

**SENTHIL COLLEGE OF EDUCATION**  
**TWO-YEAR B.Ed. DEGREE PROGRAMME**  
**(SEMESTER PATTERN UNDER CBCS)**

**PREAMBLE OF THE PROGRAMME**

Education plays a key in the development of a society and a country. The extent to which education is able to contribute to the process of socio-economic development and transformation of the nation depends on the trained and qualified human resources developed in the academic institutions and universities. In order to produce qualified human resource required for the country, the academic institutions should be equipped with adequate resources, competent and committed teachers and properly designed curriculum. The Tamil Nadu Teachers Education University has been producing and supplying trained and qualified teachers, teacher educators, and other educational professionals including curriculum designers, education policy analysts, educational planners, educational administrators, educational supervisors, school principals, and educational researchers to the country for more than one decade by offering B.Ed., M.Ed., M.Phil., and Ph.D. Degree Programmes.

**GENERAL OBJECTIVES OF THE PROGRAMME:**

The overall objective of the B.Ed. programme is to produce higher level of manpower such as teachers, teacher educators, principals, educational planners and administrators, educational policy analysts and other kind of experts in the field of education.

**GENERAL OUTCOME OF THE PROGRAMME:**

After completion of this programme, the student teachers will be able to develop:

- PO1: analytical and reasoning skills
- PO2: team work and leadership quality
- PO3: critical thinking and problem-solving ability
- PO4: scientific reasoning and research competencies
- PO5: digital literacy and communication skills
- PO6: self-directed and life-long learning.

## **PROGRAMME SPECIFIC OBJECTIVES**

The student-teacher shall be able to:

1. Remember through recognizing or recalling the basic curricular areas of theory and practice of Teacher education programme.
2. Explain the interrelationship among the basic curricular areas within a large structure of educational theory and practice through interpreting and exemplifying, classifying, summarizing, inferring, comparing, or explaining that enable them to function together.
3. Apply procedural knowledge of educational practice through executing or implementing products like models, methods of inquiry, criteria for using skills, algorithms, techniques, strategies etc.,
4. Analyses objects or ideas of educational theory and practice across the curricular areas by differentiating, discriminating, selecting, integrating, or structuring into simpler parts and see how the parts relate and are organized through awareness and knowledge of one's own cognition.
5. Make judgments based on internal evidence or external criteria through checking, critiquing, considering, or monitoring about what has been acquired by student-teacher in the form of factual, conceptual, procedural and metacognitive knowledge about the educational theory and practice.
6. Take proper decision through checking or principle critiquing about the theory and practice of education across the various areas of curriculum.
7. Arrive at an appropriate decision through monitoring, detecting, or testing about effectiveness of the theory and practice of education across the curricular areas by making use of all the cognitive abilities.
8. Combine the different elements or components of an idea object, concept, approach or principle of theory and practice of education through designing or generating to produce and integrated picture or form a coherent whole.
9. Reorganize elements of an idea, object, concept, approach, principle of theory and practice of education across the curricular areas into a new form, product, pattern, or structure through generating, planning, or producing.
10. Imbibe typical characteristic of his/her individual behaviour constituting various interest, attitudes, values, value pattern, philosophy of life or lifestyle by attending, responding, valuing, and organizing various types of sequential affective activities or

emotional learning experiences about the theory and practice of education across the areas of curriculum.

11. Accept and demonstrate his/her duties as a citizen of the country throughout the life.
12. Develop perceptual abilities, physical abilities, skilled movements, and non-discursive communication for performing effective teaching across the curricular areas in the classroom.
13. Perform skilled activities or motor activities across the various stages of curriculum development with a desired level of precision through the coordinating of a series of acts by establishing appropriate sequence and accomplishing harmony among different acts.
14. Develop professional capacities and proficiencies to perform a single act or a series of articulated acts during the various phases of curriculum development for the teacher education with a greater refinement, ease, and convenience as automatic and naturally as possible.
15. Admire the contribution of educational pioneers to the theory and practice of education across the area of teacher education curriculum.
16. Derive pleasure in knowing the theories and practice of education across the areas of teacher education curriculum.

