LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK (LOCF) FOR B.ED., M.ED., PROGRAMME

SMCE MANUAL

STELLA MATUTINA COLLEGE OF EDUCATION

(AUTONOMOUS)

Chennai - 600 083.

LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK (LOCF) FOR B.ED., M.ED. PROGRAMME

SMCE MANUAL

STELLA MATUTINA COLLEGE OF EDUCATION (AUTONOMOUS) CHENNAI - 60008

PREFACE

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a B.Ed. and M.Ed., Degree programmes are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study. The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme outcomes and course outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes. They provide general guidance for articulating the essential learnings associated with programmes of study and courses with in a programme.

The overall objectives of the learning outcomes-based curriculum framework are to:

- Formulate graduate attributes, qualification descriptors, programme outcomes and course outcomes that are expected to be demonstrated by the holder of a qualification.
- Enable prospective student teachers, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a student teacher of a programme should be capable of demonstrating on successful completion of the programme of study.
- Maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student teacher/graduate mobility.
- Provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of the B.Ed/M.Ed., programmes and academic standards.

CONTENTS

INTRODUCTION

The learning outcomes-based curriculum framework is based on the premise that every student and graduate is unique. Each student or graduate has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the higher education institutions help develop their characteristic attributes.

The Learning Outcomes-Based Approach to curriculum planning and transaction requires that the teaching-learning processes are oriented towards enabling students to attain the defined learning outcomes relating to the courses within a programme. The two underlying principles of this LOCF are

1. Bloom's Taxonomy
2. Outcome Based Education (OBE)

BLOOM'S TAXONOMY

What is Bloom's Taxonomy?

In 1956, Benjamin Bloom, American educational psychologist, led a group of educational psychologists to develop a taxonomy, or classification system, for learning. He proposed that learning fits into one of the three psychological domains:

- **The Cognitive domain** – processing information, knowledge and mental skills
- **The Affective domain** – Attitudes and feelings
- **The Psychomotor domain** – manipulative, manual or physical skills Within each of these domains, he identified different levels of learning.

PSYCHOLOGICAL DOMAINS

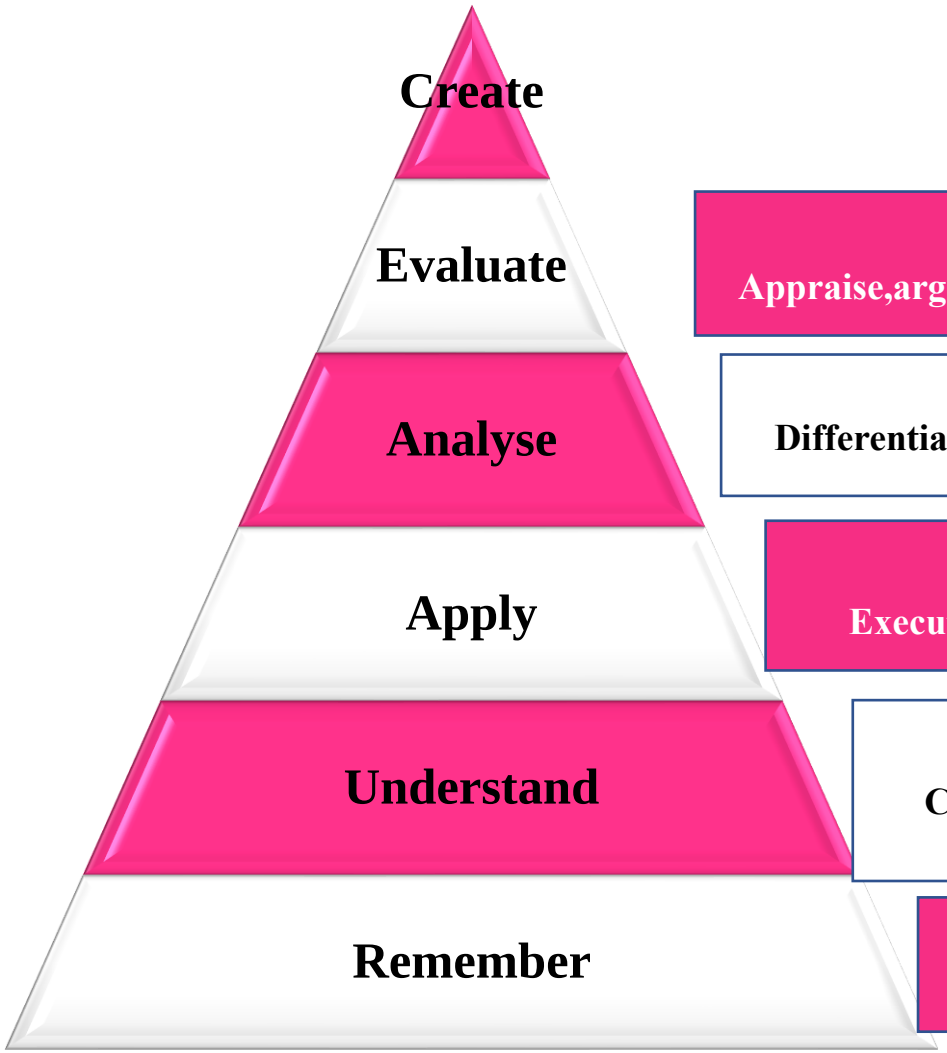
Cognitive Domain: Learning Outcomes Related to Knowledge					
Knowledge	**Comprehension**	**Application**	**Analysis**	**Synthesis**	Evaluation
Cite	Convert	Apply	Analyze	Assemble	Access
Label	Define	Chart	Compare	Create	Appraise
List	Describe	Compute	Contrast	Construct	Conclude
Enumerate	Discuss	Demonstrate	Correlate	Design	Critique
Identify	Estimate	Determine	Diagram	Develop	Decide
Imitate	Explain	Dramatize	Dissect	Formulate	Defend
Match	Generalize	Establish	Differentiate	Generate	Diagnose
Name	Identify	Make	Distinguish	Hypothesize	Evaluate
Recall	Locate	Prepare	Investigate	Invent	Justify
Reproduce	Paraphrase	Project	Limit	Modify	Rank
State	Restate	Solve	Outline	Reframe	Recommend
Write	Summarize	Use	Separate	Synthesize	Support

Affective Domain: Learning Outcomes Related to Attitudes, Behaviours & Values					
Receiving	**Responding**	**Valuing**	**Organizing**	**Characterizing**	**Receiving**
Accept	Behave	Accept	Adapt	Authenticate	Accept
Attend	Comply	Adapt	Adjust	Characterize	Attend
Describe	Cooperate	Balance	Alter	Defend	Describe
Explain	Discuss	Choose	Change	Display	Explain
Locate	Examine	Differentiate	Customize	Embody	Locate
Observe	Follow	Defend	Develop	Habituate	Observe
Realize	Model	Influence	Improve	Internalize	Realize
Receive	Present	Prefer	Manipulate	Produce	Receive

Recognize	Respond	Recognize	Modify	Represent	Recognize
	Show	Seek	Practice	Validate	
	Studies	Value	Revise	Verify	

Psychomotor Domain: Learning Outcomes Related to Skills					
Observe	**Model**	**Recognize Standards**	**Correct**	**Apply**	Coach
Hear	Attempt	Check	Adapt	Build	Demonstrate
Identify	Copy	Detect	Adjust	Compose	Exhibit
Observe	Follow	Discriminate	Alter	Construct	Illustrate
See	Imitate	Differentiate	Change	Create	Instruct
Smell	Mimic	Distinguish	Correct	Design	Teach
Taste	Model	Notice	Customize	Originate	Train
Touch	Re enact	Perceive	Develop	Produce	Touch
Watch	Repeat	Recognize	Improve		Watch
	Reproduce	Select	Manipulate		
	Show		Modify		

Order of thinking skills according to BLOOM'S taxonomy



Justify a stand or decision
Appraise,argue,defend,judge,select,support,value,critique,weigh

Draw connections among ideas
Differentiate, organize, relate, compare, contrast, distinguish,

Use information in new situations
Execute, implement, solve, use, demonstrate, interpret,

Explain ideas or concepts
Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

Recall facts and basic concepts
Define,duplicate,list,memorize,repeat ,state

Order of thinking skills according to BLOOM'S taxonomy	
First remember a concept to understand it.	Low order thinking skills
Understand to apply.	Low order thinking skills
Apply to analyse.	High order thinking skills
Analyse to evaluate its impact.	High order thinking skills
Evaluate to create something new	High order thinking skills

Before we can create, we must have

REMEMBERED,

UNDERSTOOD,

APPLIED,

ANALYZED,

and

EVALUATED

the concept.

OUTCOME BASED EDUCATION (OBE)

What is OBE?

Outcome-Based Education (OBE) is a student-centered instruction model that focuses on measuring student performance through outcomes. Outcomes include knowledge, skills and attitudes. Its focus remains on the evaluation of outcomes of the program by stating the knowledge, skill and behavior a graduate is expected to attain upon completion of a program and after 2 – 3 years of graduation. In the OBE model, the required knowledge and skill sets for a particular degree is predetermined and the students are evaluated for all the required parameters (Outcomes) during the course of the program.

Why do institutions need to follow OBE?

The induction of India in the Washington Accord in 2014 with the permanent signatory status of The National Board of Accreditation (NBA) is considered a big leap forward for the higher education system in India. It means that a graduate from India can be employed in any one of the other countries that have signed the accord. This Quality Mandate aims to fill the gap in acquiring degree and attain the level of employability. Therefore, UGC promotes Learning Outcomes Based Curriculum Framework (LOCF) under the international standards of Outcome Based Education (OBE).

How is it measured?

