



## **St. GREGORIOS TEACHER TRAINING COLLEGE, MEENANGADI**

Meenangadi P.O. Wayanad, Kerala, 673591, Affiliated to University of Calicut, Recognized by NCTE and ISO Certified

### **COURSE LEARNING OUTCOME**

St. Gregorios Teacher Training college aims to develop social engineers who are interested in continuous professional development with a spirit of social commitment and passion for national development.

#### **EDU 01-EDUCATION IN CONTEMPORARY INDIA**

On the successful completion of the course the learner will be able to.

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
1. Analyse the evolution of education and developmental experience of Kerala

#### **EDU 03-SCHOOL ORGANIZATION**

On the successful completion of the course the learner will be able to,

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**

On the successful completion of the course, the learner will be able to:

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 them 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 05.2- THEORETICAL BASES OF TEACHING ENGLISH**

On the successful completion of the course, the learner will be able to:

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
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.

#### **EDU.05.10. THEORETICAL BASES OF TEACHING MATHEMATICS**

On the successful completion of the course, the learner will be able to:

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 05.12-THEORETICAL BASES OF TEACHING PHYSICAL SCIENCE**

On the successful completion of the course, the learner will be able to

- 1 Explain nature, values, and evolution of physical science as subjected 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 class roof 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**

On the successful completion of the course, the learner will be able to:

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 sciences
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 101 MICRO TEACHING (30 Hours- 30 Marks) COUSE OBJECTIVES**

B. Practical Courses

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

Student teachers shall practice and refine at least 5 teaching skills through micro practices and their Integration through Link practice. They have to prepare micro lessons, and receive feedback from peers and teacher educators. Keep a record of micro lessons, link practice lesson, and observation schedules on the skills practiced and improved upon. (Micro practice= 20 marks:

Link practice=4 marks; Record=6 marks)

### **EDU 06: PERSPECTIVES ON EDUCATION**

On the successful completion of the course the learner will be able to

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**

On the successful completion of the course, the learner will be able to:

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**

On the successful completion of the course, the learner will be able to:

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 09.2 PEDAGOGIC PRACTICES IN ENGLISH**

On the successful completion of the course, the learner will be able to:

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 09.12 PEDAGOGIC PRACTICES IN PHYSICAL SCIENCE**

On the successful completion of the course, the learner will be able to

1. Develop competencies in pedagogic analysis and content analysis
2. Critically analyse 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 utilities community-based resources in the learning process
6. Develop understanding of different families of Models of Teaching and competency 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**

On the successful completion of the course, the learner will be able to:

1. Design the pedagogic analysis of Social Science subject for secondary school level
2. Demonstrate the aspects of critical pedagogy by analysing school level social science texts in the socio-political contexts
3. Analyse 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

### **EDU 10-GENDER, SCHOOL AND SOCIETY**

On the successful completion of the course, the learner will be able to:

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**

On the successful completion of the course, the learner will be able to:

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**

On the successful completion of the course, the learner will be able to:

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

2. Describe the cultures policies and practices that need to be addressed in order to create an inclusive school.
3. 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.

### **EDU 13.2 PROFESSIONALIZING ENGLISH EDUCATION**

On the successful completion of the course, the learner will be able to:

1. Integrate knowledge, skills and experiences for becoming a professional in teach 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.
4. Plan and prepare e-content materials for language learning

### **EDU 13.10 PROFESSIONALIZING MATHEMATICS EDUCATION**

On the successful completion of the course, the learner will be able to:

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 initiations in nurturing mathematics learning
5. Design e- content material in mathematics
5. Identify various aspects of professionalizing mathematics education 7. Outline techno pedagogical skills for mathematics instruction

### **EDU 13.12 PROFESSIONALISING PHYSICAL SCIENCE EDUCATION**

On the successful completion of the course, the learner will be able to:

1. List the qualities; identify the mentoring skills and critically analysed 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**

On the successful completion of the course, the learner will be able to:

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

### **EDU 14.2 ENVIRONMENTAL EDUCATION**

On the successful completion of the course, the learner will be able to:

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-curricular activities for environmental education transaction.
6. Constructs appropriate tools and techniques of evaluation in environmental education.

### **EDU14.4 GUIDANCE AND COUNSELLING**

On the successful completion of the course, the learner will be able to:

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.