the concept and functions of curriculum.
- CE02: Explore principles and approaches to building effective curriculum.
- CE03: Identify and understand different types of curriculum.
- CE04: Master the art of analyzing Commerce Curriculum.
- CE05: Learn to leverage instructional resources for maximum impact.
- CE06: Unlock the potential of e-resources to elevate teaching perform

EDU 206: CORE PRACTICAL COURSES

On completion of the course, the prospective student teachers will able to:

- CE01: Understand school profiles and practices
- CE02: Develop analytical and evaluative skills
- CE03: Apply education principles to address adolescent problems
- CE04: Analyze current assessment practices
- CE05: Critically evaluate the status of exceptional children in schools
- CE06: Identify and address adolescent problems

EDU 207: PEDAGOGIC PRACTICAL COURSE

On completion of the course, the prospective student teachers will able to:

- CE01: Master the art of lesson planning
- CE02: Become a classroom manager and evaluator



Dr. N. SETHU MADHAVAN
PRINCIPAL
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- CLO3: Weave education principles into engaging lessons
- CLO4: Craft inclusive classrooms where all thrive
- CLO5: Harness technology to supercharge learning
- CLO6: Orchestrate productive and respectful classrooms

EDU 206.3 HEALTHS AND PHYSICAL EDUCATION PRACTICAL COURSE

- On completion of the course, the prospective student teachers will able to:
- CLO1: Become a sports management pro
- CLO2: Plan and execute successful sports events
- CLO3: Cultivate emotional intelligence and sportsmanship
- CLO4: Unlock the power of sports for a healthy life
- CLO5: Unleash your leadership potential
- CLO6: Think critically, win strategically
- CLO7: Be a sports leader, inside and out!

EDU 206.4 DRAMA AND ART PRACTICAL COURSE

On completion of the course, the prospective student teachers will able to:

- CLO1: Learn to evaluate art with confidence
- CLO2: Master the art of interviewing and reporting
- CLO3: Apply education principles to interview design
- CLO4: Discover and appreciate local art treasures
- CLO5: Share local art with the world
- CLO6: Become an art ambassador and storyteller

SEMESTER 2

EDU 301 LANGUAGE ACROSS THE CURRICULUM

On completion of the course, the prospective student teachers will able to:

- CLO1: Understand the purpose, and goals of education and its connection to philosophy.



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- CL02: Explore the ideas of Indian and Western thinkers on education and how they impact teaching practices.
- CL03: Develop critical thinking skills to reflect on educational issues
- CL04: Build their ability to respond to challenges in education
- CL05: The concept of language and communication
- CL06: How children develop language skills, especially in early childhood
- CL07: The process of acquiring reading, writing, speaking, and listening skills
- CL08: The diversity of languages and their connection to society, with a focus on India.
- CL09: How to effectively teach in a multilingual classroom.

EDU 302.1 PRACTICAL COURSE- CORE

On completion of the course, the prospective student teachers will able to:

- CL01: Teach with confidence and impact
- CL02: Master tools for research and case studies
- CL03: Craft lessons that inspire and uplift
- CL04: Teach every child, regardless of needs
- CL05: Harness technology for enhanced learning
- CL06: Reflect, adjust, and grow as an educator

EDU 302.2 PRACTICAL COURSE- PEDAGOGY

On completion of the course, the prospective student teachers will able to:

- CL01: Unlock your teaching potential
- CL02: Master project-based learning and assessment
- CL03: Craft lessons that inspire and educate
- CL04: Tech-integrated teaching for the modern classroom
- CL05: Organize, manage, and thrive in the classroom
- CL06: Reflect, adjust, and shine as an educator

EDU 302.3 PRACTICAL COURSE- HEALTH AND PHYSICAL EDUCATION



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On completion of the course, the prospective student teachers will able to:

- CLO1: Teach with energy and enthusiasm
- CLO2: Master Physical Education, Health Education, and Yoga instruction
- CLO3: Unlock the power of PE, Health, and Yoga for a healthy society
- CLO4: Tech-infused teaching for active learning
- CLO5: Organise, manage, and energize your classroom
- CLO6: Reflect, refresh, and teach with passion

EDU 302: PRACTICAL COURSE- ART AND DRAMA EDUCATION

On completion of the course, the prospective student teachers will able to:

- CLO1: Unleash creativity in the classroom
- CLO2: Inspire unity and patriotism through art and drama
- CLO3: Celebrate India's rich cultural heritage
- CLO4: Tech-infused art and drama education
- CLO5: Organise, manage, and create a vibrant classroom
- CLO6: Reflect, refresh, and inspire creativity

SEMESTER 4

CORE COURSES

EDU 401: GENDER, SCHOOL, AND SOCIETY

On completion of the course, the prospective student teachers will able to:

- CLO1: Understand the transition from Women's Studies to Gender Studies and its historical context.
- CLO2: Explore various theories of Gender and Education.
- CLO3: Analyze how socialization institutions (family, media, etc.) shape power dynamics and identity.
- CLO4: Integrate gender equity into teaching practices in the classroom.
- CLO5: Advocate for policies and practices that promote gender equality and education.



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- CL16: Apply gender theories to the Indian context.
- CL17: Evaluate changing attitudes towards gender, power, education, and legal provisions.
- CL18: Work towards achieving gender equality in classrooms and society.

EDU402: PERSONALITY DYNAMICS IN EDUCATION

On completion of the course, the prospective student teachers will able to:

- CL01: Discover the secrets of intelligence, IQ, EQ, and SQ in learning and teaching.
- CL02: Discover the traits of a mature personality.
- CL03: Explore the diverse approaches to understanding personality.
- CL04: Learn to measure human behavior with psychological tests.
- CL05: Marvel the mysteries of intelligence and its many facets.
- CL06: Get familiar with tests that reveal intelligence, attitude, and aptitude.
- CL07: Apply eco-psychology principles to conserve nature's wonders.
- CL08: Inspire learners to embrace outdoor education with enthusiasm.
- CL09: Unlock the power of life-skills for a happy and successful life.
- CL10: Understand the fundamentals and challenges of Inclusive education.
- CL11: Share experiences and insights on inclusive education.

PEDAGOGIC COURSES

EDU 403: PROFESSIONAL DEVELOPMENT OF AN ENGLISH TEACHER

On completion of the course, the prospective student teachers will able to:

- CL01: Enhance your teaching skills and professional growth.
- CL02: Overcome language education challenges with confidence and responsibility
- CL03: Lead your classes with expertise and professionalism.
- CL04: Reflect on your teaching practices to promote values and compassion.
- CL05: Master the art of teaching with technology (techno-pedagogy).
- CL06: Understand the complex factors affecting English teaching (political, social, cultural, and linguistic).

