

PROGRAMME OUTCOMES 2 YEAR B. Ed

PROGRAMME AND SPECIFIC PROGRAMME OUTCOMES TWO YEAR B.Ed. PROGRAMME (2021-22 ACADEMIC YEAR ONWARDS)

PROGRAMME OUTCOMES (PO)

Programme Outcome 01: Master in pedagogical knowledge, professional competencies and skills to become as a competent teacher

Programme Outcome 02: Proficient in fundamental ICT skills indispensable for personal and professional development

Programme Outcome 03: Competent to amalgamate various methods, strategies and approaches in teaching learning process

Programme Outcome 04: Appreciate philosophical, sociological, cultural, political and environmental perspectives of education

Programme Outcome 05: Motivate for lifelong learning and continuing education for professional development

Programme Outcome 06: Sensitize the effective ways in anticipating and solving the social problems and challenges of transforming society.

Programme Outcome 07: Analyze the trends, issues and challenges facing in the contemporary education system

Programme Outcome 08: Proficient to apply the knowledge of educational management and administration in academic planning, organization and decision making

Programme Outcome 09: Acquire democratic and social values of an ideal teacher there by inspire the learners

Programme Outcome 10: Acquaint with the prominent role of educational psychology in identifying the individual differences of the learners and in facilitating their learning.

PROGRAMME AND SPECIFIC PROGRAMME OUTCOMES TWO YEAR B.Ed. PROGRAMME

COURSE LEARNING OUTCOMES (CLO)

THEORY SUBJECTS

A. CORE THEORY SUBJECTS

EDU 01: EDUCATION IN CONTEMPORARY INDIA

1. Recognize the diversity of Indian society and role of education in respecting them
2. Describe the meaning, definitions, functions and aims of education
3. Differentiate various types and levels of education
4. Classify the ancient, medieval, colonial education and basic education
5. Develop the capacity to accept the progressive changes from ancient to modern education
6. Explain the constitutional provisions related to education in India
7. Organize different programmes related to issues of inequality and marginalization
8. Discuss the current issues of education in India
9. Summarize the recommendations of different policy frameworks of education in India
10. Analyze the evolution of education and developmental experience of Kerala

EDU 02: DEVELOPMENT OF THE LEARNER

1. Differentiate between Growth and Development
2. Identify and analyse the principles, factors, aspects and Stages of Development.
3. Identify and categorize the developmental tasks and hazards.
4. Apply the theories of development in educational contexts and design learning activities.
5. Analyse the different socio cultural aspects influencing the adolescence.
6. Analyse and contrast the theories of personality.
7. Judge the process of assessing the personality.
8. Classify the mental disorders.
9. Analyse the differences in individuals
10. Categorize the learning disabilities and suggest strategies to deal with.

EDU 03: SCHOOL ORGANIZATION

1. Summarize the significance of educational management and organization in schools
2. Check appropriateness of criteria for teacher appraisal
3. Discuss the importance of maintaining essential records in schools
4. Monitor adequacy of infrastructure in a school
5. Design time tables
6. Organize programmes that bridges the gap between school and community with active community participation
7. Identify relevance of physical and health education in schools
8. Ascertain motives for physically fit life
9. Deconstruct the biases regarding first aid for injuries commonly found in schools
10. Abstract few Asanas in Yoga and their benefits

EDU 04: UNDERSTANDING DISCIPLINES AND SUBJECTS

1. Analyse the significance of different school subjects
2. Classify of academic discipline based on their nature and features
3. Differentiate the nature of different school subjects and their explain their evolution
4. Analyse and explain the process of emerging new academic disciplines
5. Critically examine the socio political dimensions of discipline and subjects

EDU 06: PERSPECTIVES ON EDUCATION

1. Analyse the role of teacher as a nation builder
2. Discuss the role of education to eradicate social evils in the contemporary society
3. Apply the knowledge of sociology and philosophy in teaching learning process
4. Differentiate eastern and western philosophical thoughts and its significance in education

EDU 07- FACILITATING LEARNING

1. Analyse the process, factors and theoretical bases of learning
2. Identify and apply different ways of motivating learners
3. Compare and contrast the different perspectives on learning
4. Analyse the process of remembering and forgetting
5. Create facilitative learning environment through reflective practices which will in turn make self awareness and independent thinking
6. Examine the process of learning in learner's perspective
7. Diagnose problems of learning and assessing learning outcomes

