



*SRI SARADA COLLEGE OF EDUCATION  
(AUTONOMOUS), SALEM - 16*

*Criteria - II : Teaching Learning and Evaluation*

*KEY INDICATOR : 2.7 STUDENT PERFORMANCE AND  
LEARNING OUTCOMES*

*Metric No : 2.7.3. The Progressive Performance of  
Students and attainment of Professional and personal  
attributes in line with the PLOs and CLOs is monitored  
and used for further improvements*

*2.7.3. (B) Any other relevant information*

*Programme Learning Outcomes (PLOs) & Course  
Learning Outcomes (CLOs)*

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**SRI SARADA COLLEGE OF EDUCATION,  
(AUTONOMOUS) SALEM - 636016**

**PROGRAMME  
LEARNING &  
COURSE LEARNING  
OUTCOMES**

[www.sscoe.ac.in](http://www.sscoe.ac.in)

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# B.Ed. PROGRAMME

## PROGRAMME LEARNING OUTCOMES

**At the end of the programme, the student teachers will be able to**

<b>PO 1</b>	incorporate the psychological, sociological and philosophical principles learnt during the school teaching.
<b>PO 2</b>	apply the relevant teaching methods and techniques satisfying the learning needs of diverse learners and the requirements of inclusive classroom.
<b>PO 3</b>	design for an effective learning experiences for school students following learner centred approach
<b>PO 4</b>	identify and harness improvised and ICT resources to maximize their teaching efficiency.
<b>PO 5</b>	prepare appropriate instructional aid and execute the instructional design effectively
<b>PO 6</b>	adapt to the recent educational innovations so as to fulfil the requirements of the learner and society.
<b>PO 7</b>	integrate essential teaching skills and device assessment strategies for facilitating learning
<b>PO 8</b>	locate the classroom problems and apply suitable remedial strategies
<b>PO 9</b>	strategize the ways and means to enrich themselves professionally competent.
<b>PO10</b>	formulate personal principles in accordance with the changing societal and environmental demands.
<b>PO11</b>	inculcate self-governing values to achieve physical and mental fitness along with the spiritual development.
<b>PO12</b>	assimilate integrated personality reflecting the higher order thinking skills and promoting the employability skills with the objective of women empowerment.
<b>PO13</b>	enable themselves and educate the young learners as well, for the common citizenship following the principles of democracy viz. equality, fraternity, secularism, unity and diversity, strengthening national integration.
<b>PO14</b>	imbibe and maintain team spirit and other life skills so as to balance their personal and professional life.
<b>PO15</b>	develop teaching skills, competencies and professional ethics for student teachers.

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## COURSE LEARNING OUTCOMES

### SEMESTER I

<b>BCC1-FOUNDATIONS OF EDUCATION</b>	
<b>On completion of this course the student teachers will be able to</b>	
<b>CLO</b>	discuss the nature and purpose of Education along with the recommendations of various education commission
<b>CLO</b>	identify the different ways of acquiring knowledge
<b>CLO</b>	recognize the influential factors of society on Education
<b>CLO</b>	describe the impact of autonomy of teachers and learners on process of education
<b>CLO</b>	apply different approaches of value inculcation for school students

<b>BCC2- LEARNER AND LEARNING</b>	
<b>On completion of this course the student teachers will be able to</b>	
<b>CLO</b>	explain the contributions of major schools of psychology
<b>CLO</b>	list the developmental task of children and adolescents
<b>CLO</b>	categorize the types of learning
<b>CLO</b>	discuss the cognitive process
<b>CLO</b>	illustrate intrinsic and extrinsic motivation
<b>CLO</b>	outline the characteristics of achievement-oriented person

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### BCC3- EDUCATIONAL INNOVATIONS

**On completion of this course the student teachers will be able to**

<b>CLO</b>	understand the role of teachers in promoting educational innovations
<b>CLO</b>	recognize the salient features of innovative schools
<b>CLO</b>	describe the evaluation reforms in schools
<b>CLO</b>	explain the various innovative learning methods
<b>CLO</b>	identify the different learning styles of learners.

### BPC1- தமிழ் கற்பிக்கும் முறைகள் பகுதி – I

**இப்பாடத்தைக் கற்று முடித்த பின்னர் மாணவர்கள் கீழ்க்காணும் கற்றல் விளைவுகளை அடைவர்**

<b>CLO</b>	தமிழ் மொழியின் தோற்றம், வளர்ச்சி மற்றும் தனித்தன்மைகளைப் போற்றியுரைத்தல்
<b>CLO</b>	ஒலியன், உருபன் மற்றும் தொடரியல் போன்ற மொழியியல் கோட்பாடுகளை விளக்குதல்
<b>CLO</b>	சமூகவியல் நோக்கில் மொழியின் தேவைகளைச் சுட்டிக்காட்டுதல்
<b>CLO</b>	உளவியல் மற்றும் உடற்கூறு அடிப்படையில் மொழியினை விரிவாக ஆராய்ந்தறிதல்.
<b>CLO</b>	மொழி ஆசிரியரின் தகுதிகளை மேம்படுத்திக் கொள்ளும் திறன் பெறுதல்