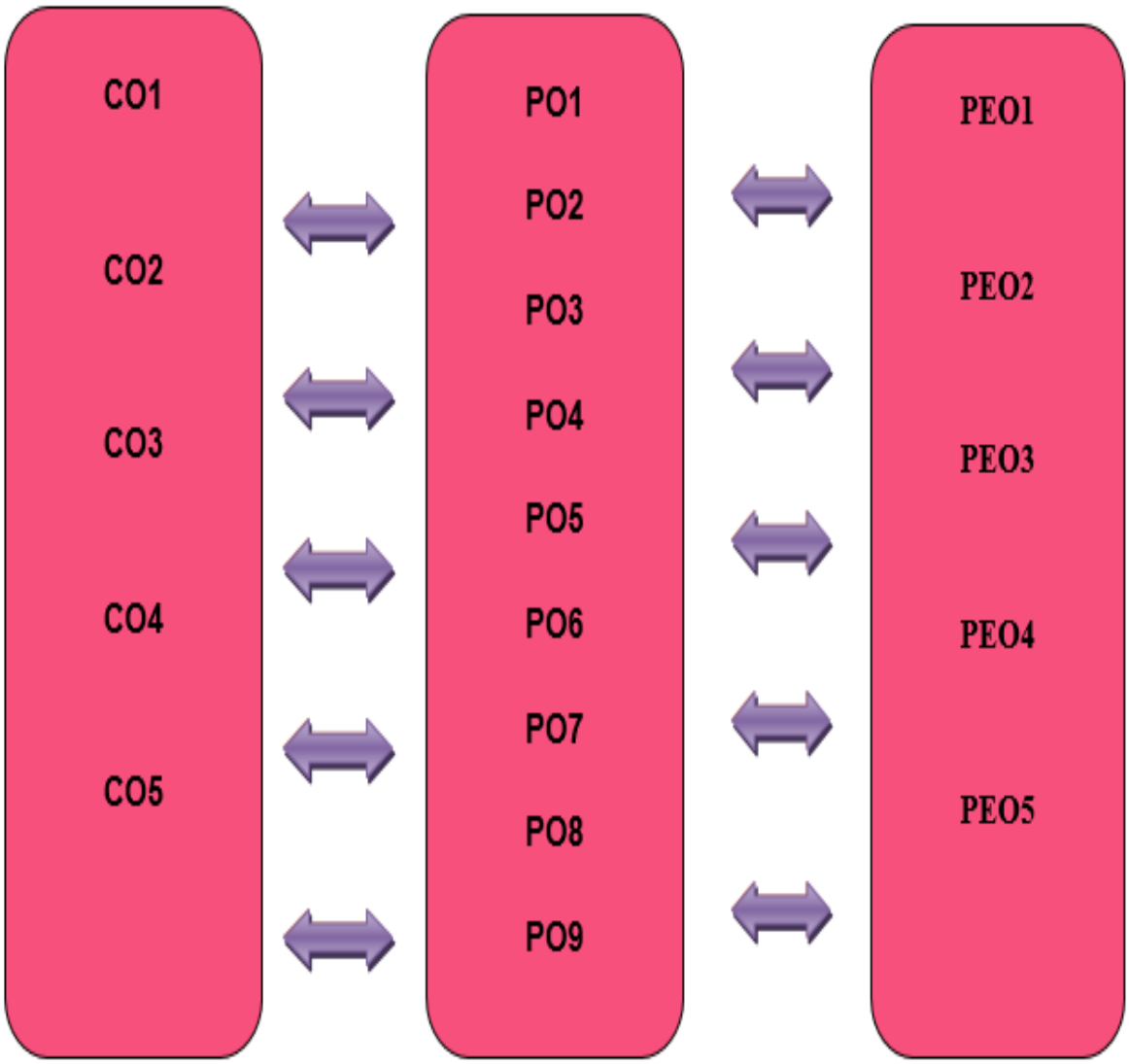
The OBE model measures the progress of the graduate in 4 major components in OBE.

- Program Educational Objectives (PEO)
- Program Specific Outcomes (PSO)
- Program Outcomes (PO)
- Course Outcomes (CO)

The definitions and prescriptions of them complement each other and the mapping of their interrelationship is considered as a qualitative and quantitative matrix to assess the graduate attributes of a student. Since the college of education is a single education department, the OBE model is customized to 3 major components in OBE namely

- Program Educational Objectives (PEO)
- Program Outcomes (PO)
- Course Outcomes (CO)

Correlating the relationship between COs, POs, and PEO



Vision and Mission of Stella Matutina College of Education

Vision

To emerge as an Institute of Excellence in Teacher Education by evolving the Future Teachers with Learning, Teaching, and Research Skills through celebrating Tradition-cum-Heritage along with Modern Values.

Mission

- To become an Effective Teacher Preparation Institution at National level by adopting scholastically advanced curriculum.
- To be committed to Academic Excellence in Learning, Teaching and Research skills.
- To train Emotionally Mature, Socially Responsible Teachers with Ethical Values.
- To produce Globally Competent, Innovative and Transformative Teachers.

OBE - BASED CURRICULUM DESIGNING

Program Educational Objectives (PEOs)

PEO are broad statements that describe the career and professional accomplishments that the program is preparing the graduates to achieve. PEO's are measured 4-5 years after graduation. PEOs are measured through Employer satisfaction survey (Yearly), Alumni survey (Yearly), Placement records and higher education records. Each program could have 5 to 7 PEOs highlighting the major objectives.

Typical Program Educational Objectives cover the followings:

1. Achievement in terms of technical skills required in the profession for which the program prepares students.
2. Achievements in terms of professional, ethical, and communicational aspects required by the profession for which the program prepares students (team work, ethical behavior, effective communication, etc.)
3. Achievements in terms of management and leadership skills (project managers, directors, CTOs, CEOs, etc.)
4. Achievements in terms of life-long learning and continuous education (certifications, conferences and workshops attendance, etc.)
5. Achievements in terms of advanced and graduate studies pursuing (graduate studies, research careers, etc.)
6. Other aspects could be considered when defining educational objectives such as the ability to engage in entrepreneurship activities.

B.Ed PEO's

PEO1	**Professional Development** **To impart professional skills and knowledge to the B.Ed. teacher trainees to make them socially responsible and prudent citizens.**
PEO2	**Core Proficiency** To train and enhance the core proficiency in the chosen area of specialization and to provide access to quality education through modern techniques of teaching and learning.
PEO3	**Instructional Technology Accomplishment** To use technology in the instructional process that enhances both teaching and learning by informing instructional design and development and create engaging and effective learning expenses.
PEO4	**Professionalism** To prioritize the contemporary teaching skills through participatory training best practices of teaching learning and stay abreast with advances in technology and conduct and emerging trends in Education. Research to continually improve the teaching methods and support the performance of students, connect with experts.
PEO5	**Managerial skill Enrichment** To propel the mission and vision of the College through increasing skill variety, creating autonomy and make the student teachers socially responsible, committed and promote holistic development and champion of teaching profession.

M.Ed, PEOs

PEO1	**Professional Development as Teacher Educator** **To impart professional knowledge and skills to the student's of the M.Ed programme and to make them responsible and committed teachers.**
PEO2	**Proficiency in Teacher Education and Research** To acquire proficiency in the current knowledge and Research skills.
PEO3	**Intellectual competency and academic integrity** To provide quality for every academic endevour in the teaching learning process focused to achieve high standards of excellence.
PEO4	**Multi-Genre Theoretical Foundations and Research capacities.** To stimulate critical analyses, develop research skills and knowledge and higher-level thinking skills and provided connectedness of knowledge.
PEO5	**Development in Educational Research** To acquire knowledge and skills in research to be reflective practioners and to apply the knowledge of research by applying in data analysis to predict transformation change of the education system.

Program Outcomes (POs)

POs are narrower statements that describe what students are expected to know and be able to do by the time of graduation. They must reflect the Graduate attributes as described by UGC for under graduate programs. Program Outcomes (PO) can only be achieved and demonstrated through the integration of course components and Course Outcomes (CO). Each program could have 6 to 7 POs highlighting the graduate attributes.

Characteristics of Program Outcomes (POs)

- Must define the scope and depth of the program
- Should focus on the end-point of the program
- Identify what typically students will know and be able to do on graduation
- Should be measurable, realistic and achievable within the context and timeframe
- Must be realised through component courses over the extent of the program
- They should be demonstrated through course assessment, particularly in final year courses, and especially through capstones.

B.Ed PO's

PO1	**Disciplinary knowledge** **Students will apply the methodical knowledge acquired in classrooms, internship and field visits in teaching career. The students will have a transformative expenses to enhance the capacity to comprehend and interact in the classroom**
PO2	**Teaching Competency** Students will enhance on how to plan, derives, motivate, arises, tutor, coordinate, reject and research [enhance procedure knowledge and practical knowledge and achieve skills to implement it the classroom] Will integrate knowledge, skills and attitude
PO3	**Digipedagogical skills** Students will develop skills in integrating contemporary digital technologies in teaching and learning
PO4	**Multicultural Integration** Students will showcase moral and ethical awareness, and multicultural competence and diversity and become competent committed, conscious, creative and compassionate for others.
PO5	**Sensitivity towards gender and Inclusion** Students will remove the gender gap2 in all walks of life, become reflective and objective in using gender-neutral commendation in the classroom.
PO6	**Values and Ethics** Students will be able to make good decision, understand the diversity in Education, able to think critically and navigate better to the complexities inherent in ethics and values and will have good reasoning capacity.
PO7	**Ecological Consciousness** Students will become environmental conscious, take responsibility for protecting the natural environment, promote awareness and a sense of respect for nature, develop critical skills to solve issue related to environment.
PO8	**Leadership skills** Students develop skill of leadership to apply for various educational needs
PO9	**Holistic Development** Having the ability to understand the Philosophical, Psychological, Sociological and Pedagogical concepts and theories, students apply it for holistic development.

M.Ed PO's

PO1	**Theoretical basis of Teacher Education and competency of Education.** **To train and enhance the core knowledge of Education to the Students and to provide quality education through constraint strive for competency in the theoretical basis of Education.**
PO2	**Research skills and competencies** To prioritize research knowledge through specialized programmes such as workshops, seminars and panel discussions in the areas related to Educational research and develop competencies / Skills to use Specific software's for data analysis in Research.
PO3	**Historical, Philosophical and Sociological Perspectives of Education** To utilize the acquired historical, philosophical and sociological knowledge and perspectives to conduct the quantitative and qualitative research
PO4	**ICT based blended learning approach** To intimate the ICT based blended approach by incorporating it in difficult programmes
PO5	**Practicum based skills** To design human engineers with hands on training on education issues and developmental programmes.
PO6	Assessment, data analysis and interpretation To impact inferential skills to predict the data in any context.
PO7	Ethical and holistic Development To shape socially ethically committed citizens by imbibing and practicing educational knowledge for holistic development.
PO8	Computational and Scientific Writing Skills To prepare professionals for writing scholarly research articles by demonstrating computational and scientific writing skills.
PO9	**Reflection and Progression** To examine one's teaching and learning and align with actual classroom, reflect on the progress and create meaning to the knowledge gained.

Course outcomes (COs)

COs are the measurable parameters which evaluates each student's performance for each course that the student undertakes in every semester. It is proposed that CO statements be written based on the three domains of learning according to Bloom's taxonomy:

- Cognitive,
- Affective and
- Psychomotor.

The CO statements follow a well-defined structure: Action, knowledge elements, conditions, and criteria. Tagging COs with POs, PSOs, cognitive levels and the number of classroom hours associated facilitates the computation of attainment of COs, POs, and PSOs. Each program could have 5 COs. Each CO could specify the outcome of each unit of the syllabus.