EDU 08-ASSESSMENT FOR LEARNING

1. Describe the meaning, role and purpose of assessment in teaching learning process
2. Summarize the various types and principles of assessment
3. Critically analyse the assessment process in various approaches of classroom teaching learning.
4. Design and create appropriate techniques and tools of good quality for classroom assessment
5. Classify the major issues in classroom assessment
6. Discuss the major reforms in assessment
7. Explain the assessment strategies for inclusive practices
8. Compute various statistical measures for reporting quantitative data

EDU 10-GENDER, SCHOOL AND SOCIETY

1. Comparatively describe and summarize the concept of gender as a social construct at different contexts
2. Suggest designs and resolves to gender issues in schools and educational settings
3. State the jurisprudence on gender related social issues and issues at institutions
4. Critically analyse and debate the recent issues associated with gender in school and society

5. Monitor and document the inter-related functions of school and society

EDU 11 - EDUCATIONAL THOUGHTS AND PRACTICES

1. Compare the philosophical thoughts of Indian and Western thinkers on Education.
2. Recognize the impact of education in social processes.
3. Specify the educational provisions of the Indian Constitution.
4. Examine the implications of equality of educational opportunities on social justice.
5. Discuss the modern trends in curriculum development.
6. Summarize the curricular reforms suggested by NPE and NCF.

EDU 12 CREATING AN INCLUSIVE SCHOOL

1. Define the concept of disability and inclusion within an educational framework
2. Identify the dominating threads that contribute to the psychological construct of disability and identify the barriers and challenges to inclusive learning and participation.
3. Describe the cultures policies and practices that need to be addressed in order to create an inclusive school.
4. Implement various methods and strategies that promote the integration of students with disabilities in the normal schools.
5. Design and implement University acceptable plan and procedure for making the schools more inclusive.

B. PEDAGOGY PAPERS

EDU 05.2 THEORETICAL BASES OF TEACHING ENGLISH

1. Extend knowledge about the meaning, importance, scope and characteristics of English language
2. Identify the position of English in the Indo-European family and the roles played by English in the present scenario
3. Explain the different structural aspects of English language
4. Formulate the aims and objectives of teaching English at different stages.
5. Relate and apply the various principles of language teaching.

6. Select and make use of various psychological theories of language learning in classrooms.
7. Interpret the different language skills and manipulate these skills
8. Differentiate types of vocabulary and design language games.
9. Define Micro teaching and demonstrate the core teaching skills.

EDU 05.4 THEORETICAL BASES OF TEACHING MALAYALAM

1. Develop a positive attitude towards Malayalam language and its culture
2. Understand the importance of mother tongue and realise the need to transfer it to the next generation
3. Understand the principles and theories of language teaching
4. Understand the aims and objectives of teaching Malayalam and develop the ability to find it.
5. Identify and understand the mental process skills contained in Malayalam teaching
6. Understand and analyse the basic language skills- listening, speaking, reading and writing- and its sub skills and create activities to develop these skills and will attain and enhance competence in the four modes of literacy
7. Familiarise with micro teaching and acquired core skills of teaching
8. Get acquainted with principles/ concepts of curriculum construction

EDU 05.10. THEORETICAL BASES OF TEACHING MATHEMATICS

1. Appraise the nature of mathematics as a science and its history
2. Explain the values aims and objectives of teaching mathematics
3. Formulate objectives/learning outcomes based on Bloom's Taxonomy/ RBT
4. Demonstrate individual teaching skills relevant to mathematics teaching
5. Select and make use of different methods and techniques for teaching mathematics
6. Explain the basic concepts of Curriculum
7. Appraise the present School mathematics curriculum with respect to the recommendations of major curriculum reforms

EDU 05.11 THEORETICAL BASES OF TEACHING NATURAL SCIENCE

1. Analyse the nature and method of science

2. Detect the landmarks in the development of science and significance of science in KCF and NCF
3. Execute microteaching
4. Construct lesson plans based on different models of teaching
5. Select appropriate approaches, methods and techniques in teaching science
6. Analyse the theoretical bases of constructivism and familiarise techniques of implementing constructivism in class room
7. Review the latest happenings in the state schooling procedures
8. Focus the influence of science and science teacher in modern society
9. Analyse the principles and stages of curriculum construction
10. Evaluate the curriculum reforms abroad
11. Correlate science with other subjects