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**BPC1 - PEDAGOGY OF ENGLISH I**

**On completion of this course the student teachers will be able to**

<b>CLO</b>	recognise the role of language in human life.
<b>CLO</b>	analyse the position of English in Indian constitution and educational policies
<b>CLO</b>	discover the potential of literature in language teaching
<b>CLO</b>	employ skill-oriented techniques to organise an effective classroom
<b>CLO</b>	identify the morphological and syntactic structure of English language

**BPC1 – PEDAGOGY OF MATHEMATICS I**

**On completion of this course the student teachers will be able to**

<b>CLO</b>	write and interpret mathematical notations and mathematical definitions
<b>CLO</b>	recognize the aims and objectives of teaching school Mathematics
<b>CLO</b>	use appropriate skills to teach mathematics
<b>CLO</b>	evaluate the current issues in mathematics curriculum.
<b>CLO</b>	apply analytical skills to solve mathematical problems

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**BPC1 – PEDAGOGY OF PHYSICAL SCIENCE I**

**On completion of this course the student teachers will be able to**

<b>CLO</b>	describe the nature, scope and science of knowledge
<b>CLO</b>	recognize the aims and objectives of Teaching Physical Science
<b>CLO</b>	implement skills relating to planning lessons and presenting them effectively
<b>CLO</b>	distinguish various trends in Physical Science School curriculum
<b>CLO</b>	identify the pedagogical shift from science as a fixed body of knowledge to the process of construction of knowledge

**BPC1 – PEDAGOGY OF BIOLOGICAL SCIENCE I**

**On completion of this course the student teachers will be able to**

<b>CLO</b>	identify the nature and scope of teaching Biological science
<b>CLO</b>	recognize the aims and objectives of Teaching Biological Science
<b>CLO</b>	prepare a lesson plan following Herbartian steps
<b>CLO</b>	analyse the trends in designing science curriculum
<b>CLO</b>	compare different approaches and strategies of learning Biological Science

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## BPC1 PEDAGOGY OF HISTORY I

**On completion of this course the student teachers will be able to**

<b>CLO</b>	identify the values of teaching History.
<b>CLO</b>	recognize the aims and objectives of Teaching History
<b>CLO</b>	develop Micro skills in teaching competency
<b>CLO</b>	analyze the various learning strategies in teaching history
<b>CLO</b>	apply appropriate media and material as learning resources for teaching history.

## BPC2 - தமிழ் கற்பிக்கும் முறைகள் பகுதி – II

**இப்பாடத்தைக் கற்று முடித்த பின்னர் மாணவர்கள் கீழ்க்காணும் கற்றல் விளைவுகளை அடைவர்.**

<b>CLO</b>	மொழியின் பங்கினையும் முக்கியத்துவத்தினையும் போற்றியுரைத்தல்
<b>CLO</b>	புளுமின் கற்பித்தல் நோக்கங்கள் மற்றும் குறிக்கோள்களை வகுப்பறையில் பயன்படுத்தி கற்பிக்கும் திறன் பெறுதல்
<b>CLO</b>	நுண்ணிலை கற்பித்தல் திறன்களில் பயிற்சி பெறுதல்
<b>CLO</b>	பல்வேறு கற்பித்தல் முறைகளை வேறுபடுத்தி கற்பிக்கும் திறன் பெறுதல்
<b>CLO</b>	கலைத்திட்டத்தில் மொழி பெறும் இடத்தினைப் பகுத்தாராய்தல்

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## **BPC2 PEDAGOGY OF ENGLISH II**

**On completion of this course the student teachers will be able to**

<b>CLO</b>	recognize the centrality of language in learning
<b>CLO</b>	outline the aims and objectives of teaching English as a second language
<b>CLO</b>	practise the micro skills of teaching and Devise year plan, unit plan and lesson plan for English curriculum
<b>CLO</b>	refine their pronunciation, practicing the phonetics of English.
<b>CLO</b>	review different approaches and methods of teaching English and use them appropriately.