Why is it important to have a well written CO?

A well written CO facilitates teachers in measuring the achievement of the CO at the end of the semester. It also helps them in designing suitable delivery and assessment methods to achieve the designed CO.

The COs are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes. They provide general guidance for articulating the essential learnings associated with programmes of study and courses with in a programme.

Defining Course Outcome (CO) by using SMART methodology

CO can be defined and verified by using SMART principle as given below.

SMART methodology	
Specific	**They must provide description of precise behaviour and situation it will be performed. And must be concrete, focused and detailed**
Measurable	**The performance of the objective must be observed and measured**
Achievable	**The objective must be achieved by using reasonable amount of effort**
Realistic	**They must be appropriate for the student and the situation**
Time-bound	**Must be clearly stated with a time limit for accomplishing objective**

B.Ed CO's

CHILDHOOD AND GROWING UP		Cognitive Level
CO 1	To become aware of the diversified needs of the students	K1, K2
CO 2	To apply the knowledge on various methods and theories of growth and Development	K3
CO 3	To analyse and implement various components involved in growth and development	K4
CO 4	To assess the influence of heredity and environment in child development.	K5
CO 5	To plan various methods for creating holistic development	K6

M.Ed CO's

DATA ANALYTICS IN EDUCATION		Cognitive Level
CO 1	To understand and recall the fundamentals of various aspects of data analytics.	K_1, K_2
CO 2	To assess the data and visualize the outcomes.	K_3
CO 3	To analyse and compare the different types of data in Education.	K_4
CO 4	To interpret the data through various statistical procedures involved	K_5
CO 5	To categorize and compile the different statistical data to explain the results of the data analysis.	K_6

Graduate Attributes

The graduate attributes reflect both disciplinary knowledge and understanding, generic skills, including global competencies that all students in different academic fields of study should acquire/attain and demonstrate. According to UGC, some of the characteristic attributes that a graduate should demonstrate are as follows:

1. Disciplinary knowledge
2. Communication Skills
3. Critical thinking
4. Problem solving
5. Analytical reasoning:
6. Research-related skills
7. Cooperation/Team work
8. Scientific reasoning
9. Reflective thinking
10. Information/digital literacy
11. Self-directed learning
12. Multicultural competence
13. Moral and ethical awareness/reasoning
14. Leadership readiness/qualities
15. Lifelong learning
16. Understand and respect diversity & difference
17. Not be prejudiced by gender, age, caste, religion, or nationality.
18. Use education as a tool for emancipation and empowerment of humanity

ACADEMIC CALENDER AND TEACHING PEDAGOGY

Before Semester Starts

1. Allotment of theory papers to staff
2. Allotment of timetable and hours of work as per UGC and institutional guidelines.
3. Course content revision by course teacher.
4. Bloom's Taxonomy based Course Outcomes designed by Course Teacher.
5. Detailed Teaching Plan for each unit with details on teaching methodologies to be followed, assessment methods and topics for assignments, case studies and seminars.
6. CO-PO mapping by Course Teacher.

7. Thresh hold for CO attainment by Course Teacher based on previous year attainment.

Teaching Methodology

1. Lectures
2. Demo Teaching
3. Projects
4. Viva
5. Group Discussions.
6. Problem Based Learning (PBL)
7. Case Studies
8. ICT tools
9. LMS/Google Classroom:
10. Moodle
11. Online Courses (NPTEL, SWAYAM, COURSERA, edX etc.,)
12. Field/Lab/Institution visits
13. Study materials and Question Bank
14. MCQ/Snap Tests/Mentimeter/Kahoot

During the Semester

1. Assessment grades are maintained
2. Maintenance of Attendance records.
3. Organizing Special Academic Activities.
4. Personal Mentoring Records of students with learning difficulties.
5. Academic mentoring records of students with performance below the expected percentage (< 75%).
6. Remedial classes for slow learners.
7. Special Academic Activities for fast learners.

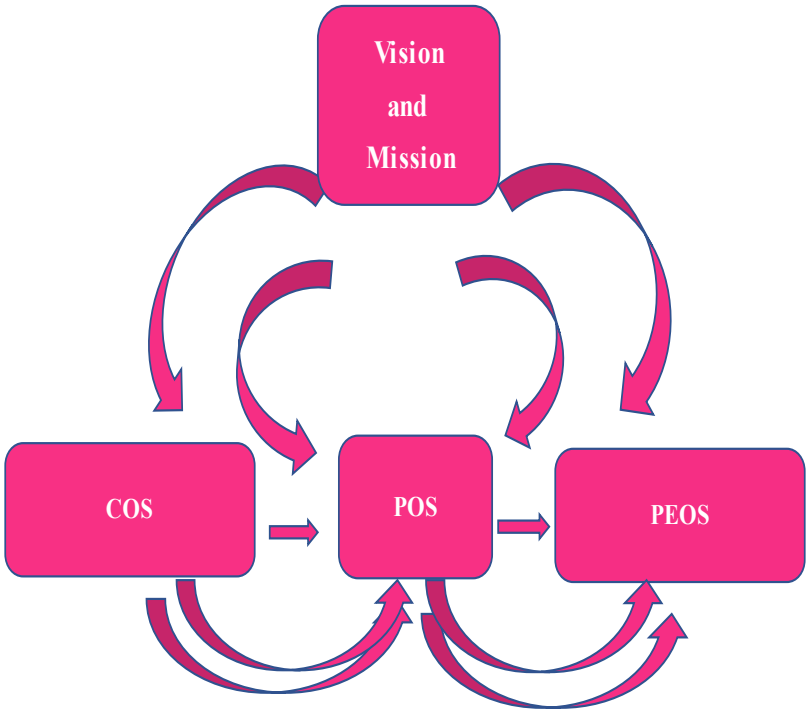
End of Semester

1. Dean of Academics evaluates the effective teaching and learning activities carried out by the Course Teacher.
2. Dean of Academics ensures the course content, delivery and assessment methods and are aligned with the teaching plan constructed at the beginning of semester.
3. Course End Survey Analysis at the end of the semester (Indirect Assessment).
4. Students' Assessment of the course teacher.

MAPPING OF OBE ATTRIBUTES

Mapping Types

1. Mapping Vision and Mission statements with Programme Outcomes (POs).
2. Mapping Programme Educational Objectives (PEOs) with Programme Outcomes (POs).
3. Mapping Programme Educational Objectives (PEOs) with Programme Specific Outcomes (PSOs).
4. Mapping Programme Specific Outcomes (PSOs) with Programme Outcomes (POs).
5. Mapping Course Outcomes (COs) with appropriate cognitive levels of Bloom's Taxonomy for each course
6. Mapping Programme Outcomes (POs) with Course Outcomes (COs) of each course.
7. Mapping Programme Specific Outcomes (PSOs) with Course Outcomes (COs) of each course.

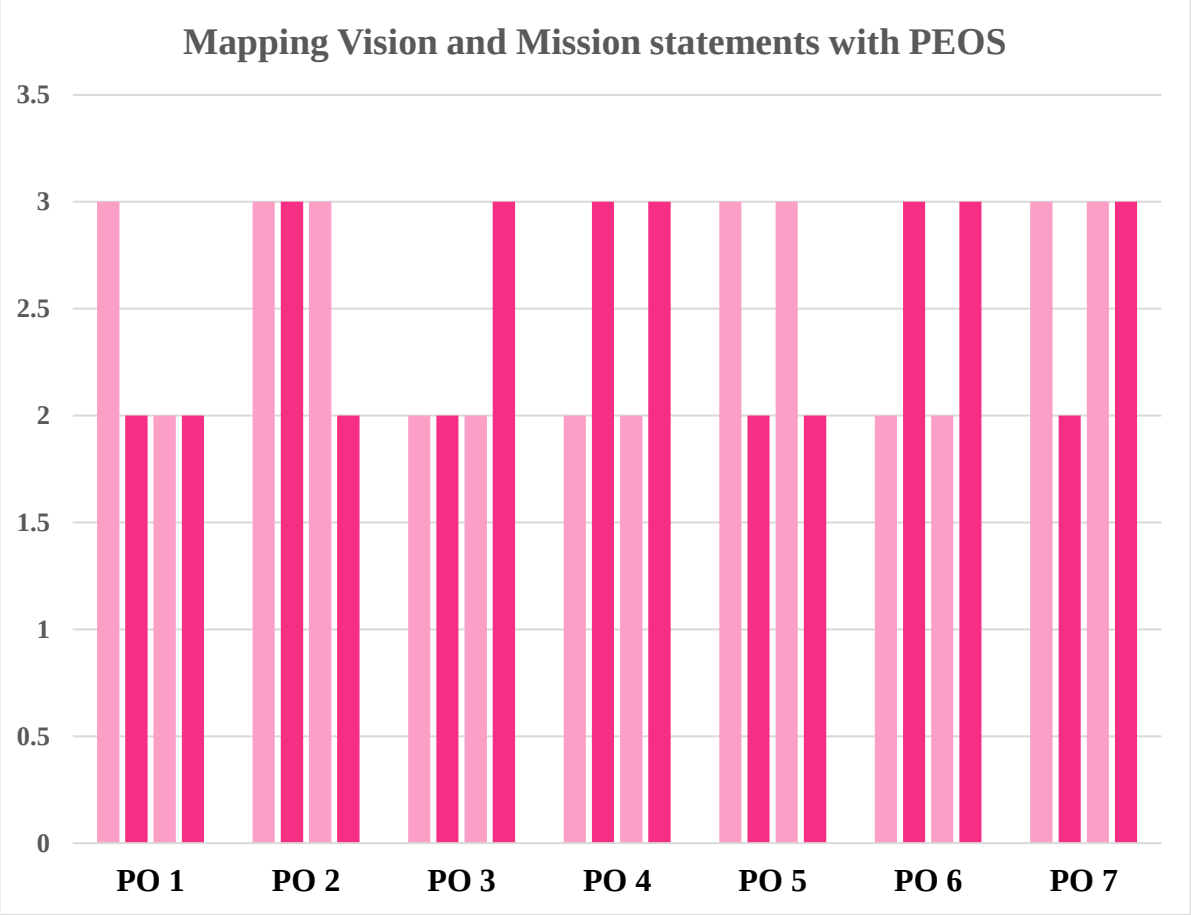


B.ED PROGRAMME

Mapping Vision and Mission with PEOS

	PEO1	PEO2	PEO3	PEO4	PEO5
Vision	3	3	3	3	3
M1	3	3	3	3	2
M_2	3	3	3	3	2
M_3	3	3	2	3	2
M_4	3	3	3	3	3