EDU 404: PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHER



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On completion of the course, the prospective student teachers will able to:

- CL01: Discover the key qualities, duties, and responsibilities of a Mathematics Teacher.
- CL02: Embrace a professional spirit from multiple perspectives.
- CL03: Develop reflective practices to nurture professionalism.
- CL04: Stay updated on the latest research trends in Mathematics education.
- CL05: Explore diverse activities to enrich Mathematics teaching and learning.
- CL06: Define your vision and mission as a professional Mathematics Teacher.

EDU 40317-1 PROFESSIONAL DEVELOPMENT OF PHYSICAL SCIENCE TEACHER

On completion of the course, the prospective student teachers will able to:

- CL01: Discover the key qualities and responsibilities of a Physical Science Teacher.
- CL02: Foster a professional spirit from multiple perspectives.
- CL03: Develop reflective practices to enhance teaching and learning.
- CL04: Stay informed about the latest research trends in Science education.
- CL05: Explore innovative approaches to enrich Science teaching and learning.
- CL06: Define your vision and mission as a Physical Science educator.

EDU 40318-1 PROFESSIONAL DEVELOPMENT OF NATURAL SCIENCE TEACHER

On completion of the course, the prospective student teachers will able to:

- CL01: Empower your personal and professional growth.
- CL02: Embody the qualities, duties, and responsibilities of a Natural Science Teacher.
- CL03: Foster a culture of human values: freedom, trust, mutual respect, and diversity.
- CL04: Harness Science to promote Nationalism, Universalism, and Secularism.
- CL05: Develop self-awareness and social consciousness in yourself and your learners.
- CL06: Address societal challenges with scientific knowledge and equip learners to overcome them.

EDU 40319-1 PROFESSIONAL DEVELOPMENT OF SOCIAL SCIENCE TEACHER

On completion of the course, the prospective student teachers will able to:

- CL01: Balance your professional and personal growth.



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- CL-12: Foster a culture of human values: freedom, trust, mutual respect, and diversity.
- CL-13: Leverage Social Science to promote Nationalism, Universalism, and Secularism.
- CL-14: Develop self-awareness and social consciousness in yourself and your learners.
- CL-15: Address societal challenges with knowledge and equip learners to overcome them.
- CL-16: Celebrate India's rich cultural heritage.
- CL-17: Cultivate Research Aptitude for in-depth subject exploration.

EDU 403: PROFESSIONAL DEVELOPMENT OF COMMERCE TEACHER

On completion of the course, the prospective student teachers will able to:

- CL-18: Discover the key qualities and responsibilities of a Commerce Teacher.
- CL-19: Embrace a professional spirit from multiple perspectives.
- CL-20: Develop reflective practices to enhance teaching and learning.
- CL-21: Stay updated on the latest research trends in Commerce education.
- CL-22: Explore innovative approaches to enrich Commerce teaching and learning.
- CL-23: Define your vision and mission as a Commerce educator.

EDU404: CORE PRACTICAL COURSE

On completion of the course, the prospective student teachers will able to:

- CL-24: Discover your teaching purpose and passion
- CL-25: Develop essential social and soft skills through community immersion
- CL-26: Master the art of interviewing and reporting
- CL-27: Identify social needs and create impactful programs
- CL-28: Bring stories to life through documentary filmmaking
- CL-29: Organize and lead transformative study tours and camps

EDU405: PEDAGOGIC PRACTICAL COURSE

On completion of the course, the prospective student teachers will able to:

- CL-30: Envision your teaching
- CL-31: Design, write, and



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- CLO3: SWOT analysis for teaching excellence
- CLO4: Investigate, innovate, and share pedagogic insights
- CLO5: Blog your expertise, share your voice
- CLO6: Evaluate, reflect, and grow as an educator

EDU404.3 HEALTH AND PHYSICAL EDUCATION PRACTICAL COURSE

On completion of the course, the prospective student teachers will able to:

- CLO1: Master the rules of the game
- CLO2: Cultivate a winning spirit and teamwork
- CLO3: Unlock the power of sports for life
- CLO4: Discover the health benefits of play
- CLO5: Lead, manage, and inspire through sports
- CLO6: Decode the rules of Volleyball and Badminton

EDU404.4 DRAMA AND ART IN EDUCATION PRACTICAL COURSE

On completion of the course, the prospective student teachers will able to:

- CLO1: Unlock the educational power of film and theatre
- CLO2: Analyse, critique, and learn from films
- CLO3: Apply interdisciplinary insights to film review
- CLO4: Harness the social impact of film and street plays
- CLO5: Lead, manage, and shine through arts festivals
- CLO6: Navigate the rules and rhythms of cultural events

EDU 404.5: COMMUNICATIVE ENGLISH

On completion of the course, the prospective student teachers will able to:

- CLO1: Master written and oral communication skills through interactive materials.
- CLO2: Strengthen English language foundation with grammar and vocabulary.
- CLO3: Unlock vocational potential with intensive English training.
- CLO4: Develop effective communication skills in diverse contexts.



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PRINCIPAL

NATIONAL COLLEGE FOR TEACHER EDUCATION
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- CLO5: Enhance personal, social, and professional development.

Teaching/Learning Activities Selected

GENERAL OBJECTIVES

Structuring of the curriculum for two year B Ed programme is designed to enable the student teacher to:

1. uphold the value system based on the cultural, social, political and moral bases of Indian society.
2. identify and solve the prevalent major social and environmental issues / challenges and equip the classroom learner to face those challenges.
3. develop teacher competence, sensitivity and teacher motivation.
4. get ready for professional preparation.
5. become technologically competent and realize the importance of ICT and e- learning.
6. 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.
7. imbibe the aptitude for understanding the principles and practices related to the varied psychological, sociological and philosophical areas to facilitate productive cognition.
8. focus on communicative English which will help the student teachers to communicate well in diverse settings and groups.
9. 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.
10. enhance drama and art education to nurture children's creativity and aesthetic sensibilities.
11. enhance the critical thinking skills through strategies that encourage precise approach to inquiry, collaboration and active participation in the classrooms.
12. acquire the right attitude with qualitative commitment using multiple levels of tools.



Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
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and techniques.

EXAMINATION

The evaluation of each theory course shall contain two parts.