## **ETE1- EXPLORING LIBRARY AND OTHER LEARNING RESOURCES**

**On completion of this course the student teachers will be able to**

<b>CLO</b>	recognize the different kinds of libraries
<b>CLO</b>	list the requirements needed to set up an academic library in school
<b>CLO</b>	describe information and documentation services of library
<b>CLO</b>	review the importance of preserving and conserving information materials in the library.
<b>CLO</b>	equip professionally with library automation and information networks

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## SES1-PEACE EDUCATION

**On completion of this course the student teachers will be able to**

<b>CLO</b>	recognize the concept of peace, peace education and its related issues
<b>CLO</b>	identify the ways to integrate peace into the curriculum
<b>CLO</b>	analyse the forms of violence in learning environment
<b>CLO</b>	describe the transformative model of peace education
<b>CLO</b>	review the importance of the concept of multiculturalism in Peace Education

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**B.Ed. - PROGRAMME**

**COURSE LEARNING OUTCOMES**

**SEMESTER I**

<b>BCC4 - PERSPECTIVES IN EDUCATION</b>	
<b>On completion of this course the student teachers will be able to</b>	
<b>CLO</b>	evaluate the relationship between philosophy and Education
<b>CLO</b>	analyse the thoughts of eastern and western philosophers
<b>CLO</b>	review the role of education for international understanding and national integration
<b>CLO</b>	list out the national agencies in education and their functions
<b>CLO</b>	find the indicators of quality input and output in education

<b>BCC5- UNDERSTANDING THE LEARNER</b>	
<b>On completion of this course the student teachers will be able to</b>	
<b>CLO</b>	recognize the emotional, social and moral development of children.
<b>CLO</b>	Identify students with different levels of intelligence and creativity.
<b>CLO</b>	explain the knowledge of personality and techniques of assessing personality in order to plan class room experiences.
<b>CLO</b>	describe the adjustment and mental health problems of students
<b>CLO</b>	classify the types of thinking, reasoning and problem-solving

**BCC6-ASSESSMENT FOR LEARNING****On completion of this course the student teachers will be able to**

<b>CLO</b>	describe the overview of assessment and evaluation
<b>CLO</b>	analyse the examination system from sociological and psychological perspectives
<b>CLO</b>	list different kinds and forms of assessment
<b>CLO</b>	identify the recent trends and issues in assessment for Learning
<b>CLO</b>	evaluate the importance of data analysis, feedback and reporting in assessment

**BPC 3 - தமிழ் கற்பிக்கும் முறைகள் பகுதி – I****இப்பாடத்தைக் கற்று முடித்த பின்னர் மாணவர்கள் கீழ்க்காணும் கற்றல் விளைவுகளை அடைவர்**

<b>CLO</b>	மொழி குறித்த அரசியலமைப்பு விதிகளை அடையாளம் காணுதல்
<b>CLO</b>	தற்காலத்தில் மொழியில் ஏற்படும் பல்வேறு மாற்றங்கள் குறித்து விவரித்தல்
<b>CLO</b>	திறனாய்வின் தோற்றம், பண்புகள் மற்றும் வகைகள் குறித்து ஆராய்ந்தறிதல்
<b>CLO</b>	மொழியாக்க சிந்தனைகளை ஒப்பிட்டு அறிதல்
<b>CLO</b>	நாட்டுப்புற கலைகள் மற்றும் பண்பாடுகள் குறித்த விழிப்புணர்வினைப் பெறுதல்

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### **BPC3 PEDAGOGY OF ENGLISH I**

**On completion of this course the student teachers will be able to**

<b>CLO</b>	identify the significance of various theories of learning language.
<b>CLO</b>	analyse the linguistic aspects of language and their pedagogical implications
<b>CLO</b>	recognise the semantic and pragmatic views of language
<b>CLO</b>	review the factors contributing and affecting the discourse
<b>CLO</b>	review the factors contributing and affecting the discourse

### **BPC3 – PEDAGOGY OF MATHEMATICS I**

**On completion of this course the student teachers will be able to**

<b>CLO</b>	apply mathematical principles and techniques to solve problems
<b>CLO</b>	identify mathematical reasoning by using generalizing patterns
<b>CLO</b>	effectively apply mathematical thinking in daily life
<b>CLO</b>	prepare the variety of learning resources in mathematics classroom at secondary level
<b>CLO</b>	examine various techniques of test items to assess students' performance in mathematics

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**BPC3 – PEDAGOGY OF PHYSICAL SCIENCE I**

**On completion of this course the student teachers will be able to**

<b>CLO</b>	identify the various approaches and strategies for learning physics and chemistry concepts
<b>CLO</b>	interpret the various types of test items in physical science
<b>CLO</b>	indicate the indigenous resources related to teaching physics and chemistry
<b>CLO</b>	design improvised instructional aides and other teaching resources
<b>CLO</b>	demonstrate the application of the scientific concepts through activities of science club

**BPC3 – PEDAGOGY OF BIOLOGICAL SCIENCE I**

**On completion of this course the student teachers will be able to**

<b>CLO</b>	identify the various approaches and strategies for learning botany and zoology concepts
<b>CLO</b>	interpret the various types of test items in biological science
<b>CLO</b>	indicate the indigenous resources related to teaching botany and zoology
<b>CLO</b>	design improvised instructional aids and other teaching resources
<b>CLO</b>	demonstrate the application of the scientific concepts through activities of science club
<b>CLO</b>	applying their knowledge for developing international understanding

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### BPC3 PEDAGOGY OF HISTORY I

**On completion of this course the student teachers will be able to**

<b>CLO</b>	implement the various theories for curriculum development.
<b>CLO</b>	analysis the philosophical basis of history
<b>CLO</b>	demonstrate the use of technology in teaching history
<b>CLO</b>	evaluate the assessment procedure for teaching history.
<b>CLO</b>	applying their knowledge for developing international understanding.