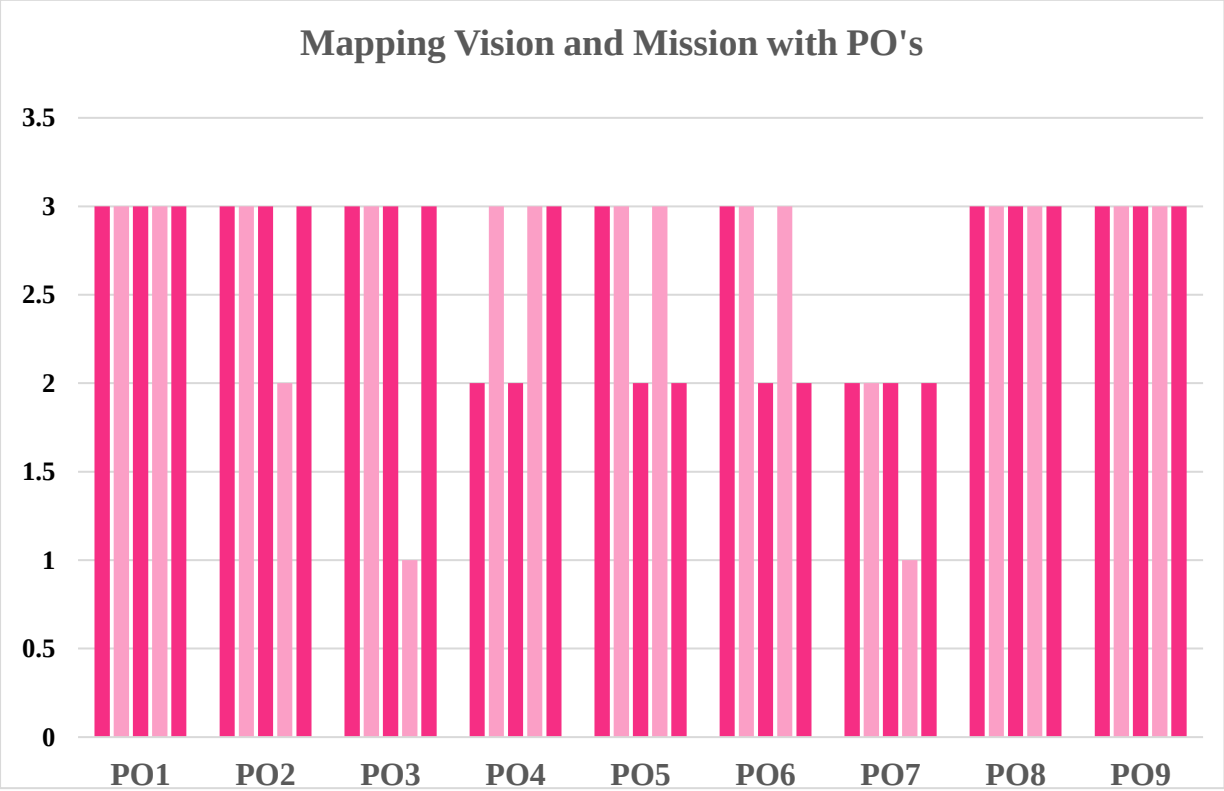
3- High Correlation 2 – Moderate Correlation 1 – Low Correlation



Mapping Vision and Mission with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
Vision	3	3	3	2	3	3	2	3	3
M_1	3	3	3	3	3	3	2	3	3
M_2	3	3	3	2	2	2	2	3	3
M_3	3	2	1	3	3	3	1	3	3
M_4	3	3	3	3	2	2	2	3	3

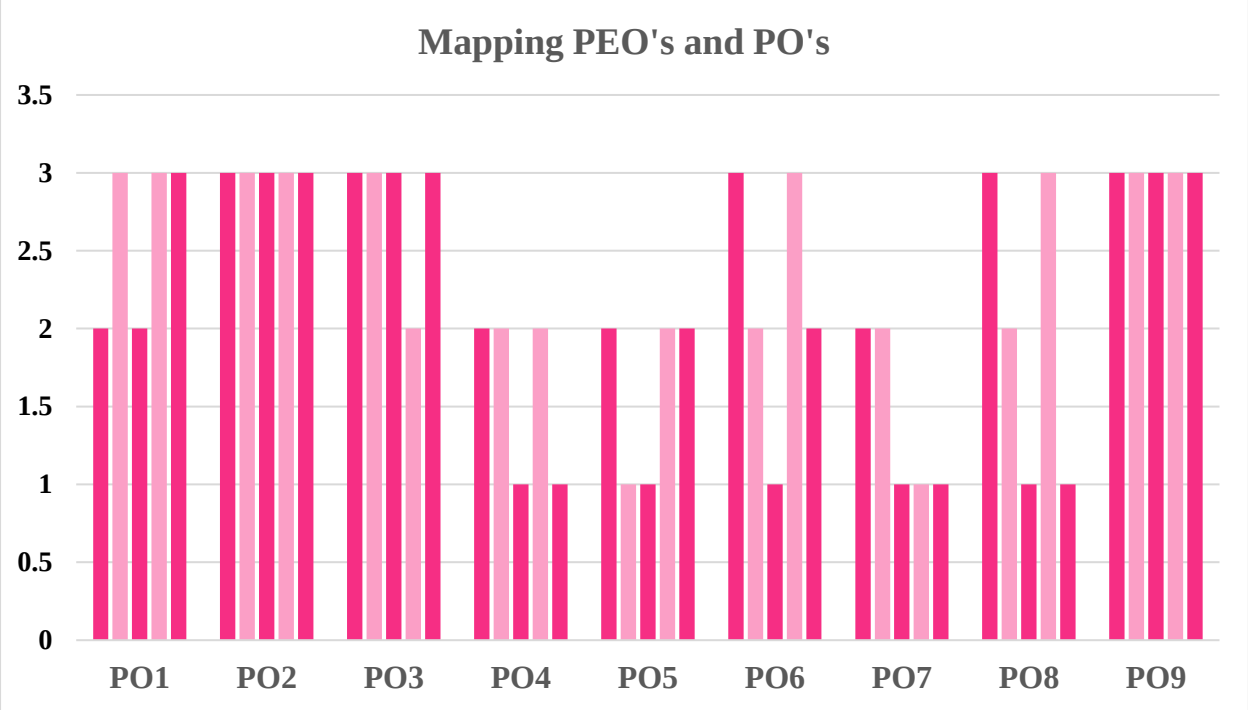
3- High Correlation 2 – Moderate Correlation 1 – Low Correlation



Mapping PEOs with POs

	PEO1	PEO2	PEO3	PEO4	PEO5
PO1	2	3	2	3	3
PO2	3	3	3	3	3
PO3	3	3	3	2	3
PO4	2	2	1	2	1
PO5	2	1	1	2	2
PO6	3	2	1	3	2
PO7	2	2	1	1	1
PO8	3	2	1	3	1
PO9	3	3	3	3	3

3- High Correlation 2 – Moderate Correlation 1 – Low Correlation

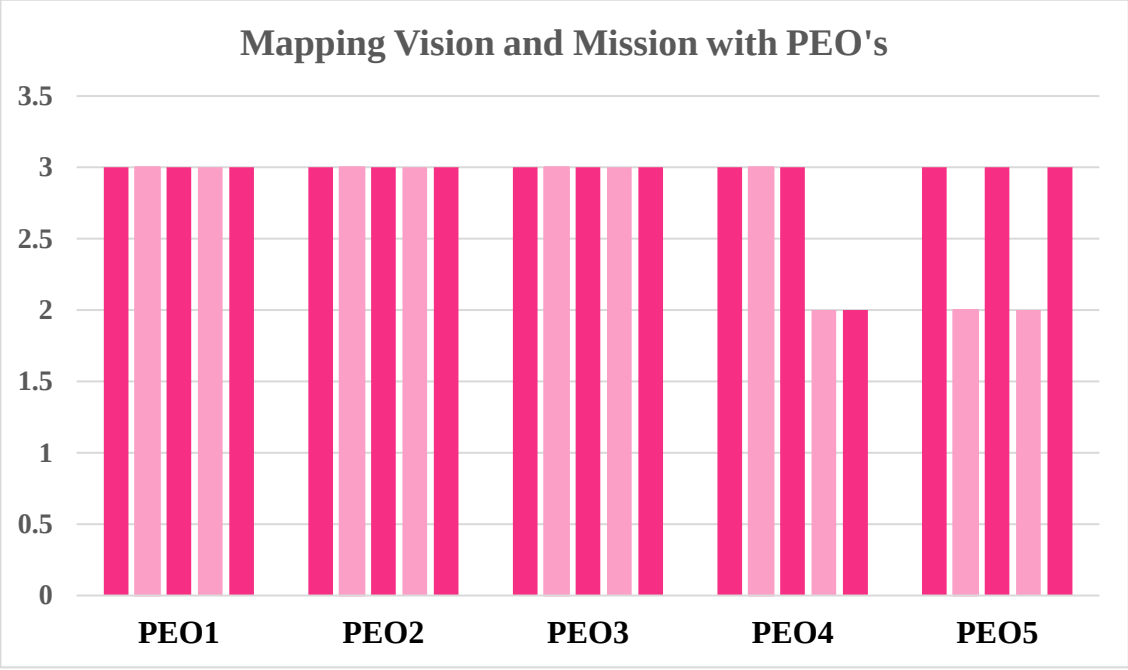


M.ED PROGRAMME

Mapping Vision and Mission with PEOS

	PEO1	PEO2	PEO3	PEO4	PEO5
Vision	3	3	3	3	3
M_1	3	3	3	3	2
M_2	3	3	3	3	3
M_3	3	3	3	2	2
M_4	3	3	3	2	3