### **PROGRAMME SPECIFIC OUTCOMES OF B. ED (SEMESTER) CBCS PATTERN**

After completion of this programme, the student teachers will be able to:

- PSO 1:** Develop positive attitude towards children with diverse socio-economic and cultural background.
- PSO 2:** Capable of using learner- centered learning methods.
- PSO 3:** Suggest solutions to overcome gender inequality.
- PSO 4:** Apply appropriate assessment strategies to facilitate learning.
- PSO 5:** Apply ICT in teaching-learning process.
- PSO 6:** Identify the school related activities.
- PSO 7:** Provide solutions to major social, intellectual, and environmental issues and in our society and equipping themselves to meet those challenges.

- PSO 8:** Evaluates the value of Indian society based on the cultural, political, and moral basis.
- PSO 9:** Interprets the various psychological, sociological, philosophical principles, and practices with respect to different stages of learners.
- PSO 10:** Capable to perform their multiple roles and compete in the national and international scenario.
- PSO 11:** Explain the various aspects of school management and administration.
- PSO 12:** Organize various instructional and student-support activities and services.
- PSO 13:** Serve the society at large as global citizen.
- PSO 14:** Act as an agent of modernization, social change, social cohesion, and work for protection of human rights.
- PSO 15:** Forecast the learning opportunities that benefit the diverse learners.
- PSO 16:** Plan learning experiences in and outside of the classroom that are based on learner's proficiency, interests, experiences, and knowledge.
- PSO 17:** Inculcate techno-pedagogical skills in the teaching learning process.
- PSO 18:** Explain the importance of life-long learning.
- PSO 19:** Deal with the academic and personal problems of learners.
- PSO 20:** Describe the role of teachers for the present educational system.
- PSO 21:** Enhance pedagogic processes through personal experiences.
- PSO 22:** Analyse the problems of secondary education in contemporary India.
- PSO 23:** Do content analyses in the pedagogy subject areas.
- PSO 24:** Actively participate in solving problems through action research.

**SENTHIL COLLEGE OF EDUCATION**  
**B.ED FIRST SEMESTER - COURSE STRUCTURE**

S.No	Sub Code	Theory Courses	Credits	Marks		Total Marks
				External	Internal	
1	BD1EP	Educational Psychology	5	70	30	100
2	BD1CE	Contemporary India and Education	5	70	30	100
3	BD1TL	Teaching and Learning	5	70	30	100
4	BD1LC	Language across the Curriculum	5	70	30	100
<b>Pedagogical Subjects: Part – I</b>						
5	BD1TA	Pedagogy of Tamil: Part –I	5	70	30	100
	BD1EN	Pedagogy of English: Part –I	5	70	30	100
	BD1UR	Pedagogy of Urdu : Part –I	5	70	30	100
	BD1MA	Pedagogy of Mathematics: Part –I	5	70	30	100
	BD1PS	Pedagogy of Physical Science: Part –I	5	70	30	100
	BD1BS	Pedagogy of Biological Science: Part –I	5	70	30	100
	BD1CS	Pedagogy of Computer Science: Part –I	5	70	30	100
	BD1HI	Pedagogy of History: Part –I	5	70	30	100
	BD1GE	Pedagogy of Geography: Part –I	5	70	30	100
	BD1EC	Pedagogy of Economics: Part –I	5	70	30	100
	BD1CA	Pedagogy of Commerce and Accountancy: Part –I	5	70	30	100
	BD1HS	Pedagogy of Home Science: Part –I	5	70	30	100
	BD1SS	Pedagogy of Social Science: Part –I	5	70	30	100
		<b>Total</b>	<b>25</b>	<b>350</b>	<b>150</b>	<b>500</b>

## **COURSE OUTCOMES:**

**Course Code: BD1EP**

**Credits: 5**

After completion of this course, the student-teachers will be able to :

- CO1:** Explain knowledge about various methods of psychology
- CO2:** Define about the concept of learning and its related theories
- CO3:** Know about motivation and its influence on human behaviour
- CO4:** Differentiate about concepts of intelligence and creativity
- CO5:** Familiarize with the concepts and theories of personality

**Course Code: BD1CE**

**Credits: 5**

After completion of this course, the student-teachers will be able to:

- CO1:** Identify aims of education and types of education.
- CO2:** Explain the nature of social diversity in India and the role of education in creating positive attitude towards diversity.
- CO3:** Interpret the issues in contemporary India like industrialization, Universalization of education and integrated education and inclusive education.
- CO4:** Infer about the Language policies during Pre-independent and Post-independent India.
- CO5:** Summarize about equality in constitutional provisions and elimination of social inequalities through education.