### BPC 4 - தமிழ் கற்பிக்கும் முறைகள் பகுதி II

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<b>CLO</b>	தமிழ் மொழியின் அடிப்படை செய்திகளையும் கோட்பாடுகளையும் விவரித்தல்
<b>CLO</b>	செய்யுள் உரைநடை இலக்கணம் கற்பித்தல் முறைகளை திறனாய்வு செய்தல்
<b>CLO</b>	கேட்டல் படித்தல் பேசுதல் எழுதுதல் போன்ற அடிப்படைத் திறன்களை வளர்த்துக் கொள்ளல்
<b>CLO</b>	பல்வேறு கற்பித்தல் உத்திகளைப் பயன்படுத்தி கற்பிக்கும் திறன் பெறுதல்
<b>CLO</b>	புள்ளியியல் அடிப்படையில் மொழிச் சோதனை மற்றும் மதிப்பீட்டு முறையினைப் பயன்படுத்துதல்

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## BPC4 PEDAGOGY OF ENGLISH II

**On completion of this course the student teachers will be able to**

<b>CLO</b>	describe the objectives and methods of teaching the elements of language viz. pronunciation, vocabulary, spelling and composition.
<b>CLO</b>	implement the advanced teaching methodologies and compare them with the previously learnt methodologies.
<b>CLO</b>	predict a classroom problem and prepare the steps for an action research.
<b>CLO</b>	frame various techniques of testing English in continuous and comprehensive evaluation CCE.
<b>CLO</b>	construct remedy AI teaching after analysing the errors committed by the peer group members.

## ETE 2- HEALTH AND PHYSICAL EDUCATION

**On completion of this course the student teachers will be able to**

<b>CLO</b>	demonstrate the ability to perform yoga movements in various combinations and forms.
<b>CLO</b>	compare the advanced teaching methodologies with that of previously learnt ones.
<b>CLO</b>	explain the rules and strategies of particular games and sports.
<b>CLO</b>	demonstrate the understanding of sound nutritional practices as related to health and physical performance.
<b>CLO</b>	recognise the traits of sportsmanship and the importance of Team Spirit and work ethics.

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**SOC2-ARTS AND AESTHETICS**

**On completion of this course the student teachers will be able to**

<b>CLO</b>	describe the significance of common arts in India.
<b>CLO</b>	identify the ways and means of developing artistic and aesthetic attitude among students.
<b>CLO</b>	perform a stage program in the form of either drama or music or any other indigenous art form.

**SES2 EDUCATION OF CHILDREN WITH SPECIAL NEEDS**

**On completion of this course the student teachers will be able to**

<b>CLO</b>	indicate the differences among special education inclusive education and integrated education.
<b>CLO</b>	classify the different perspectives in areas of education for children with special needs.
<b>CLO</b>	find suitable pedagogical and supportive Strategies for students with special needs.

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**B.Ed. - PROGRAMME**

**COURSE LEARNING OUTCOMES**

**SEMESTER III**

**BPC5 - CONTENT AND PEDAGOGY OF TAMIL / ENGLISH / MATHEMATICS /  
PHYSICAL SCIENCE / BIOLOGICAL SCIENCE / HISTORY**

**On completion of this course the student teachers will be able to**

<b>CLO</b>	review the textbook content prescribed for the high school students of Tamil Nadu State Board
<b>CLO</b>	demonstrate the readiness for appearing competitive examinations like TET, TRB, and the like.

**BPC6 - CONTENT AND PEDAGOGY OF TAMIL / ENGLISH**

**On completion of this course the student teachers will be able to**

<b>CLO</b>	review the textbook content prescribed for the high school students of Tamil Nadu State Board
<b>CLO</b>	demonstrate the readiness for appearing competitive examinations like TET, TRB, and the like.