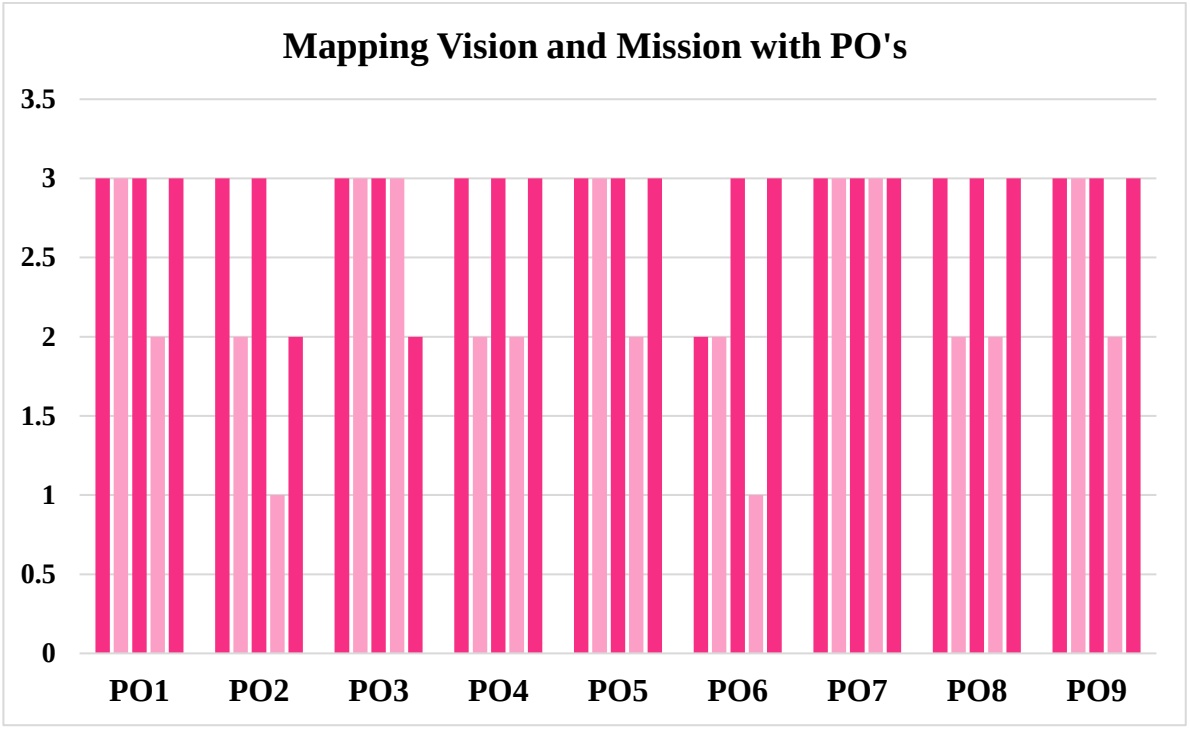
3- High Correlation 2 – Moderate Correlation 1 – Low Correlation



Mapping Vision and Mission with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
Vision	3	3	3	3	3	2	3	3	3
M_1	3	2	3	2	3	2	3	2	3
M_2	3	3	3	3	3	3	3	3	3
M_3	2	1	3	2	2	1	3	2	2
M_4	3	2	2	3	3	3	3	3	3

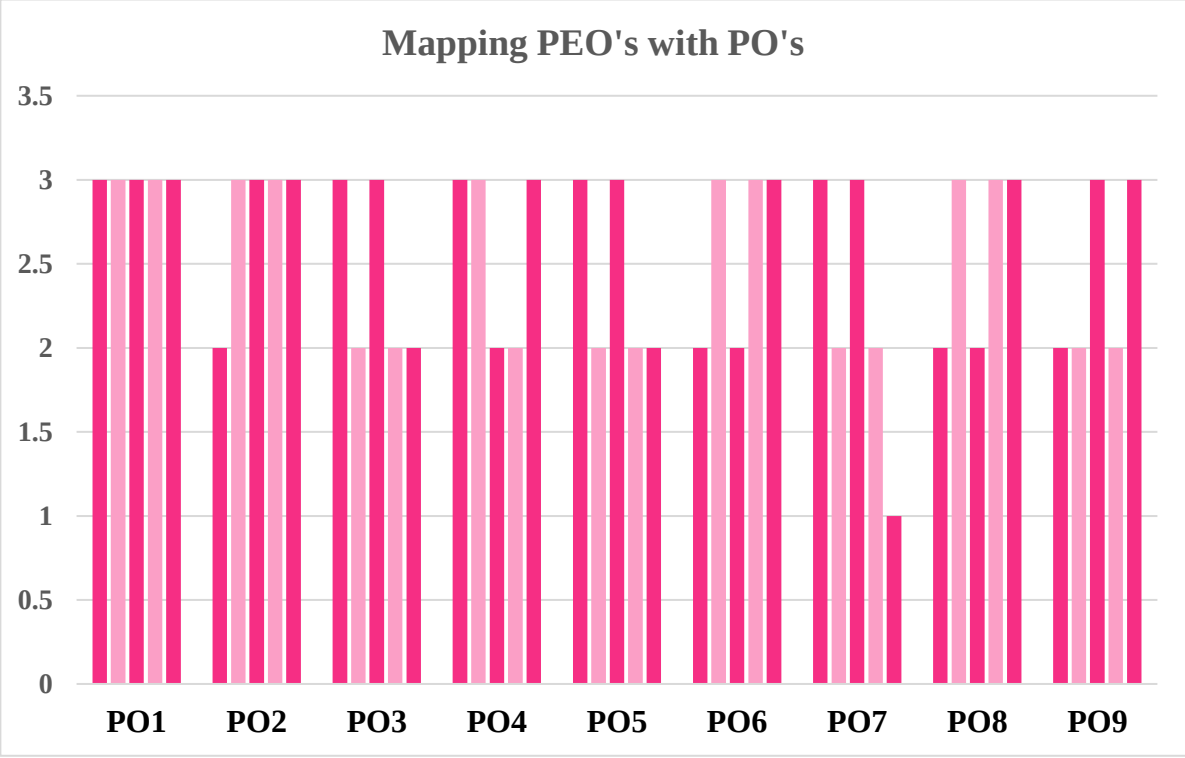
3- High Correlation 2 – Moderate Correlation 1 – Low Correlation



Mapping PEOs with POs

	PEO1	PEO2	PEO3	PEO4	PEO5
PO1	3	3	3	3	3
PO2	2	3	3	3	3
PO3	3	2	3	2	2
PO4	3	3	2	2	3
PO5	3	2	3	2	2
PO6	2	3	2	3	3
PO7	3	2	3	2	1
PO8	2	3	2	3	3
PO9	2	2	3	2	3

3- High Correlation 2 – Moderate Correlation 1 – Low Correlation



SAMPLE MAPPING B.ED. PROGRAMME

COURSE: EDUCATION IN CONTEMPORARY INDIA

VISION AND MISSION WITH COS

	CO1	CO2	CO3	CO4	CO5
Vision	3	3	3	2	3
M_1	3	2	3	2	3
M_2	3	3	3	3	3
M_3	2	1	3	2	2
M_4	3	2	2	3	3

3- High Correlation 2 – Moderate Correlation 1 – Low Correlation

PROGRAMME EDUCATIONAL OBJECTIVES - COURSE OUTCOME

	PEO1	PEO2	PEO3	PEO4	PEO5
CO1	**2**	**2**	**2**	**2**	**2**
CO2	**3**	**3**	**2**	**3**	**3**
CO3	**3**	**2**	**1**	**3**	**2**
CO4	**2**	**2**	**2**	**3**	**2**
CO5	**3**	**2**	**3**	**3**	**3**

3- High Correlation 2 – Moderate Correlation 1 – Low Correlation

PROGRAMME OUTCOME - COURSE OUTCOME

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	2	3	2	2	3	1	3	3
CO2	2	2	1	2	3	2	1	2	3
CO3	3	2	2	3	3	2	1	2	3
CO4	1	1	3	3	3	2	2	1	3
CO5	2	2	3	2	2	1	1	2	3

3- High Correlation 2 – Moderate Correlation 1 – Low Correlation

SAMPLE MAPPING M.ED. PROGRAMME

COURSE: PERSPECTIVES IN EDUCATION

VISION AND MISSION WITH COS

	CO1	CO2	CO3	CO4	CO5
Vision	3	3	3	2	3
M_1	3	2	3	2	3
M_2	3	3	3	3	3
M_3	2	1	3	2	2
M_4	3	2	2	3	3

3- High Correlation 2 - Moderate Correlation 1 - Low Correlation

PROGRAMME EDUCATIONAL OBJECTIVES - COURSE OUTCOME

	PEO1	PEO2	PEO3	PEO4	PEO5
CO1	2	2	2	2	2
CO2	3	3	2	3	3
CO3	3	2	1	3	2
CO4	2	2	2	3	2
CO5	3	2	3	3	3

3- High Correlation 2 - Moderate Correlation 1 - Low Correlation

PROGRAMME OUTCOME - COURSE OUTCOME

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	2	3	2	2	3	1	3	3
CO2	2	2	1	2	3	2	1	2	3
CO3	3	2	2	3	3	2	1	2	3
CO4	1	1	3	3	3	2	2	1	3
CO5	2	2	3	2	2	1	1	2	3

3 - High Correlation 2 - Moderate Correlation 1- Low Correlation

CL AND CO BASED CIA QUESTION PAPER FORMAT FOR B.ED. THEORY COURSES

B.Ed- Internal Test (CIA) - 30 Marks

S.No.	Type of Question	Marks	Total	Levels
Part I	Objective Type	4 X 1	4	KI to K6
Part II	Short Answer Type (no choice)	2 X 5	10	KI to K6
Part III	Essay Type (with internal choice)	2 X 8	16	K4 to K6
Total Marks		30		

B.Ed. – Model and Semester Exam – 60 Marks

S.No.	Type of Question	Marks	Total	Levels
Part I	Objective Type	10 X 1	10	KI to K6
Part II	Short Answer Type (four out of six)	4 X 5	20	KI to K6
Part III	Essay Type (with internal choice)	3 X 10	30	K4 to K6
Total Marks		60		

CL and CO Based Sample CIA Internal Question Paper B.Ed

STELLA MATUTINA COLLEGE OF EDUCATION

(AUTONOMOUS)

B.ED. INTERNAL TEST – I

CHILDHOOD AND GROWING UP

Timing: 1 ½ Hrs **Marks: 30**

PART-A

Objective Type **(4x1 = 4)**

1. Which of the following method is considered the most scientific and objective method of studying behaviour (K2)
   a) Observation method b) Experimental method
   c) Survey method d) Case study method
2. Psychology is the science of behaviour and it is intimately related to education because it brings changes in the _____ of a child. (K3)
   a) Consciousness b) Soul c) Mind d) Behaviour
3. Teacher should study educational psychology to (K4)
   a) Easily impress the student
   b) understand yourself
   c) Conduct experiments
   d) Make teaching and learning more effective.
4. Which of the following is not related to the principles of growth and development? (K2)
   a) Principle of continuity
   b) Principle of classification
   c) Principle of coordination
   d) Principle of cephalocaudal and proximodistal

PART -B

Short Answer Type **2 X 5 = 10**

5. How can educational psychology help teachers in classrooms? (K3)
6. Enumerate the difference between growth and development? (K4)