EDU 05.12-THEORETICAL BASES OF TEACHING PHYSICAL SCIENCE

1. Explain nature, values, and evolution of physical science as a subject and distinguish between scientific attitude and scientific aptitude
2. Design objectives, learning experiences, and evaluation procedures based on different taxonomies of instruction.
3. Plan some measures /strategies for developing science process skills among students
4. Explain and organize various procedural aspects of teaching.
5. Plan and implement micro teaching sessions.
6. Define and curriculum and it's principles
7. Correlate physical science with other subjects and integrate it in his/ her classroom teaching and can critically analyse the different approaches of curriculum construction
8. Plan and execute various methods and strategies in teaching physical science

EDU 05.13 THEORETICAL BASES OF TEACHING SOCIAL SCIENCES

1. Define and explain the meaning, nature and evolution of social sciences and its correlation with other subjects
2. Document aims and objectives of teaching social science
3. Explicate the significance of the Blooms taxonomy and Revised Blooms Taxonomy in teaching social sciences
4. Define and demonstrate the basic principles and phases of teaching, and the aspects of Micro teaching in social science
5. Explain and illustrate the features and approaches of social science curriculum

EDU 09.2 PEDAGOGIC PRACTICES IN ENGLISH

1. Classify and compare different methods, approaches and techniques of teaching English.
2. Select and create appropriate aids for classroom instruction
3. Interpret and develop pedagogical analysis for course books.
4. Distinguish different forms of literature and plan discourses.
5. Identify and prepare different types of classroom planning
6. Distinguish between different types of tests and construct test designs
7. Modify instructional procedures for teaching-learning
8. Appraise library resources and make use of different library resources in teaching learning

EDU 09.4 PEDAGOGIC PRACTICES IN MALAYALAM

1. Analyses pedagogical aspects and formulate pedagogical principles, prepares and analyzes the lessons on the basis of different aspects
2. Understand about the modern language and psychological theories applied in teaching
3. Summarize the teaching strategies, theories and methods and applies it in classroom situations
4. Explain the need for planning in teaching and applies it in classroom situations
5. Extrapolate resource materials for teaching - learning and create teaching – learning materials used in a variety of contexts
6. Explain the importance of evaluation and able to evaluate students cognitive skills and performances

EDU 09.11 PEDAGOGIC PRACTICES IN NATURAL SCIENCE

1. Attribute the characteristics and organization of aims, objectives and national goals of Natural Science.
2. Check the cohesiveness and organization of Pedagogic analysis and content analysis of 8th, 9th and 10th Std. Biology textbook.
3. Construct Lesson plan based on constructivist and behaviorist formats.
4. Check the validity and worth of various resource materials in teaching Natural Science.
5. Plan the different co-curricular activities such as science club, science fair, science exhibition etc.
6. Judge the criteria and procedures of various co-curricular activities in teaching Natural science.
7. Design the science lab, science library in a school.
8. Plan different test items based on Biology text book.
9. Construct achievement test and diagnostic test based on Upper primary, High school and Higher secondary Biology text book.
10. Judge the criteria and standard of CCE.

EDU 09.10 PEDAGOGIC PRACTICES IN MATHEMATICS

1. Analyse the secondary/ higher secondary mathematical content pedagogically
2. Plan mathematics instruction at various stages
3. Appraise the role of models of teaching in mathematics education
4. Design lesson transcripts based on various models of teaching relevant to mathematics education
5. Select and use appropriate learning resources in mathematics instruction
6. Develop different assessment tools for mathematics learning

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10. Judge the criteria and standard of CCE.