**Course Code: BD1TL**

**Credits: 5**

After completion of this course, the student-teachers will be able to:

- CO1:** Generalize the Principles of Language across the Curriculum
- CO2:** Practice Language proficiency skills.
- CO3:** Distinguish the models of curriculum integration.
- CO4:** Summarize the theories of language learning.
- CO5:** Interpret the language related issues.

**Course Code: BD1LC**

**Credits: 5**

After completion of this course, the student-teacher will be able to:

- CO1:** Generalize the principles of language across the curriculum
- CO2:** Practice language proficiency skills.



**Course Code: BD1MA**

**Credits : 5**

After completion of this course, the student-teachers will be able to:

- CO1:** Define the aims, objectives, need and significance of teaching Mathematics.
- CO2:** Develop appropriate Micro Teaching Skills in Macro teaching.
- CO3:** Prepare a Lesson Plan to teach Mathematics.
- CO4:** Analyze various Teacher Centered Methods and Learner Centered Methods of teaching Mathematics.
- CO5:** Utilize ICT skills for teaching Mathematics.

**Course Code: BD1PS**

**Credits: 5**

After completion of this course, the student-teachers will be able to:

- CO1:** Examine the need and significance of teaching Physical Science.
- CO2:** Formulate the instructional objectives of a lesson. **CO3:** Practise the microteaching skills in Physical Science.
- CO4:** Interprets various methods of teaching Physical Science.
- CO5:** Analyse and use the resources for teaching Physical Science.

**Course Code: BD1BS**

**Credits: 5**

After completion of this course, the student-teachers will be able to:

- CO1:** Examine the Aims and Objectives of pedagogy of Biological science.
- CO2:** Discuss the ways of planning for instruction.
- CO3:** Analyse the importance of teaching skills.
- CO4:** Construct a lesson plan for teaching Biological science.
- CO5:** Use the resources for teaching Biological science.

**Course Code: BD1CS**

**Credits: 5**

After completion of this course, the student-teachers will be able to:

- CO1:** Explain the aims and objectives of teaching Computer Science.
- CO2:** Select and use appropriate teaching skills in their teaching.
- CO3:** Write lesson plans and unit plans on their own.
- CO4:** Develop programmed instruction for the lessons in Computer Science.
- CO5:** Explain the various instructional media to be used in teaching Computer Science.



**Course Code: BD1HI**

**Credits: 5**

After completing this course, the students will be able to:

**CO1:** Describe the need and importance of Teaching History.

**CO2:** Demonstrate the various Teaching skills.

**CO3:** Prepare a Lesson Plan.

**CO4:** Handle various Methods of Teaching History.

**CO5:** Utilize various instructional media in Teaching History.

**Course Code: BD1GE**

**Credits: 5**

After completing this course, the students will be able to:

**CO1:** Describe the need and importance of Teaching Geography.

**CO2:** Demonstrate the various Teaching skills.

**CO3:** Prepare a Lesson Plan.

**CO4:** Handle various Methods of Teaching Geography.

**CO5:** Utilize various instructional media in Teaching Geography

**Course Code: BD1EC**

**Credits: 5**

After Completion of this course, student-teachers will be able to:

**CO1:** Examine the Aims and Objectives of pedagogy of economics.

**CO2:** Discuss the ways of planning for instruction.

**CO3:** Analyse the importance of teaching skills.

**CO4:** Construct a lesson plan for teaching economics.

**CO5:** Use the resources for teaching economics.

**Course Code: BD1CA**

**Credits: 5**

After completion of this course, the student-teachers will be able to:

**CO1:** Analyze the aims and objectives of teaching of Commerce.

**CO2:** Practice micro teaching skills in the class.

**CO3:** Write model lesson plans for teaching Commerce and Social Science.

**CO4:** Handle various methods of teaching Commerce and Social Science

**CO5:** Analyse the different use of Mass Media in classroom instruction.

**Course Code: BD1HS**

**Credits: 5**

After completion of this course, the student-teacher will be able to:

- CO1:** Explain the aims and objectives of teaching Home Science.
- CO2:** Demonstrate different types of micro teaching skills in Home Science.
- CO3:** Write a Lesson Plan on Home Science.
- CO4:** Describe the various learner centered methods of instruction.
- CO5:** Utilize different e-resources for Teaching Home Resource.