- (a) Internal or In Semester Assessment (ISA)
- (b) External or End Semester Assessment (ESA)

The evaluation of practical course shall be conducted by internal or In Semester Assessment. Standardization of the assessment shall be done by external examination board constituted by the University.

CREDIT POINT AND CREDIT POINT AVERAGE

Percentage of Marks	Grade	Grade Point
90 and above	A+ - Outstanding	10
80-89	A - Excellent	9
70-79	B - Very Good	8
60-69	C - Good	7
50-59	D - Satisfactory	6
40-49	E - Adequate	5
Below 40	F - Failure	4

CPA	Grade
Above or equal to 9.5	A+ - Outstanding
Above or equal to 9, but below 9.5	A - Excellent
Above or equal to 8, but below 9	B - Very Good
Above or equal to 7, but below 8	C - Good
Above or equal to 6, but below 7	D - Satisfactory
Above or equal to 5, but below 6	E - Adequate
Below 5	F - Failure

Programme Framework

Semester	Working Days	Working Hours	Marks		Credits		Total	
			Theory	Practical	Theory	Practical	Mark	Credit



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I	100	600	440	160	22	8	600	30
II	100	600	380	220	19	11	600	30
III	100	600	60	540	3	27	600	30
IV	100	600	260	340	13	17	600	30
Tota I	400	2400	1140	1260	57	63	2400	120

The institutional learning outcomes are carefully aligned with the objectives of the affiliating university's programs. The following measures are implemented to enhance student performance and learning outcomes:

- Morning Assembly Participation: Students are required to participate in the morning assembly, which includes prayers from various religions, fostering secularism and a sense of unity.
- Active teaching /learning activities-The institution adopts a variety of teaching/learning strategies to suit the needs of the learners.
- Charitable Initiatives: The institution's student's wing, AADYA, organizes community service activities such as blood donation drives, food donation camps, and community awareness programs.
- Civic Responsibility: Students are encouraged to develop civic responsibility through activities like tour programs, community living experiences, SUPW (Socially Useful Productive Work) activities and campus cleaning initiatives.
- Holistic Development: A balanced approach to education is promoted through a combination of curricular and co-curricular activities, ensuring students' all-around development.
- Physical Fitness: Regular yoga sessions and sports activities are organized to promote physical well-being among students.
- Community Engagement: Students engage in community surveys as part of their project work, gaining practical insights and contributing to societal development.
- Technological Proficiency: Hands-on training workshops are conducted to enhance students' technological skills, preparing them for the modern workforce.
- Pre-Marital Counseling: The Department of Minority Welfare, Government of Kerala organizes PMC (Pre-Marital Counseling) classes to prepare students for personal and family life.
- Internship Program: A four-month internship program provides students with practical experience and equips them with the necessary skills to meet the demands of the teaching profession.
- Creative Expression: The institution offers various platforms for students to showcase their creative talents through a range of activities.
- Continuous Assessment: Student performance is continuously assessed by teacher mentors, ensuring personalized guidance and support throughout their academic journey.
- Skill Enhancement Workshops: Regular organization of skill enhancement workshops, focusing on both soft skills and technical skills, to better prepare students for their future careers.
- Interdisciplinary Projects: Promotion of interdisciplinary projects that encourage students to collaborate across different fields, enhancing their critical thinking and problem-solving skills.
- Cultural Competency Development: Programs aimed at developing cultural competency, enabling students to work effectively in diverse environments and appreciate global perspectives.



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- Reflective Practices: Encouragement of reflective practices, such as journals and portfolios, where students regularly document and reflect on their learning experiences.
- Recognition and Rewards: Implementation of a recognition and rewards system for outstanding student achievements in both academic and extracurricular activities, motivating excellence.

NATIONAL COLLEGE FOR TEACHER EDUCATION

MASTER OF EDUCATION (M. Ed.) DEGREE PROGRAMME

PROGRAMME LEARNING OUTCOME (PLO)

- PLO1: Build a strong foundation in teacher education
- PLO2: Develop innovative teaching skills and talents
- PLO3: Acquire skills for lifelong learning, teaching, and research
- PLO4: Master soft skills and life skills for professional success
- PLO5: Stay updated with the latest developments in education
- PLO6: Leverage technology for teaching, empowerment, and growth
- PLO7: Become a professional teacher, leader, and social change agent
- PLO8: Cultivate social responsibility and broaden your horizons

PROGRAMME SPECIFIC LEARNING OUTCOME (PSLO)

- PSLO1: Master pedagogical sciences for effective teaching
- PSLO2: Build a strong foundation in multi-dimensional teacher education
- PSLO3: Develop innovative teaching skills and talents
- PSLO4: Acquire skills for lifelong learning, teaching, and research
- PSLO5: Cultivate soft skills and life skills for professional success
- PSLO6: Stay updated with the latest developments in education
- PSLO7: Leverage technology for teaching, empowerment, and growth
- PSLO8: Become a professional teacher, leader, and social change agent
- PSLO9: Foster social responsibility and broaden your horizons



SEMESTER I

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PRINCIPAL
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IQBAL SQUARE, MEPRATHUPADY
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COMMON CORE COURSE


ED010101 ADVANCED PHILOSOPHY OF EDUCATION

On completion of the course, the prospective student teachers will able to:

- CLO1: Understand the fundamental philosophical principles of education and how to apply them to improve educational quality.
- CLO2: Develop critical thinking skills through philosophical inquiry and apply them to educational pursuits.
- CLO3: Recognize and address essential human concerns and develop analytical skills to examine societal issues from a philosophical perspective.
- CLO4: Cultivate a philosophical approach to personal and professional life, enabling them to tackle educational challenges effectively.
- CLO5: Appreciate the contributions of significant philosophical schools to educational theory and practice.
- CLO6: Understand the value-based foundation of education, human rights, and life concerns, and apply this understanding in real-life situations.
- CLO7: Learn to validate information across disciplines and apply this knowledge to educational contexts.
- CLO8: Familiarize themselves with major philosophical systems and analyses issues from ethical, epistemic, aesthetic, and political perspectives, recognizing their implications for education.
- CLO9: Critically evaluate the ideas and visions of influential thinkers and their educational implications.
- CLO10: Develop a deeper understanding of modern educational philosophies in Western and Indian contexts.
- CLO11. Cultivate independent thinking and insight into philosophical roots and educational problems.
- CLO12. Formulate their own philosophical perspective, enabling them to make informed decisions on educational issues.