EDU 09.12 PEDAGOGIC PRACTICES IN PHYSICAL SCIENCE

1. Develop competencies in pedagogic analysis and content analysis.
2. Critically analyze the suitability of various learning experiences to satisfy the diverse needs of learner
3. Develop competencies in preparing different levels of planning of instruction for the effective transaction of Physical Science
4. Analyse variety of teaching- learning resources and utilize them effectively in the learning process.
5. Plan, organize and execute activity aids and utilise community based resources in the learning process
6. Develop understanding of different families of Models of Teaching and competency in using appropriate Models in different learning situations.
7. Prepare lesson transcripts based on Models of Teaching.
8. Understand the significance of assessment and evaluation in the learning process.
9. Construct evaluation tools using variety of test items of different levels to address student diversity

EDU 09.13 PEDAGOGIC PRACTICES IN SOCIAL SCIENCE

1. Design the pedagogic analysis of Social Science subject for secondary school level
2. Demonstrate the aspects of critical pedagogy by analyzing school level social science texts in the socio - political contexts
3. Analyze the texts and resources of social sciences and competently practice the social science teaching
4. Explain and demonstrate the models of teaching in social sciences.
5. Design and administer the evaluation strategies and achievement tests in social Sciences
6. To have a hands on competency in preparing pedagogic analysis of social science
7. To acquaint with Planning of instruction
8. To provide familiarization with resources for teaching and learning social science
9. To develop ability to prepare lesson transcripts based on models of Teaching
10. To understand the Evaluation techniques and prepare Achievement Test as per the existing state syllabus pattern in Social science

EDU 13.2 PROFESSIONALIZING ENGLISH EDUCATION

1. Integrate knowledge, skills and experiences for becoming a professional in teaching English.
2. Summarize the need for professionalism
3. Practice capacity building in English education as per the global demands.
4. Design outreach programs for the global scenario by preparing themselves for new careers.
5. Plan and prepare e-content materials for language learning

EDU 13.4 PROFESSIONALIZING MALAYALAM EDUCATION

1. Recognise the need and scope of techno pedagogy in language teaching
2. Familiarise and equip with the various e resources used for teaching-learning Malayalam
3. Understand the IT integrated approach in teaching Malayalam
4. Recognize, reorganise and update oneself with the newly available e resources

5. Understand the need of professionalism in teaching
6. Understand the importance of professional growth
7. Understand the importance of teacher ethics
8. Develops the professional and personal qualities of a teacher
9. Acquaint with the competencies of teachers
10. Understand that teachers as a community of learners
11. Understand the importance of collaboration of schools with other institutions

EDU 13.10 PROFESSIONALIZING MATHEMATICS EDUCATION

1. Identify the causes of poor performance in mathematics
2. Organize different activities for making mathematics learning enjoyable
3. Identify the exceptional children in mathematics and develop special programs for them
4. Appraise the role of governmental and non-Governmental initiatives in nurturing mathematics learning
5. Design e- content material in mathematics
6. Identify various aspects of professionalizing mathematics education
7. Outline techno pedagogical skills for mathematics instruction

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EDU 13.11 PROFESSIONALIZING NATURAL SCIENCE EDUCATION

1. Co-ordinate seminar on teaching profession, competency, and soft skills.
2. Judge the relevance of resources and agencies in professional growth of science teacher.
3. Prepare a review based on the information collected from ERIC and INFLIBNET.
4. Analyse the relevance of techno pedagogy, TPACK, techno pedagogic skills of natural science teacher.
5. Create digital resource, online publishing and analyse school biology topic by using appropriate ICT tools.
6. Evaluate the nature of scientifically gifted students.
7. Analyse the use of information communication technology in science classroom.
8. Evaluate the significance of IT resources and dynamic learning environment in teaching learning process.
9. Construct an e-content in biology.

EDU 13.12 PROFESSIONALISING PHYSICAL SCIENCE EDUCATION

1. List the qualities; identify the mentoring skills and critically analyse the accountability of a Physical Science teacher.
2. Appraise professional ethics in various situations and collaborate with others in a professional manner.
3. Explain the need and scope of TPACK and analyse physical science content based on TPACK
4. Analyse various ICT tools and design e-content incorporating social media and web- based tools in physical science teaching

EDU 13.13 PROFESSIONALISING SOCIAL SCIENCE EDUCATION

1. Generate Teacher accountability and professional ethics of Social Science Teachers
2. Perform Techno Pedagogic skills in Social Science teaching
3. Demonstrate various ICT inputs in social science learning
4. Evaluate and report the emerging areas in Social Science Education

C. ADDITIONAL OPTIONAL COURSES

EDU 14.1- CHILD RIGHTS EDUCATION

1. Explain the need and significance of child rights education
2. Design a collage about the violations in children's fundamental rights
3. Develop a project on the contributions of voluntary organizations in protecting the rights of children in your locality
4. Explain the important movements for child rights around the world
5. Critically analyse the situation of children in India with reference to child rights movement in India
6. Make a survey in your nearest cities to trace out the child labours

EDU 14.2 ENVIRONMENTAL EDUCATION

1. Organize a seminar on ecosystem.
2. Evaluate the significance of ecological processes.
3. Criticize environmental problems at global, state and local level.
4. Judge existing environmental protection movements.
5. Recommend suitable approach, methods and techniques and Co-curricular activities for environmental education transaction.
6. Constructs appropriate tools and techniques of evaluation in environmental education.