**Course Code: BD1SS**

**Credits: 5**

After completion of this course, the student- teachers will be able to:

- CO1:** Explain the aims and objectives of teaching social science.
- CO2:** Demonstrate the micro teaching skills.
- CO3:** Explain the macro teaching skills
- CO4:** Identify the different methods in teaching social Science.
- CO5:** Generalize the various ICT resources in teaching social science.

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## SECOND SEMESTER - COURSE STRUCTURE

S.No	Sub Code	Theory Courses	Credits	Marks		Total Marks
				External	Internal	
1	BD2CP	Child Rights and Protection	5	70	30	100
2	BD2AL	Assessment for Learning	5	70	30	100
3	BD2EE	Environmental Education	5	70	30	100
4	BD2SM	School Management and Administration	5	70	30	100
<b>Pedagogical Subjects: Part –II</b>						
5	BD2TA	Pedagogy of Tamil: Part –II	5	70	30	100
	BD2EN	Pedagogy of English: Part –II	5	70	30	100
	BD2UR	Pedagogy of Urdu : Part –II	5	70	30	100
	BD2MA	Pedagogy of Mathematics: Part –II	5	70	30	100
	BD2PS	Pedagogy of Physical Science: Part –II	5	70	30	100
	BD2BS	Pedagogy of Biological Science: Part – II	5	70	30	100
	BD2CS	Pedagogy of Computer Science: Part –II	5	70	30	100
	BD2HI	Pedagogy of History: Part –II	5	70	30	100
	BD2GE	Pedagogy of Geography: Part –II	5	70	30	100
	BD2EC	Pedagogy of Economics: Part –II	5	70	30	100
	BD2CA	Pedagogy of Commerce and Accountancy: Part –II	5	70	30	100
	BD2HS	Pedagogy of Home Science: Part –II	5	70	30	100
	BD2SS	Pedagogy of Social Science: Part –II	5	70	30	100
<b>Total</b>			<b>25</b>	<b>350</b>	<b>150</b>	<b>500</b>

### **COURSE OUTCOMES:**

**Course Code: BD2CP**

**Credits: 5**

After completion of this course, the student-teachers will be able to:

- CO1: Describe the role of disciplines and subjects in school curriculum.
- CO2: Explain the development of curriculum with social, political and intellectual contexts.
- CO3: Discuss the paradigm shift in selection of content.
- CO4: Analyze the advantages of learner centered curriculum.
- CO5: Explain the aspects of life-oriented curriculum.

**Course Code: BD2AL**

**Credits: 5**

After completion of this course, the student-teachers will be able to:

- CO1: Gain knowledge of judging and scoring of student performance.
- CO2: Know the principles of assessment practices.
- CO3: Differentiate between the types of assessment.
- CO4: Point out the key issues in classroom assessment.
- CO5: Explain how assessment can be possible in inclusive settings.

**Course Code: BD2EE**

**Credits: 5**

After completion of this course, the student-teachers will be able to:

- CO1. Explain the need for environmental education.
- CO2. Name the natural resources and its associated problems.
- CO3. Identify the different types of pollution, its impact and management of pollution.
- CO4. Evaluate the policies and programmes initiated to protect the environment.
- CO5. Analyse the environmental education curriculum.

**Course Code: BD2SM**

**Credits: 5**

After completion of this course, the student-teachers will be able to:

- CO1: Explain the characteristics of various forms of school management.
- CO2: Describe the different management approaches in school management and administration.
- CO3: Demonstrate the salient aspects of various theories of educational administration.
- CO4: Spell out the role of a Headmaster and Headmistress in school management.
- CO5: Explain the role of different agencies that provide financial support for education.