PART -C

Essay Type **2 X 8 = 16**

7. (a) Assess moral development at various stages of development with its implication in education. (K6)

   OR

   (b) Describe any three methods for educational psychology and Justify over its appropriateness to study learners' psychology. (K6)

8. (a) Compile the role of teachers in social, emotional and moral development of children at early and later childhood stages. (K4)

   OR

   (b) Describe the principles of educational psychology with its application towards educational process.(K5)

CL and CO Based Sample CIA Internal Question Paper B.Ed

STELLA MATUTINA COLLEGE OF EDUCATION

(AUTONOMOUS)

B.ED. INTERNAL TEST – II

CHILDHOOD AND GROWING UP

Timing: 1 ½ Hrs **Marks: 30**

PART-A

Objective Type **(4x1 = 4)**

1. According to Erickson's theory, the struggle during adolescence is _____ (K2)
   a) Intimacy vs. Isolation
   b) Initiative vs. Guilt
   c) Identity vs. Role confusion
   d) None of these
2. _____is opposition to war, violence or militarism.
   e) Pacifism
   f) Amnesty
   g) Truce
   h) None of these
3. According to Piaget, the second stage of cognitive development is (K4)
   a) Sensorimotor stage
   b) Formal operational stage
   c) Pre- operational stage
   d) Concrete operational stage
4. Bruner's three stages of cognitive representation follow which order, from earliest to latest? (K2)
   a) Enactive, symbolic, iconic
   b) Iconic, symbolic, enactive
   c) Enactive, iconic, symbolic
   d) Iconic, enactive, symbolic

PART -B

Short Answer Type **2 X 5 = 10**

5. How can educational psychology help teachers in classrooms? (K3)
6. Write down how Bruner's symbolic stage can be applied in teaching? (K4)

PART -C

Essay Type **2 X 8 = 16**

7. (a) Assess Kohlberg's theory on moral development with its implication in education. (K6)

   OR

   (b) Determine the stages of Erickson's Psychosocial development. (K6)

8. (a) Compile the role of teachers in social, emotional and moral development of children at early and later childhood stages. (K4)

   OR

   (b) Organize the stages of Sigmund Freud's theory on the stages of psychosexual development highlighting the differences. (K5)

CL AND CO BASED SAMPLE MODEL EXAMINATION QUESTION PAPER FOR B.ED. PROGRAMME

Model Examination
Childhood and Growing Up

Max Marks:60
Time: 3 hrs.

Part -A

MULTIPLE CHOICE QUESTIONS **1x10=10**

1. Ravi has started walking at the age of one and a half years. This is an example of **(K1)**

a) Moral development

b) Mental development

c) Motor development

d) Emotional development

ரவி ஒன்றரை வயதில் நடக்கத் தொடங்கினார் என்பதற்கு உதாரணம் –

a) தார்மீக வளர்ச்சி

b) மன வளர்ச்சி

c) மோட்டார் வளர்ச்சி

d) உணர்ச்சி வளர்ச்சி

2. Flexible interview is called. **(K1)**

a) Clear
b) Unstructured interview
c) Survey
d) None of them

ஒரு நெகிழ்வான நேர்காணல் என அழைக்கப்படுகிறது.

a) தெளிவானது
b) கட்டமைக்கப்படாத நேர்காணல்
c) கணக்கெடுப்பு
d) இதில் எதுவும் இல்லை

3. As per Piaget, Schema building occurs as a result of modifying new information to fit current schemas and by modifying old schemas as per new information. These two processes are known as _____ **(K1)**

a) accommodation and adoption
b) assimilation and adaptation
c) equilibrium and modification
d) assimilation and accommodation

பியாஜெட்டின் கூற்றுப்படி, தற்போதைய திட்டங்களுக்கு ஏற்றவாறு புதிய தகவலை மாற்றியமைப்பதன் விளைவாகவும், பழைய திட்டங்களை புதியதாக மாற்றியமைப்பதன் விளைவாகவும் ஸ்கீமா கட்டிடம் ஏற்படுகிறது.: இந்த இரண்டு செயல்முறைகளும் ---------- ----- என அழைக்கப்படுகின்றன

a) தங்குமிடம் மற்றும் தத்தெடுப்பு
b) ஒருங்கிணைப்பு மற்றும் தழுவல்
c) சமநிலை மற்றும் மாற்றம்
ஈ) ஒருங்கிணைப்பு மற்றும் தங்குமிடம்

4. Vygotsky proposed that the language development of a child is **(K2)**

a) Due to genetic component of culture
b) A product of social interaction
c) A product of formal education
d) A product of assimilation and accommodation

ஒரு குழந்தையின் மொழி வளர்ச்சி பின்வருவனவற்றில் ஒன்றின் காரணமாக வைகோட்ஸ்கி முன்மொழிந்தார்

a) கலாச்சாரத்தின் மரபணு கூறு காரணமாக
b) சமூக தொடர்புகளின் தயாரிப்பு
c) முறையான கல்வியின் தயாரிப்பு
d) ஒருங்கிணைப்பு மற்றும் தங்குமிடத்தின் தயாரிப்பு

5. In depth information can be collected through questions. **(K3)**

a) open ended
b) closed ended
c) ambiguous
d) none of them

கேள்விகள் மூலம் ஆழமான தகவல்களை சேகரிக்க முடியும்.

a) திறந்த முடிந்தது
b) மூடப்பட்டது
c) தெளிவற்ற
d) எதுவும் இல்லை

6. Heredity plays important role in **(K4)**

a) Cultural development of the child
b) Physical development of the child
c) Social development of the child
d) Emotional development of the child

பின்வருவனவற்றில், பரம்பரை முக்கிய பங்கு வகிக்கிறது

a) குழந்தையின் கலாச்சார வளர்ச்சி
b) குழந்தையின் உடல் வளர்ச்சி
c) குழந்தையின் சமூக வளர்ச்சி
d) குழந்தையின் உணர்ச்சி வளர்ச்சி

7. The most intense and crucial socialization takes place (**K2)**

a) During adolescence
b) Throughout the life of a person
c) During adulthood
d) During early childhood

இந்த கட்டத்தில் மிகவும் தீவிரமான மற்றும் முக்கியமான சமூகமயமாக்கல் நடைபெறுகிறது

a) இளமைப் பருவத்தில்
b) ஒரு நபரின் வாழ்நாள் முழுவதும்
c) வயதான காலத்தில்
d) குழந்தை பருவத்தில்

8. _____ is the primary identifying feature of creativity **(K1)**

a) Divergent thinking
b) Hyperactivity
c) Inattentiveness
d) Low comprehension

_____ என்பது படைப்பாற்றலின் முதன்மை அடையாளம் ஆகும்

a) மாறுபட்ட சிந்தனை
b) அதிவேகத்தன்மை
c) கவனக்குறைவு
d) குறைந்த புரிதல்

9. Best-known defence mechanisms, used often to describe situations in which people seem unable to face reality or admit an obvious truth is? **(K6)**

a) Regression
b) Denial
c) Displacement
d) Projection

மக்கள் யதார்த்தத்தை எதிர்கொள்ளவோ அல்லது வெளிப்படையான உண்மையை ஒப்புக்கொள்ளவோ முடியாத சூழ்நிலைகளை விவரிக்க அடிக்கடி பயன்படுத்தப்படும் சிறந்த அறியப்பட்ட பாதுகாப்பு வழிமுறைகள்?

a) பின்னடைவு
b) மறுப்பு
c) இடப்பெயர்ச்சி
d) புறத்தெரிதல்

10. Which of the following is not the characteristics of extrovert personality? **(K5)**

a) Sociable
b) Leadership power
c) Aggressive temper
d) Day dreamer

பின்வருவனவற்றில் எது வேளிப்படை தன்மையுள்ள ஆளுமையின் பண்புகள் அல்ல?

a) நேசமானவர்
b) தலைமைத்துவ சக்தி
c) ஆக்ரோஷமான குணம்
d) பகல் கனவு காண்பவர்

PART- B

SHORT ANSWER QUESTIONS

4x5=20

11) Briefly describe application of case study method **(K6)**

வழக்கு ஆய்வு முறையின் பயன்பாட்டை சுருக்கமாக விவரிக்கவும்

12) Compare the moral development stages of Piaget and Kohlberg. **(K3)**

பியாஜெட் மற்றும் கோல்பெர்க்கின் தார்மீக வளர்ச்சி நிலைகளை ஒப்பிடுக.

13) Evaluate the contribution of Freud's psycho- sexual development towards education. **(K5)**

கல்வியில் பிராய்டின் உளவியல்-பாலியல் வளர்ச்சியின் பங்களிப்பை மதிப்பிடுக.

14) Enumerate the principles of transmission of heredity. **(K3)**

பரம்பரை பரிமாற்ற செயல்முறையின் கொள்கைகளை பட்டியலிடுக

15) Differentiate projective and non-projective technique **(K4)**

புறத்தெரிதல் மற்றும் புறத்தெரிதல் அல்லாத நுட்பத்தை வேறுபடுத்துக

16) What is defence mechanism? Write educational importance of defence mechanism. **(K2)**

தற்காப்பு நடத்தை என்றால் என்ன? தற்காப்பு நடத்தையின் கல்வி முக்கியத்துவத்தை எழுதுக.

PART- C

ESSAY TYPE QUESTIONS

3x10=30

17 a) Adolescence is culturally constructed. Discuss the statement with suitable example. **(K4)**

"இளம் பருவம் கலாச்சார ரீதியாக கட்டமைக்கப்பட்டது". பொருத்தமான உதாரணத்துடன் அறிக்கையைப் பற்றி விவாதிக்கவும்.

(or)

b) Elaborate the impact of Nature and Nurture on the growth and development of children **(K4)**

குழந்தைகளின் வளர்ச்சி மற்றும் வளர்ச்சியில் இயற்கை மற்றும் வளர்ப்பின் தாக்கத்தை விவரிக.

18) a) Assess the application of Bruner's cognitive development in curriculum planning **(K6)**

பாடத்திட்டத் திட்டமிடலில் புரூனரின் அறிவாற்றல் வளர்ச்சியின் பயன்பாட்டை மதிப்பிடுக.

(or)

b) Explain Type cum Trait Approach of personality in detail**.** **(K6)**

ஆளுமையின் வகை மற்றும் பண்பு அணுகுமுறையை விரிவாக விளக்கவும்.

19) a)"Role of teacher is inevitable in identifying creativity among students" Justify the statement **(K5)**

"மாணவர்களிடையே படைப்பாற்றலைக் கண்டறிவதில் ஆசிரியரின் பங்கு தவிர்க்க முடியாதது" என்ற அறிக்கையை நிறுவுக.