EDU 14.3 EDUCATION FOR DIFFERENTLY ABLED

1. Recognize and identify different levels of differences among differently abled.
2. Define and distinguish various categories of differences in differently abled students.
3. Select and use appropriate early identification and intervention strategies in order to make conducive social/ learning environment.
4. Examine and choose suitable placement opportunities for differently abled.
5. Develop critical understanding of recent trends and developments in the education of differently abled in order to cultivate appropriate teacher adaptation.

EDU 14.4 GUIDANCE AND COUNSELLING

1. Identify the meaning, need, scope and principles of guidance and its different forms.
2. Execute diverse guidance activities at school through proper planning and organization.

3. Develop a clear concept about counselling.
4. Define mental health and describe what leads to poor mental health.
5. List the qualities of a school counselor and role of teachers in catering the students with special needs.

EDU 14.5 HEALTH AND PHYSICAL EDUCATION

1. Understand the importance of physical and health education for a healthy lifestyle
2. Design a fitness program
3. Understand the basics of yoga, posture
4. Explain the causes, symptoms and management of various lifestyle diseases
5. Equipped to handle the basics of first aid, food and nutrition

EDU14.6. MANAGEMENT IN SCHOOL EDUCATION

1. Familiarize the concept School organization
2. Develop an understanding of the concepts management, administration and organization in education
3. Develop an awareness of various levels of management in schools
4. Delineate school as the formal system of education
5. Understand the existing constitutional provisions for the school education on India
6. Analyze the role of various organizations in school management.
7. Critically examine the dimensions of institutional climate
8. Construct time table by applying the various principles of timetable construction
9. Design institutional plan for the successful functioning of an institution.

EDU 14.7.VALUE EDUCATION AND PEACE EDUCATION

- 1 .Develop perspectives on the axiological principles of different philosophies value education and peace education
2. Examine different theories of value development and the nature and characteristics of value development

3. Explain and report value education, peace education and its history in India
4. Plan and execute different value education and peace education practices in school and social contexts.
5. Integrate the value and peace education with the school subjects in teaching contexts

PRACTICAL SUBJECTS

EDU 101 MICRO TEACHING

1. To develop specific teaching skills
2. To build up confidence in teaching
3. To practice and refine teaching skills
4. To provide feedback for modification of teaching behaviour

EDU 102 COURSE ON EPC 1: LANGUAGE ACROSS CURRICULUM – READING AND REFLECTING ON TEXTS

1. Develops ability to comprehend the language of texts, teacher and learner and various other instructional contexts
2. Improve his/her proficiency in reading, writing, thinking, and communicating in the language of instruction
3. Develop an interest in reading.
4. Improve his/her ability to understand instruction

EDU 103.YOGA, HEALTH AND PHYSICAL EDUCATION-I

1. Practicing and recording of health related physical fitness activities. (Walking/ jogging/ aerobic dance/ weight training/ cycling)
2. Practicing 15 yogasanas
3. Body composition –BMI/body shape index/skin fold caliper

EDU 201.1 PEER DISCUSSION LESSONS

1. To understand the concept and importance of Lesson Planning in classroom teaching
2. To strengthen the conceptions of lesson planning.

3. To provide guidelines to you during teaching practice.
4. To maintain the sequence of content presentation.
5. To provide you a forum to discuss various facts of Lesson Planning.
6. To develop attitude towards teaching.
7. To prepare lesson plans on the basis of various approaches/methods of teaching
8. To discuss lesson plans with peers and teacher educators
9. To improve the competency of lesson planning

EDU 201.2 OBSERVATION LESSONS& FACULTY DEMONSTRATION LESSONS

1. To observe teaching skills, and the participation of students in the lessons
2. To observe teacher/teaching behaviour in various teaching learning situations

EDU 201.3 CRITICISM LESSONS

1. To provide opportunity for a macro lesson in practice
2. To develop the skill of structured observation of classroom teaching
3. To get experience of preparing lesson plans for classroom teaching
4. To provide opportunity for debating on teaching performance.
5. To pool feedback of all observers of a specific lessons.