COMMON CORE COURSE




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ED010102 ADVANCED EDUCATIONAL PSYCHOLOGY: LEARNING AND DEVELOPMENT

On completion of the course, the prospective student teachers will be able to:

- CLO1: Understand the fundamentals of educational psychology, including key concepts, research methods, and approaches.
- CLO2: Grasp the core principles, theories, and concepts of educational psychology.
- CLO3: Apply psychological theories and principles to improve learning and instruction.
- CLO4: Analyse and critically evaluate the relevance and effectiveness of various psychological theories.
- CLO5: Develop a scientific mindset and research skills, enabling them to design and conduct studies in educational psychology.

COMMON CORE COURSE

ED010103 INTRODUCTION TO EDUCATIONAL RESEARCH AND STATISTICS

On completion of the course, the prospective student teachers will be able to:

- CLO1: Harness the power of research to drive educational innovation and improvement.
- CLO2: Navigate the landscape of educational research, recognizing diverse methodologies and approaches.
- CLO3: Identify and articulate pressing research questions that address real-world educational challenges.
- CLO4: Craft compelling research proposals that outline clear objectives, methods, and expected outcomes.
- CLO5: Engage in incisive critiques of existing research, evaluating its validity, reliability, and impact.
- CLO6: Formulate well-grounded hypotheses that guide investigation and experimentation.
- CLO7: Apply descriptive statistical techniques to uncover patterns, trends, and correlations in educational data.
- CLO8: Recognize the pivotal role of statistical analysis in extracting insights from data and informing evidence-based educational practices.



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PRINCIPAL
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ED010104 TRENDS, ISSUES, RESEARCH AND INNOVATIONS IN TEACHER EDUCATION

On completion of the course, the prospective student teachers will able to:

- CLO1: Grasp the fundamentals of pre-service teacher education
- CLO2: Identify key agencies for pre-service teacher training
- CLO3: Understand curriculum design in teacher education
- CLO4: Learn about in-service education for ongoing teacher development
- CLO5: Recognize agencies that provide in-service teacher education
- CLO6: Stay updated on the latest research trends in teacher education

ED010105 ICT and Skill Development

On completion of the course, the prospective student teachers will able to:

- CLO1: Master technology integration: computer labs and smart classrooms
- CLO2: Explore web tools for enhanced teaching and learning
- CLO3: Develop effective communication skills through practice
- CLO4: Cultivate writing skills for academic success
- CLO5: Understand the principles of academic writing
- CLO6: Discover strategies for self-development and growth

SEMESTER II

COMMON CORE COURSE

ED010201. PERSPECTIVES OF EDUCATIONAL STUDIES

On completion of the course, the prospective student teachers will able to:

- CLO1: Analyse education in the context of social phenomena and social practice.
- CLO2: Appreciate education as a discipline in terms of the theoretical, practical and application elements.
- CLO3: Examine the vision of education in India reflected in the policies and Programmes of government.
- CLO4: Comprehend the performance appraisal of higher educational institutions and N



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PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
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- the conduct of quality analysis in educational institutions.
- CLO5: Critically examine the pivotal issues of contemporary India and to prepare action plans.
- CLO6: Comprehend the educational ideas of seminal thinkers with respect to the vision and mission of education.
- CLO7: Critically evaluate the problems and prospects of international initiatives and national policies in the present context.

ED010202: HISTORY AND POLITICAL ECONOMY OF EDUCATION

On completion of the course, the prospective student teachers will able to:

- CLO1: Critically evaluate education, impact on promoting human rights, combating social injustices, and addressing systemic inequalities.
- CLO2: Interpret the Constitutional vision for education in India, aligning with democratic values and social justice.
- CLO3: Analyse the complex interplay of social, political, and economic factors influencing contemporary Indian society.
- CLO4: Compare and contrast the evolution of education in India, from pre-independence to post-independence, highlighting progress and challenges.
- CLO5: Confront the pressing issues of addiction, consumerism, superstition, abuse, discrimination, and inequality, developing empathetic and solution-focused perspectives.
- CLO6: Develop a critical consciousness and strategic action plans to address the complex challenges facing Indian education, driving positive change and social transformation.

COMMON CORE COURSE

EDU010203: ADVANCED EDUCATIONAL PSYCHOLOGY – INDIVIDUAL DIFFERENCES

On completion of the course, the prospective student teachers will able to:

- CLO1: Decode the fundamental concepts, principles, and theoretical frameworks that underlie human diversity.
- CLO2: Unpack the significance of personality and intelligence theories, recognizing their impact on human behavior and cognition.



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- CLO3: Critically assess the applicability and limitations of various theories, developing a nuanced understanding of their strengths and weaknesses.
- CLO4: Cultivate a scientific mindset and research skills, empowering them to investigate and address complex questions related to individual differences.

COMMON CORE COURSE ED010204 – ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

On completion of the course, the prospective student teachers will able to:

- CLO1: Design effective research studies
- CLO2: Master sampling techniques and strategies
- CLO3: Choose the right data collection tools and methods
- CLO4: Select and apply appropriate statistical analysis techniques
- CLO5: Understand and apply normal probability distribution
- CLO6: Analyse and interpret research data with confidence
- CLO7: Draw meaningful conclusions from research findings
- CLO8: Prepare and write a research dissertation

SPECIALISATION CORE COURSE ED010205 – CONTEXT AND ISSUES OF ELEMENTARY EDUCATION

On completion of the course, the prospective student teachers will able to:

- CLO1: Understand the fundamentals of elementary education
- CLO2: Analyse feeder programs for elementary education in India
- CLO3: Explore the history and development of elementary education in India
- CLO4: Examine the role of regulatory and monitoring agencies in education
- CLO5: Understand institutions, structures, and initiatives for elementary education
- CLO6: Identify and address contemporary issues in elementary education
- CLO7: Understand curriculum design and evaluation in elementary education
- CLO8: Critically evaluate international trends, national initiatives, and policies in elementary education



Dr. N. SETHU MADHAVAN
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THIRD SEMESTER

SPECIALISATION ELECTIVE COURSE ED800303 – GUIDANCE AND COUNSELLING

On completion of the course, the prospective student teachers will able to:

- CLO1: Master guidance and counseling skills for effective support
- CLO2: Cultivate interest in pursuing a career in guidance and counseling
- CLO3: Identify and address problems in educational settings
- CLO4: Plan and implement comprehensive guidance services
- CLO5: Stay updated with advanced tools and techniques in guidance and counseling
- CLO6: Leverage technology to enhance guidance and counseling practices

SPECIALISATION ELECTIVE COURSE ED810301 – ENVIRONMENTAL EDUCATION

On completion of the course, the prospective student teachers will able to:

- CLO1: Understand the significance and scope of environmental education
- CLO2: Recognize environmental issues, problems, and recent hazards
- CLO3: Develop strategies to address environmental challenges
- CLO4: Master IT-enabled approaches for environmental education
- CLO5: Conduct research for sustainable development and environmental improvement
- CLO6: Design and implement public awareness programs for sustainable development
- CLO7: Embody and promote eco-friendly values and green living
- CLO8: Cultivate a nature-conserving attitude and responsible resource management

PRACTICAL COURSE – CORE ED010301:

Field Internship in Primary, Schools, Primary Teacher, Education Institution, & Field, Site relevant to Cluster A & Cluster B Thematic **Cluster A**– Current Practices in Education (one Course from Thematic Cluster A shall be opted - **ED800303 Guidance and Counseling**) Thematic **Cluster B**– Emerging Issues in Education (one Course from Thematic Cluster B shall be opted- **ED810301 Environmental Education**)



Dr. N. SETHU MADHAVAN
PRINCIPAL

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Upon completing the Field Trip component of the Master of Education (M.Ed.) programme, student teachers will be able to:

- CLO1: Observe and analyse educational practices in diverse settings
- CLO2: Apply theoretical knowledge to real-world educational contexts
- CLO3: Develop critical thinking and reflective practice skills
- CLO4: Demonstrate understanding of educational leadership and management principles
- CLO5: Show increased awareness of social, cultural, and environmental factors influencing education
- CLO6: Foster professional networking and collaboration skills

Upon completing the Field Trip in Primary Schools component of the Master of Education (M.Ed.) programme, student teachers will be able to:

- CLO1: Observe and analyse teaching-learning processes in primary school settings
- CLO2: Develop understanding of child-centered pedagogy and curriculum design
- CLO3: Apply knowledge of educational psychology and child development
- CLO4: Demonstrate skills in classroom management and organization
- CLO5: Show increased awareness of diverse learning needs and inclusive practices
- CLO6: Foster effective communication and interpersonal skills with teachers, students, and parents

Upon completing the Internship in Primary Teacher Education Institution component of the Master of Education (M.Ed.) programme, student teachers will be able to:

- CLO1: Observe and analyze teacher education programs and practices
- CLO2: Develop understanding of primary teacher training and development
- CLO3: Apply knowledge of educational policy and curriculum frameworks
- CLO4: Demonstrate skills in lesson planning and instructional design
- CLO5: Show increased awareness of teacher mentorship and coaching practices
- CLO6: Foster effective collaboration and communication with teacher educators and professionals



Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
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Upon completing the Field Site Visit component of the Master of Education (M.Ed.) programme, student teachers will be able to:

- Guidance and Counseling:
 - CLO1: Apply theoretical knowledge of guidance and counseling principles in real-world settings
 - CLO2: Develop skills in assessing student needs and designing interventions
 - CLO3: Demonstrate understanding of ethical and cultural considerations in guidance and counseling
 - CLO4: Show increased awareness of community resources and referral processes
- Environmental Education:
 - CLO1: Develop understanding of environmental education principles and practices
 - CLO2: Apply knowledge of sustainability and ecological concepts in educational settings
 - CLO3: Demonstrate skills in designing environmental education programs and activities
 - CLO4: Show increased awareness of global and local environmental issues and their impact on education

PRACTICAL COURSE – CORE ED010302, DISSERTATION

Upon completing the M.Ed. Dissertation course, student teachers will be able to:

- CLO1: Design and conduct an original research study in education
- CLO2: Apply advanced knowledge of research methodologies and statistical analysis
- CLO3: Develop critical thinking and problem-solving skills in educational research
- CLO4: Demonstrate expertise in academic writing and presentation skills
- CLO5: Show increased ability to contribute to the body of knowledge in education
- CLO6: Apply research findings to inform educational practice and policy
- CLO7: Develop a deep understanding of a specific area of education
- CLO8: Demonstrate advanced skills in data collection, analysis, and interpretation
- CLO9: Show increased ability to work independently and manage time effectively
- CLO10: Demonstrate expertise in citing and referencing sources using a recognized citation style

ED010303

VIVA VOCE DISSERTATION

DR. N. SETHU MADHAVAN
PRINCIPAL

NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAVOOR - 683 556



Upon completing the Viva Voce component of the Master of Education (M.Ed.) Dissertation course, student teachers will be able to:

- CLO1: Successfully defend their dissertation research and findings
- CLO2: Demonstrate in-depth knowledge and understanding of their research topic and methodology
- CLO3: Apply critical thinking and problem-solving skills to address questions and concerns from examiners
- CLO4: Show increased ability to articulate and communicate complex research concepts and ideas clearly and concisely
- CLO5: Demonstrate expertise in responding to questions and critiques from experts in the field
- CLO6: Demonstrate understanding of the contributions and implications of their research for educational practice and policy
- CLO7: Show increased ability to think critically and reflectively about their research and its limitations
- CLO8: Demonstrate expertise in using research evidence to inform educational decision-making and practice
- CLO9: Show increased confidence in their ability to engage in academic discourse and debate.

FOURTH SEMESTER

COMMON CORE COURSE ED010401 - CURRICULUM DEVELOPMENT AND TRANSACTION

On completion of the course, the prospective student teachers will be able to:

- CLO1: Grasp the concept of curriculum and its influencing factors
- CLO2: Explore the curriculum development process
- CLO3: Analyse the foundations and areas of curriculum
- CLO4: Understand the theoretical background of curriculum development
- CLO5: Examine models, approaches, and issues in curriculum development
- CLO6: Critically evaluate curriculum and its development
- CLO7: Investigate approaches to curriculum and factors affecting implementation
- CLO8: Determine the purpose of curriculum evaluation and materials assessment
- CLO9: Familiarize yourself with curriculum planning, organization and new trends



DR. N. SETHU RAO
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAVOOR - 683 556

- CLO10: Select appropriate materials and procedures for curriculum planning
- CLO11: Consider values, individual capacities, economic growth, and problems in curriculum planning
- CLO12: Understand curriculum transaction, requirements, materials, and processes

SPECIALISATION CORE COURSE ED010402 – CONTEXT AND ISSUES OF SECONDARY AND SENIOR SECONDARY EDUCATION

On completion of the course, the prospective student teachers will able to:

- CLO1: Understand the conceptual framework of secondary and senior secondary education
- CLO2: Explore the history and development of secondary and senior secondary education in post-independent India
- CLO3: Analyse the role of regulatory and monitoring agencies in education
- CLO4: Familiarize yourself with institutions, structures, and initiatives for secondary and senior secondary education
- CLO5: Identify and address contemporary issues in secondary and senior secondary education
- CLO6: Understand curriculum design and evaluation in secondary and senior secondary education
- CLO7: Examine international trends, national initiatives, and policies in secondary and senior secondary education
- CLO8: Assess the impact of quality enhancement programs, ICT implementation, teacher training, and media influence on secondary and senior secondary education

SPECIALISATION ELECTIVE COURSE ED820401 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF LANGUAGE EDUCATION – ENGLISH

On completion of the course, the prospective student teachers will able to:

- CLO1: Grasp key language learning and teaching ideologies
- CLO2: Master curriculum design and construction for language learning
- CLO3: Understand the psychology of language acquisition
- CLO4: Familiarize yourself with modern language pedagogy



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PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
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- CLO5: Stay updated on latest trends in language assessment and evaluation
- CLO6: Design and construct effective language tests (online and offline)
- CLO7: Leverage digital resources for language education
- CLO8: Cultivate a research-oriented attitude
- CLO9: Recognize the importance of Continuing Professional Development (CPD) in language education

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

On completion of the course, the prospective student teachers will able to:

- CLO1: Grasp key ideologies in Mathematics learning and teaching
- CLO2: Master curriculum design and construction for Mathematics learning
- CLO3: Understand the psychology of Mathematics acquisition
- CLO4: Familiarize yourself with modern Mathematics pedagogy
- CLO5: Stay updated on latest trends in Mathematics assessment and evaluation
- CLO6: Leverage digital resources for Mathematics education
- CLO7: Cultivate a research-oriented attitude
- CLO8: Develop a positive and professional attitude towards teaching Mathematics
- CLO9: Recognize the importance of Continuing Professional Development (CPD) in Mathematics education
- CLO10: Explore opportunities for professional growth and development

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

On completion of the course, the prospective student teachers will able to:

- CLO1: Understand the key features of Science Education
- CLO2: Develop skills for curriculum design and material development
- CLO3: Learn principles for selecting and organizing learning experiences
- CLO4: Address issues in curriculum development
- CLO5: Evaluate curriculum using various validities



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 PRINCIPAL
 NATIONAL COLLEGE FOR TEACHER EDUCATION
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- CLO6: Analyse innovative curricular efforts in India and abroad
- CLO7: Understand the role of instructional materials and co-curricular activities
- CLO8: Appreciate Constructivist approaches to science instruction
- CLO9: Recognize the importance of assessment in teaching-learning
- CLO10: Familiarize yourself with new trends in assessment
- CLO11: Address equity, access, gender, and ethical issues in Science Education
- CLO12: Understand In-service education and teacher training needs
- CLO13: Evaluate In-service teacher education programs
- CLO14: Reflect on teacher education concerns and problems
- CLO15: Leverage ICT for teacher professional development
- CLO16: Promote inclusive practices and utilize existing resources
- CLO17: Create conducive teaching-learning environments
- CLO18: Apply research findings to improve Science Education practices

SPECIALISATION ELECTIVE COURSE ED820408 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF SOCIAL SCIENCE EDUCATION

On completion of the course, the prospective student teachers will able to:

Understand the concept and significance of Social Science in education

- CLO1: Recognize the aims and objectives of teaching Social Science
- CLO2: Master principles and techniques of organizing Social Science curriculum
- CLO3: Appreciate interdisciplinary approaches to teaching Social Science
- CLO4: Consider psychological factors in Social Science instruction
- CLO5: Apply modern instructional strategies and models
- CLO6: Leverage technology in Social Science education
- CLO7: Identify and utilize various resources for teaching Social Science
- CLO8: Develop assessment tools and interpret results
- CLO9: Identify priority research areas in Social Science education
- CLO10: Gain practical experience to become an effective Social Science teacher educator



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

On completion of the course, the prospective student teachers will able to:

- CLO1: Develop into a professional Commerce teacher
- CLO2: Understand the aims and objectives of teaching Commerce
- CLO3: Explore various instructional approaches, techniques, and methods
- CLO4: Apply effective instructional practices and models
- CLO5: Design and organize Commerce curriculum using principles and approaches
- CLO6: Acquire skills for effective teaching in Commerce
- CLO7: Familiarize yourself with feedback mechanisms and online assessment tools
- CLO8: Understand techno-pedagogy and the teacher's role
- CLO9: Enhance teaching competence with techno-pedagogical content knowledge
- CLO10: Stay updated on recent research trends in Commerce education

PRACTICAL COURSE – CORE ED010403:

Field Internship in Secondary and Senior Secondary Schools, Secondary Teacher Education Institution, & Field Site relevant to Cluster C -Thematic Cluster C– **Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education** (one Course from Thematic Cluster C shall be opted)

Upon completing the Field Internship component of the Master of Education (M.Ed.) programme, student teachers will able to:

- CLO1: Apply theoretical knowledge in real-world secondary and senior secondary school settings
- CLO2: Develop practical skills in teaching, learning, and assessment
- CLO3: Demonstrate understanding of adolescent development and learning needs
- CLO4: Show increased ability to plan and deliver effective lessons
- CLO5: Develop skills in classroom management and organization
- CLO6: Demonstrate understanding of school culture and community engagement
- CLO7: Observe and understand teacher education programs and practices in secondary teacher education institution
- CLO8: Develop understanding of teacher training and development processes



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- CLO9: Apply knowledge of educational policy and curriculum frameworks
- CLO10: Demonstrate skills in mentoring and coaching student teachers
- CLO11: Show increased awareness of diverse learning needs and inclusive practices

ED010404 VIVA VOCE COMPREHENSIVE

Upon completing the Comprehensive Viva component of the Master of Education (M.Ed.) programme, student teachers will able to:

- CLO1: Demonstrate comprehensive knowledge and understanding of their area of specialization
- CLO2: Apply critical thinking and problem-solving skills to address complex educational issues
- CLO3: Show increased ability to articulate and defend their research and scholarly work
- CLO4: Demonstrate expertise in communicating complex ideas and concepts clearly and concisely
- CLO5: Show increased confidence in their ability to engage in academic discourse and debate
- CLO6: Demonstrate understanding of the implications of their research for educational practice and policy
- CLO7: Show increased ability to think creatively and innovatively about educational problems
- CLO8: Demonstrate expertise in using evidence-based research to inform educational decision-making
- CLO9: Show increased ability to engage in reflective practice and continuous professional development

1. Aim of the Programme

The Masters in Education is a two year (of four semesters) professional post graduate programme for advanced praxis based study of the discipline of Education.