(or)

b) Explain the term "Adjustment", Its meaning, Characteristics of adjustment and well-adjusted person and types of adjustment. **(K5)**

"பொறுத்தப்பாடு", அதன் பொருள், பொறுத்தப்பாட்டின் பண்புகள் மற்றும் சிறந்த பொறுத்தப்பாடுள்ள நபர் மற்றும் பொறுத்தப்பாடின் வகைகளை விளக்குக

CL AND CO BASED SAMPLE DISTRIBUTION OF MARKS -MODEL EXAMINATION QUESTION PAPER FOR B. ED THEORY COURSE

SECTION		Q.NO	K1	K2	K3	K4	K5	K6
A	Answer All (10x1=10)	1	+					
		2	+					
		3	+					
		4		+				
		5			+			
		6				+		
		7		+				
		8	+					
		9						+
		10					+	
B	Answer 4 out of 6(4x5=20)	11						+
		12			+			
		13					+	
		14			+			
		15				+		
		16		+				
C	Answer all (3x10=30)	17(a)				+		
		17(b)				+		
		18(a)						+
		18(b)						+
		19(a)					+	
		19(b)					+	
No. of CL Based Question with Max. marks			4(4)	3(7)	3(11)	4(26)	4(26)	4(26)
No. of CO Based Question with Max. marks			CO1		CO2	CO3	CO4	CO5
			7(11)		3(11)	4(26)	4(26)	4(26)

CL AND CO BASED SAMPLE UNIT WISE MARKS DISSTRIBUTION FOR MODEL EXAMINATION QUESTION PAPER FOR B. ED THEORY COURSE

	SECTION A (1 Marks/ Question)						SECTION B (5 Marks/ Question)						SECTION C (10 Marks/ Question)		
	K1	K2	K3	K4	K5	K6	K1	K2	K3	K4	K5	K6	K4	K5	K6
UNIT I	2(1)	1(1)	1(1)									1(5)	2(10)		
UNIT II	2(1)								1(5)		1(5)				1(10)
UNIT III				1(1)					1(5)						
UNIT IV	1(1)	1(1)								1(5)				1(10)	
UNIT V					1(1)	1(1)		1(5)						1(10)	1(10)
No. of CL Based Question with Max. marks	5(1)	2(1)	1(1)	1(1)	1(1)	1(1)		1(5)	2(5)	1(5)	1(5)	1(5)	2(10)	2(10)	2(10)
No. of CO Based Question with Max. marks	CO1		CO2	CO3	CO4	CO5	CO1		CO2	CO3	CO4	CO5	CO3	CO4	CO5
	7(1)		1(1)	1(1)	1(1)	1(1)	1(5)		2(5)	1(5)	1(5)	1(5)	2(10)	2(10)	2(10)

CL AND CO BASED MARKS DISTRIBUTION FOR INTERNAL ASSESSMENTS OF B.ED. COURSES

Section	CL	CO	Internal I	Internal II	Model	Total (130)	CL and CO%
A	K1-K6	CO1-CO5	4	4	10	18	14%
B	K1-K6	CO1-CO5	10	10	20	40	30.7%
C	K4-K6	CO1-CO5	16	16	30	62	47.6%
Seminar	K5	CO4	-	-	5	5	
Assignment	K6	CO5	-	-	5	5	

CL AND CO BASED CIA QUESTION PAPER FORMAT FOR M.ED. THEORY COURSES

M.Ed- Internal Test (CIA) - 30 Marks

S.No.	Type of Question	Marks	Total	Levels
Part I	Objective Type	5 X 1	5	KI to K6
Part II	Short Answer Type (No Choice)	2 X 5	10	KI to K6
Part III	Essay Type (with internal choice)	1 X 15	15	K4 to K6
Total Marks			30	

M.Ed. – Model and Semester Exam – 100 Marks

S.No.	Type of Question	Marks	Total	Levels
Part I	Objective Type	10 X 1	10	KI to K6
Part II	Short Answer Type (Six out of Eight)	6 X 5	30	KI to K6
Part III	Essay Type (with internal choice)	3 X 20	60	K4 to K6
Total Marks			100	

CL and CO Based Sample CIA Internal Question Paper M.Ed.

PHILOSOPHY OF EDUCATION – Internal 1

PART-A

Objective Type **(1x5=5)**

1.What are the components of a educational process **(K1)**

a) education, Teacher and book

b) teaching, learning and practice

c) teacher, student and environment the

d) direction, institution and skill

2.Which of the following statements does not go in favour of the individual aims of education **(K2)**

a) the individual is an asset to the society his development and growth are necessary

b) the society is strong if the individual is strong

c) society is Supreme and all individual or only part of it

d) every individual is unique Development Of his potentialities is essential

3.Which of the following claims of a pragmatist or not acceptable **(K2)**

a) the free activity of the people is likely to result in the permanent attitudes of initiative Independence and moral discipline

b) training in citizenship is possible through school and community activities

c) training in character through School's co-curricular activities is possible

d) child's own experience is valuable for an and adequate development of child personality

4. Which one of the following is considered as the essence of Philosophy by pragmatism **(K1)**

a) Aesthetics b) Ethics c) Experience d) Axiology.

5.Prepare a MCQ question of your choice with the portions allotted for you. **(K6)**

PART-B

Short Answer Type (No Choice) (2x5=10)

6.What is the aim of education according to Idealism **(K2)**

7, Enumerate the educational ideas of Realism **(K6)**

PART-C

Essay Type (1x15=15)

8 a) Define idealism. Compare it with the philosophy of pragmatism? **(K4)**

or

b) Discuss the main features of realism and its educational implications. **(K5)**

PHILOSOPHY OF EDUCATION – Internal 2

PART-A

Objective Type (1x5=5)

1. Which branch of philosophy examines issues pertaining to the nature of "reality"? **(K1)**

   a). Ontology b). Metaphysics c). Axiology d). Epistemology

2. The 'Vienna Circle' is associated with ---------- **(K4)**

   a). Logical Positivism b) Pragmatism c) Existentialism d) Phenomenological Movement.

3. Which one of the following statements was propounded by Wittgenstein? **(K2)**

   a) To be is to be perceived b) I think therefore I am c) I am therefore I think

   d) Where of one cannot speak, there of one must remain silent.

4. The Philosopher who is associated with the doctrine of Language-games is **(K1)**

   a) Moore b) Russell c) Wittgenstein d) William James

5. The verifiability theory of meaning is introduced by **(K6)**

   a) Existentialists b) Logical Positivists c) Phenomenologists d) Pragmatists

PART-B

Short Answer Type (No Choice) (2x5=10)

6. Describe the main concepts of Humanism. **(K2)**

7. What are the impacts of existentialism in Education **(K6)**

PART-C

Essay Type (with internal choice) (1x15=15)

8.a) How did logical positivism originate? Explain the views expressed at the Vienna Club. **(K4)**

or

b) How do the logical positivists refute metaphysics? How far do you agree with it? Give reasons. **(K5)**

CL AND CO BASED SAMPLE MODEL EXAMINATION QUESTION PAPER FOR M.ED. PROGRAMME

Philosophy of Education
Model Question Paper
PART-A

Objective Type **(10x1=10)**

1. Who considers that 'an unexamined life is not worth living'? **(K1)**
   a) Plato b) Aristotle c) Socrates d) Thales

2. What is the root of birth, the cause of remaining in existence and that into which creation causes? **(K2)**
   a) Brahma b) delight of ananda c) ignorance d) maya.

3. What is the origin of the word Education? **(K2)**
   a.) 'E' and 'Catum' b). Edu and Catum c). Word Educate d). None of these

4. Who said this -"Education is the manifestation of divine perfection already existing in Man"? **(K2)**
   a). Mahatma Gandhi b). Swami Vivekananda c). Tagore d). Sri Aurobindo

5. Which of the following two currents flowing almost side by side in the philosophy of Vivekananda. **(K3)**
   a) nyaya and sambhya b) mimamsa and advait vedanta
   c)advait Vedanta and bhakti-cult d) Jainism and Buddhism

6.Creation according to Aurobindo is nothing but an ----------. **(K4)**
   a) expression of sorrow b) expression of joy
   c) expression of nothingness d) none of the above.

7) What is innermost truth of man according to Tagore? **(K1)**
   a) animity b) manhood c) priesthood d) all of the above.

8) According to Radhakrishnan the ultimate human destiny is ---------- **(K6)**
   a) jeevamukti b) videhamukti c) sarvamukti d) eat,drink & enjoy.

9. Who was the supporter of Naturalism in education? **(K5)**
   a). Froebel b). Armstrong c). John Locke d). Rosseau

10. 'Vienna Circle' is associated with **(K1)**
   a) Logical Positivism b) Pragmatism
   c) Existentialism d) Phenomenological Movement.

PART-B

Short Answer Type (Six out of Eight) (6x5=30)

11) What are the main branches of philosophy? Discuss any two theories of truth in philosophy? **(K1)**

12) Explain education as the acquisition of philosophy? **(K2)**

13) Enumerate the main characteristics of Education in the Vedic period. Explain Idealism? **(K3)**

14) Explain the educational thought of Swami Vivekananda **(K4)**

15) Discuss the different types of knowledge that are important to the teacher? **(K5)**

16) Write short note on humanism? **(K2)**

17) What are the impacts of existentialism in Education? **(K6)**

18) What is logical positivism? Mention its educational implications? **(K6)**

PART-C

Essay Type (with internal choice) (3 X 20= 60)

19) a) Define philosophy. Explain the philosophical conception of education. **(K4)**

(Or)

b) What is the relation between educational philosophy and teaching? How does educational philosophy influence the teaching method based on scientific method? Clarify **(K4)**

20) a) What is the meaning and ideas of Vedic education? Enumerate the main characteristics of Education in the Vedic period. **(K5)**

(Or)

b) Determine the place of the teacher, educand and curriculum in the educational process according to idealism. **(K5)**

21 a) How do the logical positivists refute metaphysics? How far do you with it? Give reasons. **(K6)**

(Or)

b) What is meant by "Humanism"? Do you recognize it as philosophy? Why? **(K6)**

CL AND CO BASED SAMPLE DISTRIBUTION OF MARKS -MODEL EXAMINATION QUESTION PAPER FOR M. ED THEORY COURSE

SECTION		Q.NO	K1	K2	K3	K4	K5	K6
A	Answer All (10x1=10)	1	+					
		2		+				
		3		+				
		4		+				
		5			+			
		6				+		
		7	+					
		8						+
		9					+	
		10	+					
B	Answer 6 out of 8(6x5=30)	11	+					
		12		+				
		13			+			
		14				+		
		15					+	
		16		+				
		17						+
		18						+
C	Answer all (3x10=30)	19(a)				+		
		19(b)				+		
		20 (a)					+	
		20 (b)					+	
		21(a)						+
		21(b)						+
No. of CL Based Question with Max. marks			4(8)	5(13)	2(6)	4(26)	4(26)	4(31)
No. of CO Based Question with Max. marks			CO1		CO2	CO3	CO4	CO5
			9(21)		2(6)	4(26)	4(26)	4(31)