EDU 201.4 PREPARATION OF TEACHING –LEARNING MATERIALS (WORKSHOP)

1. To nurture ideas of preparing relevant teaching aids for identified content areas.
2. To develop creative instincts.
3. To give chance for expression of ideas.

EDU 201.5 INITIATORY SCHOOL EXPERIENCES

1. To provide the student-teacher an opportunity to have primary experiences with the functioning of the school.

2. To develop conceptual understandings about teaching and learning in school environment.
3. To validate the theoretical understandings developed through various foundation and pedagogy courses
4. To understand and develop meaningful learning sequences appropriate to the specificity of different levels of learning
5. To mobilize appropriate resources for them.

EDU.301.SCHOOL INTERNSHIP

1. To observe children and the teaching learning process in a systematic manner.
2. To understand the content and pedagogical principles, issues and problems related to teaching.
3. To develop a repertoire of resources which can be used by the intern later in her teaching—textbooks, children’s literature, activities, games, and excursions
4. To participate in teaching school subjects for the children of Class VI to X.
5. To experience the school in its totality.
6. To assume the role of a regular teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process.
7. To acquire competencies and skills required for effective classroom teaching, class management and evaluation of student learning, organization of co-curricular activities, and working with the community.
8. To be able to innovate within existing systemic limitation.
9. To critically reflect on her own school experiences and keep records of the same.
10. To learn to assess different aspects of children’s learning without a focus only on Achievement.
11. To develop proper professional attitudes, values and interests.
12. To familiarize with the existing educational scenario of the respective states.

EDU.302. COURSE ON EPC 2: DRAMA AND ART IN EDUCATION

1. Helps learners to extend their awareness, through multiple perspectives, to look at reality through fantasy, and to predict everyday situations in order to cope with unpredictable unsettling experiences.

2. Helps in understanding the self and as a form of self-expression for enhancing creativity.

EDU.303 HEALTH , FITNESS & PHYSICAL EDUCATION- PRACTICAL II

1. Plan lesson for HRPF programme
2. Lesson plan on any one health and fitness education theory classes
3. Assisting/participation in annual athletic championship/intramural competitions
4. Yogic practices to improve flexibility, pranayama techniques, the sun salutation, shithilikarana vyayamas, yoga and stress management

EDU.304. COMMUNITY LIVING CAMP

1. To realize the aim of ‘learning to live together‘
2. To equip the students to live cooperatively in a society
3. To impart social values and skills (adjustment, sharing, tolerance, empathy etc.)
4. To impart personal values and skills (leadership, initiative, self-confidence, positive attitude, creativity etc.
5. To provide chances for democratic living, managing events, division of labour and dignity of labour.
6. To promote social accommodation and broaden the mental abilities of the student-teachers
7. To develop critical thinking about the issues related to the policies/approaches in Education.
8. To inquire in to the cultural, social, scientific, educational and environmental aspects of a community.
9. To manage events of various dimensions

EDU 401 COURSE ON EPC 3: CRITICAL UNDERSTANDING OF ICT

1. Preparing teachers to use technology in a classroom is an important step for ICT enabled education in the country.
2. To explore ICTs along three broad strands; teaching-learning, administrative and academic support systems, and broader implications for society.

EDU.402. COURSE ON EPC 4: UNDERSTANDING THE SELF

1. The aim of the course is to develop understanding of student-teachers about themselves – the development of the self as a person and as a teacher, through conscious on going reflection.
2. The course will address aspects of development of the inner self and the professional identity of a teacher.

EDU 403.SUPW & WORKING WITH COMMUNITY

1. To acquire the requisite competencies in planning and executing socially useful Programmes.
2. To develop social sensitivity and consciousness and their human sensibilities.
3. To seek co-operation and support from local people.
4. To develop dignity of labour
5. To produce products which are useful to society.

EDU 404. FIELD TRIPS/ STUDY TOUR

1. To provide an exposure to students to study and appreciate.
2. To provide situations for the student-teachers to learn and get acquainted with the process of organizing /conducting a study tour/field trip and understanding the environment around.