The M.Ed. Degree Programme is designed to develop the discipline of Teacher Education for empowering teacher descends with

- in-depth knowledge and understanding of Education,
- specialisations in select areas of Education, as well as
- capabilities and skills in Education.



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PRINCIPAL

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VENGOLA, PERUMBAVOOR - 683 556

The Programme is embedded in comprehensive foundations of Philosophy, Sociology, Psychology, Research Methodology, and other specialized areas of Education. Besides academic study, the Programme intends to sensitize students toward critical issues in Education and to evolve as proactive practitioners in text book preparation, curriculum reform, educational policy analysis, educational administration, educational technology, educational evaluation, special education, inclusive education, Non Formal education, human rights education, guidance and counseling, and the like, in harmony with national aspirations and global trends. It seeks to prepare educational experts capable of generating knowledge and to find solutions to the problems and issues relating to the theory and practice in the varied fields of education.

The Programme also has a strong research component with a view to hone the research acumen and potential of the students in diverse dimensions of Education as well as to groom them for doctoral and post-doctoral research in Education.

The Expert Committee in Education (PG) pooled the best expertise available to revise the M.Ed. curriculum for strengthening the content, structure, as well as the assessment of the Programme so as to be at par with the professional requirement of the Programme.

2. Scope of the Programme

The scope of the Post Graduate Teacher Education Programme spells out its strategic benefits and deliverables. The Two Year M.Ed. Degree Programme is designed to mould teacher descends at par with global standards. After successful completion of the M.Ed. Programme, it is expected that teacher descends will



Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAVOOR - 683 551

- ✓ have crystal clear knowledge about the pedagogical sciences.
- ✓ attain sound foundations of the multi-dimensional bases of teacher education.
- ✓ be equipped with innovative talents in the art and science of teaching.
- ✓ acquire specific skills related to lifelong learning, teaching, and research.
- ✓ be fortified with abilities to transact soft skills and life skills in professional life.
- ✓ be conversant with up-to-date information in the discipline of education.
- ✓ harness ICT and technological developments for educational practice, professional empowerment and constructive life.
- ✓ be groomed as professionals in teacher education, as specialized personnel/leaders in different walks of life, and as social engineers.
- ✓ be inspired to broaden their horizons and nurture social responsibility.

7.1 Credits allotted to the Courses:

The Credits allotted to the Courses of the M.Ed. Programme are as follows:

i. The M.Ed. Programme has a total of 80 credits.

ii. The Common Core Courses (Taught Course & Practicum) have 48 credits.

□ Perspective Courses have a total of 24 credits. They are designed so that students attain the robust theoretical perspectives on Education, in general, and Teacher Education, in particular. The Courses include:

- 1) Advanced Philosophy of Education - 4 credits
- 2) Advanced Educational Psychology: Learning and Development - 4 credits
- 3) Perspectives on Education Studies - 4 credits
- 4) History, Sociology and Political Economy of Education - 4 credits
- 5) Advanced Educational Psychology: Individual Differences - 4 credits
- 6) Curriculum Development and Transaction - 4 credits

□ Tools Courses have a total of 12 credits. They are envisioned to provide students skills that enable them to work as professionals and scholars in the field. The Courses include:

- 1) Introduction to Educational Statistics - 4 credits



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2) ICT and Skill Development (ICT, Communication Skill & Expository Writing, Academic Writing & Research Proposal, Self-Development including and Yoga) - 4 credits

3) Advanced Educational Research and Statistics - 4 credits

□ Teacher Education Courses have a total of 12 credits. They are intended to provide students with focused exposure and experiences. The Courses include:

1) Trends, Issues, Innovations and Research in Teacher Education - 4 credits

2) Two Field Internships - 4 credits each

iii. The Specialization Courses (Taught Course & Practicum) has a total of 20 credits. They are aimed for any one of the school levels/areas, such as elementary and/or secondary and senior secondary and further thematic specializations/elective clusters in thematic areas pertinent to that stage. The Courses include:

1) Context and Issues of Elementary Education - 4 credits

2) Context and Issues of Secondary and Senior Secondary Education - 4 credits

3) Current Practices in Education (one Course opted from Thematic Cluster A)
-4 credits

4) Emerging Issues in Education (one Course opted from Thematic Cluster B)
-4 credits


5) Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education (one Course opted from Thematic Cluster C) - 4 credits

iv. The Dissertation has 8 credits.

□ Viva Voices have a total of 4 credits.

□ Dissertation Viva Voce - 4




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□ Comprehensive Viva Voce - 2 credits

Thus, the Common Core Courses (Perspective Courses, Tool Courses, Teacher Education Course and its Field Internships) in the M.Ed. Programme have an aggregate of 60% of total credits (i.e. 48 credits) while the Specialization Courses, Dissertation, Dissertation Viva Voce and Comprehensive Viva Voce have an aggregate of 40% of total credits (i.e. 32 credits).

Semester	Credits
I	20
II	20
III	22
IV	18
Total	80

1.1 Specialization (Taught and Practicum) Courses:

Specialization Courses are offered in the Iath, Bir^d and It semesters of the Programme as follows:

- In the Iath semester, one Specialization Core Course, viz. Context and Issues of Elementary Education.
- In the IIIrd semester, four Specialization Elective Courses in Thematic Cluster A – Current Practices in Education & four Specialization Elective Courses in Thematic Cluster B – Emerging Issues In Education.
- In the It semester, one Specialization Core Course, viz. Context and Issues of Secondary and Senior Secondary Education & ten Specialization Elective Courses in Thematic Cluster C – Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education.

All these Courses are of 4 credits each. The teacher educed shall opt one Course from each of the three Clusters A, B and C. Thus, the total credits acquired will be 20 for the Taught and Practicum Specialization Courses.

1.2 Field Internships:

Field internship is a compulsory part of the M.Ed. Programme that involves periods of supervised training required for qualifying the profession. The teacher educed is expected to familiarize with the ongoing practices of administration as well as the curricular and co-curricular activities in the Schools, Primary Teacher Education Institutions, Teacher Education Institutions, and field experiences relevant to the areas of specialization. Each teacher educed shall undertake a minimum of five classes in the Primary and Secondary



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PRINCIPAL
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Teacher Education Institutions under the supervision of the teacher educator from the respective institutions. Internships in field sites relevant to the areas of specialization opted from the three Thematic Clusters shall be completed under the supervision of a teacher. Separate records/reports shall be maintained for the activities undertaken in each Institution and field site during the internship.