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**B.Ed. PROGRAMME**

**COURSE LEARNING OUTCOMES**

**SEMESTER - IV**

**BCC7-SOCIETY AND EDUCATION**

**On completion of this course the student teachers will be able to**

<b>CLO</b>	indicate the characteristics of social change and modernization.
<b>CLO</b>	interpret the characteristics of social stratification its impact on society.
<b>CLO</b>	to evaluate educational provisions in the Indian constitution
<b>CLO</b>	examine the system of education that reflect on the achievements of democratic and secular principles of India.
<b>CLO</b>	organize a classroom that address the learning needs of marginalized learners

**BCC8- ESSENTIALS OF TEACHING AND LEARNING**

**On completion of this course the student teachers will be able to**

<b>CLO</b>	list the types of learning; classify the levels of learning
<b>CLO</b>	explain the important aspects of teaching and learning process
<b>CLO</b>	categorize the group development according to Bruce Tuckman’s revised model for group development
<b>CLO</b>	plan the suitable techniques and strategies of teaching
<b>CLO</b>	outline the models of teaching

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**BPC7 - தமிழ் கற்பிக்கும் முறைகள் பகுதி – I**

இப்பாடத்தைக் கற்று முடித்த பின்னர் மாணவர்கள் கீழ்க்காணும் கற்றல் விளைவுகளை அடைவர்

<b>CLO</b>	இயல் இசை நாடகத் தமிழின் சிறப்பு கூறுகள் குறித்த செய்திகளை விளக்குதல்
<b>CLO</b>	மொழி கற்றலுக்கான வளமூலங்கள் பற்றி விவரித்தல்
<b>CLO</b>	வரலாற்று மூலங்களின் தொன்மையினைப் பற்றி விளக்குதல்
<b>CLO</b>	உரைநடையின் அமைப்பினைப் பற்றி பகுப்பாய்வு செய்தல்
<b>CLO</b>	புதிய இலக்கிய பரிணாம வளர்ச்சியினை கண்டறிதல்

**BPC7 PEDAGOGY OF ENGLISH I**

**On completion of this course the student teachers will be able to**

<b>CLO</b>	infer the role of language across curriculum and outline the educational implications of language.
<b>CLO</b>	illustrate writing in specific content areas
<b>CLO</b>	critically evaluate the language for classroom interaction.
<b>CLO</b>	interpret the pedagogical implications of linguistic behaviour and linguistic system.
<b>CLO</b>	frame different types of assessment techniques reflecting higher order thinking skills.

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**BPC7 – PEDAGOGY OF MATHEMATICS I**

**On completion of this course the student teachers will be able to**

<b>CLO</b>	review the structure of mathematics
<b>CLO</b>	criticise the factors influencing learning mathematics
<b>CLO</b>	compare the gender differences in the mathematics
<b>CLO</b>	highlight the various professional development programmes of mathematics teacher
<b>CLO</b>	construct mathematical problems

**BPC7-PEDAGOGY OF PHYSICAL SCIENCE I**

**On completion of this course the student teachers will be able to**

<b>CLO</b>	describe various models in teaching of science
<b>CLO</b>	review the status of physical science teaching in Indian classrooms with its demographic diversities
<b>CLO</b>	mention the essential qualities of Science teacher
<b>CLO</b>	describe the contribution of science for the sustainable environmental protection
<b>CLO</b>	associate the purposes of laboratory equipment with the real-life applications.

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### **BPC7-PEDAGOGY OF BIOLOGICAL SCIENCE I**

**On completion of this course the student teachers will be able to**

<b>CLO</b>	describe various models in teaching of science
<b>CLO</b>	review the status of biological science teaching in Indian classrooms with its demographic diversities
<b>CLO</b>	mention the essential qualities of Science teacher
<b>CLO</b>	describe the contribution of science for the sustainable environmental protection
<b>CLO</b>	the community resources like aquarium, botanical garden, etc for teaching biological science

### **BPC7- PEDAGOGY OF HISTORY I**

**On completion of this course the student teachers will be able to**

<b>CLO</b>	appreciate the contributions of historians to the development of history
<b>CLO</b>	identify the current affairs in teaching history
<b>CLO</b>	list out the characteristics of an ideal history teacher
<b>CLO</b>	describe the devices for teaching chronology in history
<b>CLO</b>	apply their knowledge for doing action research in history

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**BPC 8 - தமிழ் கற்பிக்கும் முறைகள் பகுதி – II**

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<b>CLO</b>	விழுமக் கல்வி குறித்த மனப்பான்மை பெறுதல்
<b>CLO</b>	சிறுவர் இலக்கியம் மற்றும் பயண இலக்கியம் குறித்த வளர்ச்சியினை ஆராய்தல்
<b>CLO</b>	மொழிக் கல்வியில் பிழைகளை நீக்கி எழுதும் திறன் பெறுதல்
<b>CLO</b>	படைப்பாற்றல் தன்மைகள் மற்றும் படைப்பாற்றல் வடிவங்கள் ஆகியவற்றைப் பயன்படுத்தும் ஆற்றல் பெறுதல்
<b>CLO</b>	தற்கால இலக்கிய வளர்ச்சியின் பரிணாமங்கள் குறித்து விளக்கியுரைத்தல்