**GHLf;FwpaPL:**

**BD2TA**

**Credits: 5**

முடிவுறும் தருவாயில்,மாணவர்கள் பெறும் அனைவுகளுள்

1. தாய்மொழிக் கல்வியின் சிறப்பினைக் கண்டுணர்தல்.
2. மொழிதிறன்கள் மற்றும் வளங்களில் முழுத்திறனறிவுபெறுதல்.
3. புள்ளுநால் தயாரித்தலில் கலைத்தீட்டுத்தின் முக்கியத்துவத்தை உணர்தல்.
4. கற்றலுக்கான அடிப்படைவளங்களைக் கையாளுதல்.
5. புள்ளியியல் அளவைகளைக் கொண்டு சோதனைகளைக் குண்டுமுத்தல் மற்றும் மதிப்பீடு செய்வதில் மேம்படுபயிற்சியினைப் பெறுதல்.

**Course Code: BD2EN**

**Credits: 5**

After completion of this course, the student-teachers will be able to:

CO1: Analyse the concept of pedagogy, andragogy and heutagogy.

CO2: Practise Carl Roger's Non- directive model in a new learning situation

CO3: Practise activity- based Instruction concept like Role play, simulation, gaming and prioritising.

CO4: Analyse different types of Educational Resources in Classroom learning.

CO5: Set achievement test and evaluate English based instruction.

**Course Code: BD2UR**

**Credits: 5**

- اس کورس کی تکمیل کے بعد طالب علم اور اساتذہ کا کام
- CO1: تدریس، اندراگوگی اور ہیوٹاگوگی کے تصور کا تجزیہ کریں
- CO2: سیکھنے کی نئی صورت حال میں کارل راجر کے غیر ہدایتی ماڈل پر عمل کریں
- CO3: سرگرمی پر مبنی ہدایات کے تصور کی مشق کریں جیسے رول پلے، سمولیشن، گیمنگ اور ترجیح دینا
- CO4: کمرہ جماعت میں مختلف قسم کے تعلیمی وسائل کا تجزیہ کریں
- CO5: امتحان مقرر کریں اور اردو کی مبنی ہدایات کا اندازہ کریں

**Course Code: BD2MA**

**Credits: 5**

After completion of this course, the student-teachers will be able to:

CO1: Explain the concept of critical Pedagogy.

CO2: Adopt various teaching Models in teaching Mathematics.

CO3: Demonstrate Activity Based Instruction and Group Controlled Instruction.

CO4: Develop the various Educational Resources for teaching and learning Mathematics.

CO5: Analyse the difference between Assessment and Evaluation.

**Course Code: BD2PS****Credits: 5**

After completion of this course, the student-teachers will be able to:

- CO1: Examine the importance of Critical Pedagogy.
- CO2: Differentiate the various models of teaching.
- CO3: Practise Activity Based Instruction in teaching Physical Science.
- CO4: Analyse and use the resources for teaching Physical Science.
- CO5: Handle various types of evaluation in teaching Physical Science.

**Course Code: BD2BS****Credits: 5**

After completion of this course, the student-teachers will be able to:

- CO1. Examine the importance of Critical Pedagogy.
- CO2. Demonstrate the various models of teaching.
- CO3. Practise Activity Based Instruction in teaching of biological science.
- CO4. Analyse and use the resources for teaching biological science.
- CO5. Handle various types of evaluation in teaching biological science.

**Course Code: BD2CS****Credits: 5**

After completion of this course, the student-teachers will be able to:

- CO1. Analyse the concept of Pedagogy, Andragogy and Heutagogy.
- CO2. Demonstrate Carl Roger's Non- directive model in a new learning situation. CO3. Practise activity-based Instruction concept like Role play, simulation, gaming and prioritising.
- CO4. Analyse different types of Educational Resources in Classroom learning.
- CO5. Construct an achievement test and evaluate computer-based instruction.

**Course Code: BD2HI****Credits: 5**

After completion of this course, the student-teachers will be able to:

- CO1: Explain the Paradigm shift.
- CO2: Demonstrate the various teaching models.
- CO3. Identify activity based and group-controlled instruction.
- CO4. Establish various resource centres in teaching History.
- CO5. Generalise multiple assessment tools in teaching and learning.

**Course Code: BD2GE**

**Credits: 5**

After completion of this course, the student-teachers will be able to:

CO1: Explain the Paradigm shift from Pedagogy to Andragogy to Heutagogy.

CO2: Demonstrate the various teaching models.