The field internships, in the third semester (40 days) and fourth semester (45 days), are to be scheduled and assessed through continuous internal evaluation as follows.

Semester	No. of Days	Institutions for Internship	Credits	Total Credits in a Semester
III	10	Primary Schools	1	4
	30	Primary Teacher Education Institutions	2	
		Field site relevant to the areas of specialization opted from Thematic Clusters A & B	1	
IV	15	Secondary & Senior Secondary Schools	1	4
	30	Secondary Teacher Education Institutions	2	
		Field site relevant to the area of specialization opted from Thematic Cluster C	1	

1.1 Dissertation and Dissertation Viva Voce:

Dissertation is an integral component of the M.Ed. Programme. It is distinct from other academic writings and involves distinctive expectations and processes. It is conceived as a curricular exercise wherein teacher descends (under the supervision of a faculty member) learns to plan and conduct research and write a research report. It is a space for them to see and draw linkages between the theories of education (transacted through the theory courses) and the practice of research. Thus, the process as well as the product of the dissertation component is equally significant.

The dissertation should preferably be from the areas of specialization opted by the teacher educator in the areas in the perspective courses. The dissertation work shall be commenced in the Ist Semester. The finalization of the title of the Dissertation shall be done by a Research Committee in each Institution, constituting a minimum of three members – the Head of Institution and two faculty members – and a minimum of one External Expert. The titles of Dissertations shall be approved by the Dean, Faculty of



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The various skills that are expected to be developed through this component include formulating a research problem, engaging with the relevant body of theories, reviewing the literature, articulating research questions, designing a plan to conduct the study, implementing the plan, analyzing and writing the findings in an academic fashion, and presenting the research work. The data collection for the research work is to be done for a minimum of 20 days. The dissertation is to be submitted in the IIIrd Semester. The dissertation report shall be approximately between 10,000 to 20,000 words, depending on the nature of the topic of research.

The internal assessment shall be done by the supervising teacher and the external assessment by the M.Ed. Faculty (also former M.Ed. Faculty) from universities/colleges of teacher education from a panel of examiners decided by the University. All teacher descends who have submitted the dissertation and appeared for the IIIrd Semester examination shall appear before the duly constituted board of examiners for the dissertation viva voce in the IIIrd Semester.

1.2 Comprehensive Viva Voce:

The teacher descends who have appeared for all the end semester examinations shall appear for the Comprehensive Viva Voce before the board of examiners duly constituted by the University. The Viva Voce will be comprehensive with adequate coverage of all the Courses included in the M.Ed. Programme. Teacher descends shall be assessed on their attainment of knowledge of the aims and essentials of the M.Ed. Programme.

Minimum Requirements for the completion of the programme

Requirement for the complete Programme	80 Credits
Requirement for the Common Core Courses and Field Internships	48 Credits
Requirement for the Specialization Courses	20 Credits
Requirement for the Dissertation	8 Credits
Requirement for the Dissertation Viva Voce	2 Credits
Requirement for the Comprehensive Viva Voce	2 Credits
Attendance requirement for each Semester	80 %
Attendance requirement for Field Internship	90 %

1.1 The Assessment Process:

Assessment will be conducted as per Mahatma Gandhi University PG CSS



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Regulations, 2019. The assessment process will be in four stages:

- i. First stage – both Internal and External shall be done by the Teacher.
- ii. Second stage – calculation of Grade Point Average (GPA) of each Course shall be done by the University.
- iii. Third stage – calculation of Semester Grade Point Average (SGPA) shall be done by the University.
- iv. Fourth stage – calculation of Cumulative Grade Point Average (CGPA) shall be done by the University.

The academic growth of the teacher educand shall be assessed through continuous internal evaluation and end semester examination.

Type and weight of questions for Theory Courses: Questions shall be set such that due weight is given to each module based on content/teaching hours allotted to each module in a Course. The question setter shall ensure that questions covering all skills are included. A question paper shall be a judicious mix of short answer type questions, short essay type questions, and long essay type questions. The different types of questions shall be awarded different weights to quantify their range as follows.

Type of question	Weights	No. of questions to be answered	Maximum weights
Short answer	1	8 out of 10	1 x 8 = 8
Short essay	2	6 out of 8	2 x 6 = 12
Long essay	5	2 out of 4	5 x 2 = 10
		Total questions to be answered = 16 out of 22	Sum of weights = 30

Grade Point: The questions shall be prepared in such a way that the answers can be awarded A+, A, B, C, D, and R grades. The grade points for the respective grades will be as follows.

Grade	Grade points	Range
A+	5	4.50 to 5.00




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PRINCIPAL
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A	4	4.00 to 4.49
B	3	3.00 to 3.99
C	2	2.00 to 2.99
D	1	0.01 to 1.99
E	0	0.00

Weights for Assessment of Theory, Dissertation and Comprehensive Viva Voce:

The weights for the assessment of each Theory Course, Dissertation, and Comprehensive Viva Voce shall be as follows.

Assessment	Weights
Internal	5
External	15

Components and Weights for Internal Assessment: The components and weights for the Internal Assessment of Theory Courses shall be as follows.

Components	Weights
Assignment	1
Seminar	2
Two Test papers	2 (1 each)
Total	5

Components and Weights for Assessment of Dissertation: The components and weights for the Internal and External Assessments of the Dissertation shall be as follows.

Components	Weights	
	Internal	External
Relevance of the Topic	1	1
Methodology	2	5
Analysis	1	4
Dissertation Viva Voce	1	5
Total	5	15

Components and Weights for Assessment of Comprehensive Viva Voce: The components and weights for the Internal and External Assessments of the Comprehensive Viva Voce shall be as follows.



(Signature)
Dr. N. SETHU MADHAVAN
 PRINCIPAL
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Component	Weight	
	Internal	External
Comprehensive Viva Voce (all Courses from Semesters I to IV)	5	15
Total	5	15

Teaching-Learning Activities selected by the Institution for Attaining PLOs and CLOs

The activities require a focus on deep learning, critical thinking, and advanced application of knowledge. The effective activities are

- Case-based learning
- Research projects
- Seminars and workshops
- Assignments
- Problem-based learning
- Peer teaching
- Flipped classrooms
- Interdisciplinary projects
- Group discussions
- Mentorship and collaboration
- Capstone project
- Use of technology and digital tools
- Reflective practices
- Guest talks

The activities create an engaging and challenging learning environment that prepares PG students for advanced roles.




Dr. N. SETHU MADHAVAN
 PRINCIPAL
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 VENGOLA, PERUMBAVOOR - 683 556