**BPC8 PEDAGOGY OF ENGLISH II**

**On completion of this course the student teachers will be able to**

<b>CLO</b>	recognise the learner differences based on the students' learning styles and language levels.
<b>CLO</b>	dramatize a piece of textbook content appropriately
<b>CLO</b>	classify the grammatical errors committed by the students.
<b>CLO</b>	construct lesson plans following advanced teaching methodologies.
<b>CLO</b>	critically analyse the text books prescribed for school students

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### **BEC1- DISASTER MANAGEMENT**

**On completion of this course the student teachers will be able to**

<b>CLO</b>	demonstrate basic knowledge of disaster activities from incident response to recovery operations.
<b>CLO</b>	examine the natural hazards, the social factors that can contribute to disasters, emergency planning and disaster risk reduction
<b>CLO</b>	demonstrate skills and abilities for implementing the Disaster Risk Reduction (DRR) Strategy.
<b>CLO</b>	demonstrate basic knowledge of disaster activities from incident response to recovery operations.
<b>CLO</b>	Analyse the role of stakeholders and their impacts relevant to disasters.

### **BEC2-HUMAN RIGHTS EDUCATION**

**On completion of this course the student teachers will be able to**

<b>CLO</b>	describe the etymology of right and evolution of human rights
<b>CLO</b>	discuss the genesis of human rights in India
<b>CLO</b>	design curricular and co-curricular activities related to human rights education
<b>CLO</b>	demonstrate the various methods of teaching human rights education
<b>CLO</b>	analyse the role of various agencies to promote human rights awareness

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### **BEC3 - SCHOOL MANAGEMENT**

**On completion of this course the student teachers will be able to**

<b>CLO</b>	describe the basic concepts of school management
<b>CLO</b>	prepare a layout of school building
<b>CLO</b>	describe the decision-making types
<b>CLO</b>	list different kinds of school records
<b>CLO</b>	explain the leadership roles of headmaster

### **SES3 – GENDER ISSUES**

**On completion of this course the student teachers will be able to**

<b>CLO</b>	review the status and concerns of gender relate issues
<b>CLO</b>	identify the socialization process of individuals and its impact on gender identities
<b>CLO</b>	recall the genesis of gender studies
<b>CLO</b>	assess the perpetuating factors leading to sexual harassment and abuse
<b>CLO</b>	analyse the different theories of gender education

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<b>SES4-CONSERVATION AND ENVIRONMENTAL REGENERATION</b>	
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<b>On completion of this course the student teachers will be able to</b>	
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<b>CLO</b>	relate everyday experiences with nature of environmental Science.
<b>CLO</b>	implement the skills required for natural resource management
<b>CLO</b>	elaborate consumerism and consumption pattern
<b>CLO</b>	identify the needed actions for environmental conservation

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## **M.Ed. PROGRAMME**

### **PROGRAMME LEARNING OUTCOMES**

**At the end of the programme, the prospective teacher educators will be able to**

<b>PO 1</b>	assimilate the psychological, philosophical and sociological underpinnings in the field of education
<b>PO 2</b>	incorporate historical, political and economic aspects to the field of education.
<b>PO 3</b>	analyse the interdisciplinary nature of education across the various disciplines
<b>PO 4</b>	equip effective prospective teachers as a result of their understanding of teacher education system in India.
<b>PO 5</b>	adopt the professional ethics and inculcate the same among the prospective teachers.
<b>PO 6</b>	draft research proposals for further research programs.
<b>PO 7</b>	frame research designs scientifically in the field of education.
<b>PO 8</b>	write thematic and research papers in line with academic writing.
<b>PO 9</b>	integrate interpersonal communication skills effectively in their personal and academic life.
<b>PO10</b>	identify the applications of educational technology and ICT for facilitating the prospective teachers.
<b>PO11</b>	critically analyse the curriculum approaches and methods of teaching to enhance the quality of teaching.
<b>PO12</b>	develop teaching skills, competencies and professional ethics for prospective teachers in line with inclusive education
<b>PO13</b>	design institutional planning for a well-structured institution.
<b>PO14</b>	generate ideas for women empowerment and strive for professional excellence so as to become effective teacher educator.
<b>PO15</b>	apply general principles and maxims of teaching for educating prospective teachers.