CO3: Identify activity based and group-controlled instruction.

CO4: Analyze various resource centers in teaching  
Geography.

CO5: Demonstrate multiple assessment tools in teaching and learning.

**Course Code: BD2EC**

**Credits: 5**

After completion of this course, the student-teachers will be able to:

CO1. Examine the importance of Critical Pedagogy.

CO2. Analyze the various models of teaching.

CO3. Practise Activity Based Instruction in teaching of Economics

CO4. Analyse and use the resources for teaching Economics.

CO5. Demonstrate various types of evaluation in teaching Economics.

**Course Code: BD2CA**

**Credits: 5**

After completion of this course, the student-teachers will be able to:

CO1: Examine the importance of Critical Pedagogy.

CO2: Differentiate the various models of teaching.

CO3: Practise Activity Based Instruction in teaching of Commerce and Accountancy.

CO4: Analyse and use the resources for teaching Commerce and Accountancy.

CO5: Demonstrate various types of evaluation in teaching Commerce and Accountancy.

**Course Code: BD2HS**

**Credits: 5**

After completion of this course, the student-teachers will be able to:

CO1. Examine The importance of Pedagogical analysis.

CO2. Analyse the various models of teaching.

CO3. Practise Activity Based Instruction in teaching of HomeScience.

CO4. Analyse and use the resources for teaching Home Science.

CO5. Demonstrate various types of evaluation in teaching Home Science.

**Course Code: BD2SS**

**Credits: 5**

After completion of this course, the student-teachers will be able to:

CO1: Explain the Paradigm shift.

CO2: Demonstrate the various teaching models.

CO3: Identify activity based and group-controlled instructions.

CO4: Establish various resource centres in teaching Social Science.

CO5: Generalise multiple assessment tools in teaching and learning.

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## Semester - III

### School Internship

#### Record Verification & Teaching Learning Assessment - External Evaluation

S.No	Sub Code	Practicum Components	Credits	Marks
<b>PART –A : Assessment of Teaching Competency and Records</b>				
1	A1	Observation Record: Level- I & II	1	20
2	A2	Micro Teaching Record: Level - I & II	1	20
3	A3	Demonstration Record : Level - I & II	1	20
4	A4	Lesson Plan Record: Level - I & II	4	80
5	A5	Instructional Materials Record: Level - I & II	1	20
6	A6	Test and Measurement Record: Level -I & II	1	20
7	A7	Case Study Record	1	20
8	A8	Psychology Practical Record	2	40
9	A9	Environmental Education Record	1	20
10	A10	Students Portfolios and Reflective Journals	1	20
11	A11	Teaching Competency– Level - I & II	6	120
<b>TOTAL –A</b>			<b>20</b>	<b>400</b>
<b>PART –B: (Enhancing Professional Capacities )EPC-Records</b>				
1	EPC1	1. Reading and Reflecting on Texts	1	20
2	EPC2	2. Drama and Art in Education	1	20
3	EPC3	3. Critical Understanding of ICT	1	20
4	EPC4	4. Understanding the Self	1	20
<b>TOTAL –B</b>			<b>4</b>	<b>80</b>
<b>PART –C : Online Course</b>				
1	ONC	Online Course-SWAYAM (any one course related to Pedagogy/Education/Basic Discipline Skills)	1	20
<b>TOTAL –C</b>			<b>1</b>	<b>20</b>
	BD3PC	Total (A+B+C)	<b>25</b>	<b>500</b>

### FOURTH SEMESTER - COURSE STRUCTURE

S.No	SUB CODE	Theory Courses	Credits	Marks		Total Marks
				External	Internal	
2	BD4GS	Gender, School and Society	5	70	30	100
2	BD4KC	Knowledge and Curriculum	5	70	30	100
3	BD4CI	Creating an Inclusive School	5	70	30	100
4	BD4YH	Yoga, Health and Physical Education	5	70	30	100
5	<b>Electives (Any One)</b>		5	70	30	100
	BD4E1	1. Values and Peace Education				
	BD4E2	2. Human Rights Education				
	BD4E3	3. Community Engagement through Work Education				
	BD4E4	4. Disaster Management				
	BD4E5	5. Special Education				
	BD4E6	6. Life Skills Education				
<b>Total</b>			<b>25</b>	<b>350</b>	<b>150</b>	<b>500</b>

#### **COURSE OUTCOMES:**

##### **Course Code: BD4GS**

**Credits : 5**

After completion of this course, the student-teachers will be able to:

- CO1: Discuss the reasons for gender inequalities
- CO2: Analyze the gender role and responsibilities in schools
- CO3: Integrate gender roles in School and curriculum.
- CO4: Debate on preventive measures of Sexual Abuse and Violence
- CO5: Explain about the Gender equalities and role of mass media

##### **Course Code: BD4KC**

**Credits : 5**

After completion of this course, the student-teachers will be able to :

- CO1: Recognize the types, categories of knowledge.
- CO2: Generalize the Principles of Curriculum Development.
- CO3: Compare the various Curriculum design and organization of Curriculum.
- CO4: Determine the various models of Curriculum.
- CO5: Summarize the Evaluation Phases.

**Course Code: BD4CI****Credits: 5**

After completion of this course, the student-teachers will be able to:

- CO1: Explain Various Education programmes for CWSN.
- CO2: Analyse the different Barriers to Inclusive Education.
- CO3: Examines the strategies to build inclusive learning environment in School.
- CO4: Demonstrates the importance of curriculum adaptation.
- CO5: Interprets the common issues and challenges in management of inclusive classroom.

**Course Code: BD4YH****Credits: 5**

After completion of this course, the student-teachers will be able to:

- CO1: Apply the aims and objective of yoga in real life situation.
- CO2: Analyse the scope of health education and methods of impart health education in schools.
- CO3: Infer ideas about the different cause and symptoms of different communicable diseases.
- CO4: Analyse the scope, need and importance of physical education.
- CO5: Distinguish between intramural and extramural competitions

**Course Code: BD4E1****Credits: 5**

After completion of the course, student-teachers will be able to:

- CO1: Examine the need and importance of value education
- CO2: Discuss the ways of fostering values in children.
- CO3: Analyse the importance of peace education.
- CO4: Construct the culture of developing peace education.
- CO5: Use the approaches of value inculcation in children.

**Course Code: BD4E2****Credits : 5**

After completion of the course, student-teachers will be able to:

- CO1: Identify the concept of human rights and list out the components.
- CO2: Summarize the duties and responsibilities and explain the Harmony and Conflict.
- CO3: Discriminate the various issues related to status of women and compare the Indian and Western countries.
- CO4: Relates the societal Problem and apply the knowledge RTE & POSCO Act.
- CO5: Summarize the problems of enforcement of human rights in India.

**Course Code: BD4E3****Credits: 5**

After completion of this course, the student-teacher will be able to

- CO1: Explain the concept of work and dignity of human labour.

CO2: Examine the basic tenets of Nai Talim.

CO3: Analyze the various aspects of NCF (2005) and NCFTE (2010).

CO4: Explore various theories of community engagement.

CO5: Engage themselves with various social activities of plant sapling, rain-water harvesting, rural and urban hygiene and health services

**Course Code: BD4E4**

**Credits: 5**

After completion of this course, the student-teacher will be able to:

CO1: Analyze the different types of Disaster Management.

CO2: Apply the techniques and approaches to Disaster Management.

CO3: Describe national Policy on Disaster Management.

CO4: Discuss the role of various international and national agencies of disaster management.

CO5: Explain knowledge on role of educational institutions in disaster management.

**Course Code: BD4E5**

**Credit: 5**

After completion of this course, the student-teachers will be able to:

CO1: Explain Historical Perspectives in Special Education.

CO2: Analyse the Disabilities and its Educational Implications.

CO3: Examine Identification and Assessment of persons with Physical Disability.

CO4: Classify the Educational Programme and Other Supportive Therapeutic Intervention Strategies of disabilities.

CO5: Analyse the Acts and Policies of Disabilities.

**Course Code: BD4E6**

**Credits: 5**

After completion of this course, the student-teachers will be able to:

CO1 : Gain Self Competency and Confidence

CO2 : Demonstrate cognitive skills.

CO3 : Explain the uses of time management skill and leadership skill.

CO4 : Analyze the ways to develop listening, speaking, reading and writing skills.

CO5 : Demonstrate the Universal Human values to the society.

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