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## COURSE LEARNING OUTCOMES

### I SEMESTER

<b>MCC1 - PHILOSOPHICAL FOUNDATIONS OF EDUCATION</b>	
<b>On completion of this course prospective teacher educators will be able to</b>	
CLO	relate philosophy and Education
CLO	classify heterodox and orthodox system of Indian philosophy
CLO	compare and contrast the thoughts of Indian Philosophers
CLO	discuss the basic concept of western philosophy
CLO	analyse the thoughts of western philosophers

<b>MCC2 - EDUCATIONAL STUDIES</b>	
<b>On completion of this course prospective teacher educators will be able to</b>	
CLO	recognise the concept of quality and excellence in education.
CLO	appreciate the interdisciplinary nature of education.
CLO	analyse the diversity nature of Indian society.
CLO	recognise the multiple School context and role of personnel in school management
CLO	acknowledge the principles and guidelines in organising the support systems

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### **MTE1-TEACHER EDUCATION**

**On completion of this course prospective teacher educators will be able to**

CLO	realise the nature of teacher education.
CLO	categorise the levels of teacher education in India.
CLO	analyse the structure curriculum and modes of Pre service teacher education
CLO	identify the modes and models of in-service teacher education
CLO	recognise the concept of Total Quality Management in teacher education

### **MTC1-RESEARCH METHODOLOGY**

**On completion of this course prospective teacher educators will be able to**

CLO	explain the conceptual issues in education
CLO	identify knowledge on areas of research in Education
CLO	differentiate various types of research in Education
CLO	carryout experimental and non-experimental methods of research in Education
CLO	categories various Sampling techniques and methods of data collection

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**M.ED PROGRAMME**

**II SEMESTER**

**COURSE LEARNING OUTCOMES**

<b>MCC3-SOCIOLOGICAL FOUNDATIONS OF EDUCATION</b>	
<b>On completion of this course prospective teacher educators will be able to</b>	
<b>CLO</b>	describe the basic concepts of Educational Sociology.
<b>CLO</b>	associate the concept of society, social group and social change with education.
<b>CLO</b>	realise the importance of social mobility and culture
<b>CLO</b>	recognise the role of education on the modernization of society.
<b>CLO</b>	appreciate the process and agencies of socialization.

<b>MCC4 – ADVANCED EDUCATIONAL PSYCHOLOGY</b>	
<b>On completion of this course prospective teacher educators will be able to</b>	
<b>CLO</b>	identify the behaviour of students by applying suitable methods of psychology.
<b>CLO</b>	predict the developmental tasks of infancy, childhood, adolescence and adult
<b>CLO</b>	describe the approaches of motivation
<b>CLO</b>	analyse the kinds of Intelligence.
<b>CLO</b>	design suitable self-regulation strategies

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### **MCC5 – GUIDANCE AND COUNSELLING**

**On completion of this course prospective teacher educators will be able to**

<b>CLO</b>	categorise the types of guidance
<b>CLO</b>	examine the importance of guidance services at school level.
<b>CLO</b>	differentiate the concept and principles of guidance from counselling.
<b>CLO</b>	list out the role and functions of counsellor.
<b>CLO</b>	classify different testing devices in guidance and counselling.

### **MTE2-TEACHER EDUCATION**

**On completion of this course prospective teacher educators will be able to**

<b>CLO</b>	recognise the structure and issues of Elementary teacher education
<b>CLO</b>	identify the structural and substantiated arrangements in teacher education programme to prepare teachers for school education.
<b>CLO</b>	classify the types of school education
<b>CLO</b>	explain the quality issues in secondary teacher education
<b>CLO</b>	examine the different kinds of assessment procedures for teacher education programs

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**M.ED PROGRAMME**

**III - SEMESTER**

**COURSE LEARNING OUTCOMES**

<b>MCC6-HISTORY AND POLITICAL ECONOMY OF INDIA</b>	
<b>On completion of this course prospective teacher educators will be able to</b>	
<b>CLO</b>	recognize the historical perspective of education in pre and post independent India.
<b>CLO</b>	realise the concept of education for an equitable society in a global era.
<b>CLO</b>	identify the importance of political reforms and its influence on education.
<b>CLO</b>	describe the need of Economics of education
<b>CLO</b>	analyse the influence of globalisation, liberalization and privatization on education.

<b>MSC1 - CURRICULUM STUDIES</b>	
<b>On completion of this course prospective teacher educators will be able to</b>	
<b>CLO</b>	recognize the philosophical and ideological basis of curriculum
<b>CLO</b>	categorize the different approaches in curriculum studies
<b>CLO</b>	describe the models of curriculum development
<b>CLO</b>	differentiate centralized and decentralized curriculum
<b>CLO</b>	recognize the components of curriculum transaction



### **MTC2- EDUCATIONAL STATISTICS**

**On completion of this course prospective teacher educators will be able to**

<b>CLO</b>	categories the types and levels of data
<b>CLO</b>	recognize the descriptive analysis of the qualitative data
<b>CLO</b>	identify the levels of significance
<b>CLO</b>	apply the inferential analysis of qualitative data
<b>CLO</b>	draft a research report following the general principles

### **MSL1- SECONDARY & HIGHER SECONDARY EDUCATION IN INDIA**

**On completion of this course prospective teacher educators will be able to**

<b>CLO</b>	outline the Status of Secondary and Higher Secondary Education in India
<b>CLO</b>	describe the various policies, programmes and commissions of secondary and higher secondary Education in India
<b>CLO</b>	classify the structure of different school of boards in India
<b>CLO</b>	investigate the problems in universalization of secondary Education in India
<b>CLO</b>	devise different teaching and learning strategies.

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**M.ED PROGRAMME**

**IV - SEMESTER**

**COURSE LEARNING OUTCOMES**

<b>MCC7-ADVANCED TECHNIQUES OF EDUCATION</b>	
<b>On completion of this course prospective teacher educators will be able to</b>	
<b>CLO</b>	identify the variables in teaching
<b>CLO</b>	apply generalize principles and maxims of teaching
<b>CLO</b>	classify the types of innovative teaching strategies
<b>CLO</b>	recognize the dimension of effective teaching
<b>CLO</b>	describe different kinds of models of teaching

<b>MSC 2 -EDUCATIONAL TECHNOLOGY AND ICT IN EDUCATION</b>	
<b>On completion of this course prospective teacher educators will be able to</b>	
<b>CLO</b>	recognize the forms of Educational Technology
<b>CLO</b>	acknowledge the barriers in communication
<b>CLO</b>	justify the role of Audio- Visual Media in Education
<b>CLO</b>	explain the new horizons of Educational technology like Teleconferencing, Online learning and E-learning
<b>CLO</b>	categorize Web1.0, Web2.0 and Web3.0 Tools to apply ICT in classroom

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<b>MTB1-EDUCATIONAL ADMINISTRATION AND LEADERSHIP</b>	
<b>On completion of this course prospective teacher educators will be able to</b>	
<b>CLO</b>	acknowledge stages in the management process
<b>CLO</b>	identify the aims and objectives of intuitional planning
<b>CLO</b>	categories the styles of leadership
<b>CLO</b>	recognize the application of total quality management in education
<b>CLO</b>	recognize the application of total quality management in education

<b>MOE1 - VALUE EDUCATION</b>	
<b>On completion of this course prospective teacher educators will be able to</b>	
<b>CLO</b>	to identify the values and value crisis
<b>CLO</b>	explain the value education and its approaches
<b>CLO</b>	recognize the importance of values highlighted by great personalities
<b>CLO</b>	apply the methods of teaching values, value-based curriculum and value assessment
<b>CLO</b>	realize their role of family, School, Society, mass media in inculcating values.

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## **M.Phil. and Ph.D. PROGRAMMES**

### **PROGRAMME LEARNING OUTCOMES**

**At the end of the pre-doctoral and doctoral program the scholar will be able to**

<b>PO 1</b>	identify the significance of the spirit of enquiry in educational research
<b>PO 2</b>	crystallize a research problem after analysing the broad spectrum of academic issues in the discipline of education.
<b>PO 3</b>	device appropriate Research Design scientifically in the selected specialised area and conduct the study ethically.
<b>PO 4</b>	recognise the suitable selection of statistical applications in humanistic researches.
<b>PO 5</b>	communicate and disseminate Research findings effectively to the academic community and stakeholders in society.
<b>PO 6</b>	relate the guidance and counselling techniques to the educational issues of present scenario.

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**M.Phil. PROGRAMME**  
**COURSE OUTCOMES**  
**I- TRIMESTER**

<b>ADVANCED STUDY OF EDUCATIONAL RESEARCH</b>	
<b>On completion of this course research scholars will be able to</b>	
CLO	identify various methods of acquiring knowledge
CLO	describe the methods of Nature of enquiry
CLO	distinguish the various types of research problems
CLO	categories the different types of research methods
CLO	outline various research designs

**BACKGROUND PAPER**

1. Construct and master the syllabus for the back ground paper related to their topic of research
2. Gain in-depth knowledge of the research problem

## **M.Phil. PROGRAMME**

### **II- TRIMESTER**

<b>ADVANCED STUDY OF EDUCATIONAL STATISTICS</b>	
<b>On completion of this course research scholars will be able to</b>	
<b>CLO</b>	describe the theory behind Statistics
<b>CLO</b>	identify appropriate Statistical techniques for the data analysis
<b>CLO</b>	interpret the results on the basis of analysis
<b>CLO</b>	implement the skill in using computer for select appropriate data analysis techniques
<b>CLO</b>	prepare and appropriate pictorial representation research data

<b>ADVANCED STUDY IN GUIDANCE AND COUNSELLING FOR EDUCATION</b>	
<b>On completion of this course research scholars will be able to</b>	
<b>CLO</b>	describe guidance and counselling
<b>CLO</b>	associate testing devices and non- testing techniques in guidance
<b>CLO</b>	realise counselling skills and intervention
<b>CLO</b>	recognise guidance services in schools
<b>CLO</b>	appreciate stages of human development and areas of guidance

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