CL AND CO BASED SAMPLE UNIT WISE MARKS DISSTRIBUTION FOR MODEL EXAMINATION QUESTION PAPER FOR M. ED THEORY COURSE

	SECTION A (1 Marks/ Question)						SECTION B (5 Marks/ Question)						SECTION C (10 Marks/ Question)		
	K1	K2	K3	K4	K5	K6	K1	K2	K3	K4	K5	K6	K4	K5	K6
UNIT I		2(1)	1(1)				1(5)	1(5)			1(5)		2(10)		
UNIT II					1(1)									1(10)	
UNIT III									1(5)					1(10)	
UNIT IV	1(1)			3(1)		1(1)				1(5)					
UNIT V	1(1)							1(5)				2(5)			2(10)
No. of CL Based Question with Max. marks	2(1)	2(1)	1(1)	3(1)	1(1)	1(1)	1(5)	2(5)	1(5)	1(5)	1(5)	2(5)	2(10)	2(10)	2(10)
No. of CO Based Question with Max. marks	CO1		CO2	CO3	CO4	CO5	CO1		CO2	CO3	CO4	CO5	CO3	CO4	CO5
	4(1)		1(1)	3(1)	1(1)	1(1)	3(5)		1(5)	1(5)	1(5)	2(5)	2(10)	2(10)	2(10)

CL AND CO BASED MARKS DISTRIBUTION FOR INTERNAL ASSESSMENTS OF M.ED. COURSES

Section	CL	CO	Internal I	Internal II	Model	Total (160)	CL and CO%
A	K1-K6	CO1-CO5	5	5	10	20	12.5%
B	K1-K6	CO1-CO5	10	10	30	50	31%
C	K4-K6	CO1-CO5	15	15	60	90	56%
Seminar	K5	CO4	-	-	5	5	
Assignment	K6	CO5	-	-	5	5	

Sample Dynamic Course Plan (DCP) for B.Ed.

SEMESTER I

CHILDHOOD AND GROWING UP					B211CCGU		
Unit	**Content**	**Teaching Hours**	**Cognitive Level**	**COs**	**CO Attainment Threshold%**	**Instructional Methodologies**	**Direct Assessment Method**
I	**Educational Psychology**: **Growth and Development** Scope and Significance - Growth and Development: Differences and Principles of Development	2	K1, K2, K3, K4, K6	CO1, CO2, CO3, CO5	60%	Lecture, Google slides	Quiz (Socrative)
	Stages of Development: Early Childhood, Later Childhood and Adolescence	2	K4, K6	CO3, CO5	60%	Lecture, Group discussion	Seminar
	Dimensions of Development: Physical, Cognitive, Emotional, Social and Moral	4	K1, K2, K6	CO1, CO5	60%	Lecture, Edpuzzle	Assignment
	Methods of Studying Child Development: Introspection, Observation, Case Study	3	K3	CO2	60%	Lecture, Flipgrid	Concept map
	Experimental and Survey Method	2	K3, K6	CO2, CO5	60%	Lecture, google slides	Snap Test

	Assignment Prepare an album on any one stage of child development	-	K4, K6	CO3, CO5	60%	-	Online Submission
II	**Theories of Development** Bruner and Piaget's Cognitive Development	2	K3, K4, K6	CO2, CO3, CO5	60%	Lecture, Edu puzzle	Concept map
	Erikson's Psycho-Social Development	2	K3, K4, K6	CO2, CO3, CO5	60%	Lecture, ICT	Assignment
	Freud's Psycho-Sexual Development	1	K3, K4, K6	CO2, CO3, CO5	60%	Lecture	MCQ
	Piaget and Kohlberg's Moral Development	3	K3, K4, K6	CO2, CO3, CO5	60%	Lecture, LMS	Oral test
	Noam Chomsky and Vygotsky's Language Development	2	K3, K4, K6	CO2, CO3, CO5	60%	Lecture, ICT	Seminar
	Assignment Conduct a group discussion on theories of child development	-	K3, K4, K6	CO2, CO3, CO5	60%	-	Discussion
	Heredity and Environment Concept of Heredity	2	K4, K5, K6	CO3, CO4, CO5	60%	Lecture	Concept map

III	Transmission Mechanism of Heredity	3	K4, K5	CO3, CO4	60%	Lecture, Google slides	Quiz
	Principles of Heredity, Difference between Social Heredity and Biological Heredity	3	K5, K6	CO4, CO5	60%	Lecture Group discussion	Oral test
	Concept of Environment influence of Heredity & Environment in child development	2	K4, K5, K6	CO3, CO4, CO5	60%	Lecture, Edu puzzle	Concept map
IV	**Childhood and Context of Socialization** Aptitude, Attitude, Interest: Concept, Types & Measurement	4	K1, K2, K6	CO1, CO5	60%	Lecture, Flip grid	Seminar
	Creativity: Characteristics, Stages, Identification and Promotion of Creativity	3	K2, K5	CO3, CO4	60%	Lecture, google slides	Oral Test
	Concept of Socialization: Family, Children Separated from Parents, Children in Crèches, Children in Orphanages	4	K1, K2, K5	CO1, CO4	60%	Group discussion	Quiz (slido)
	Schooling: Peer Influences, School Culture, Teacher Expectations and School Achievement.	4	K1, K2, K4, K5, K6	CO1, CO3, CO4, CO5	60%	Lecture, ICT	Assignment

	Assignment Examine and prepare a report of the children in crèches and Orphanages	-	K1, K2, K5	CO1, CO4	60%	-	Online submission
V	**Personality and Adjustment** Personality: Meaning, and Definition Factors Influencing Personality	3	K1, K2, K4, K5, K6	CO1, CO3, CO4, CO5	60%	Lecture	MCQ
	Theories of Personality: Type Approach, Trait Approach, Type cum Trait Approach	2	K1, K2, K6	CO1, CO5	60%	Lecture, LMS	Snap test
	Assessment of Personality: Projective and Non-projective Techniques	3	K4, K5	CO3, CO4	60%	Lecture Google slides	Assignment
	Adjustment: Characteristics, Frustration, Conflict and Defence Mechanism	4	K1, K2, K4, K5, K6	CO1, CO3, CO4, CO5	60%	Lecture, ICT	Quiz (Kahoot)
	Assignment Prepare a seminar on defence mechanism	-	K5, K6	CO3, CO4, CO5	60%	-	Seminar

Sample Course Learning Outcomes (CO) for B.Ed.

Course Code	**B211CCGU**
Course Title	**Childhood and Growing Up**
Credits	**4**
Hours	**60 hours**
Category	**Perspectives in Education**
Semester	**I**
Regulation	**2019**

Course Overview

This course titled "Childhood and Growing Up" aims to develop an understanding of children of different age groups. The main focus would be to enable the student teachers to grasp the different socio-political realities that construct different childhoods, such as the children's lived-in contexts of family, school, neighbourhood, and community. Having an interdisciplinary framework, this course includes contributions from cross-cultural psychology, sociology, and anthropology related to child development and childhood. Thus, child development, childhood, and adolescence are viewed in different socioeconomic and cultural settings.

Course Objectives

- To appreciate the different stages and dimensions of growth and development of a child
- To examine the theories of child development
- To reflect the importance of heredity and environment in child development
- To relate the various social context of a child's environment
- To analyse the factors influencing personality.

Prerequisite	Basic knowledge of Educational Psychology

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Educational Psychology: Growth and Development** Educational Psychology: Scope and Significance - Growth and Development: Differences and Principles of Development-Stages of Development: Early Childhood, Later Childhood and Adolescence-Dimensions of Development: Physical, Cognitive,	13	CO1, CO2, CO3, CO5	K1, K2, K3, K4, K6

	Emotional, Social and Moral-Methods of Studying Child Development: Introspection, Observation, Case Study, Experimental and Survey Method			
II	**Theories of Development** Bruner and Piaget's Cognitive Development Erikson's Psycho-Social Development -Freud's Psycho-Sexual Development -Piaget and Kohlberg's Moral Development-Noam Chomsky and Vygotsky's Language Development	10	CO2, CO3, CO5	K3, K4, K6
III	**Heredity and Environment** Concept of Heredity- Transmission Mechanism of Heredity-Principles of Heredity, Difference between Social Heredity and Biological Heredity-Concept of Environment -Influence of Heredity and Environment in child development.	10	CO3, CO4, CO5	K4, K5, K6
IV	**Childhood and Context of Socialization** Aptitude, Attitude, Interest: Concept, Types and Measurement -Creativity: Characteristics, Stages, Identification and Promotion of Creativity -Concept of Socialization: Family, Children Separated from Parents, Children in Crèches, Children in Orphanages -Schooling: Peer Influences, School Culture, Teacher Expectations and School Achievement.	15	CO1, CO3, CO4, CO5	K1, K2, K4, K5, K6
V	**Personality and Adjustment** Personality: Meaning, and Definition -Factors Influencing Personality-Theories of Personality: Type Approach, Trait Approach, Type cum Trait Approach -Assessment of Personality: Projective and Non-projective Techniques -Adjustment: Characteristics, Frustration, Conflict and Defense Mechanism.	12	CO1, CO3, CO4, CO5	K1, K2, K4, K5, K6

Text books

Agarwal, J.C. (2004). *Essentials of Educational Psychology*. Vikas Publishing home.

Chaube, S.P. &Chaube, Akilesh, S. (2011). *Hand Book of Education and psychology*. Neelkamal Publications.

Nirmala, J. (2014). *Psychology of Learning and Human Development.*Neelkamal Publications.

References

Dandapani, S. (2001). *A Textbook of Advanced Educational Psychology*. Anmol Publications.

Dash, B.N. & Dash, N. (2014). *A Textbook of Educational Psychology*. Dominant Publishers.

Kalaivani, M.&Krithika, S. (2018). *Advanced Educational Psychology*. Samyukdha Publication

Nagarajan, K., & Srinivasan, R. (2014). *Psychology of Human Development* (2nd ed.). Ram Publishers.
Talawar, M. S., &Benakanal, V. A. (2014). *Advanced Educational Psychology.* Centrum Press

Web resources

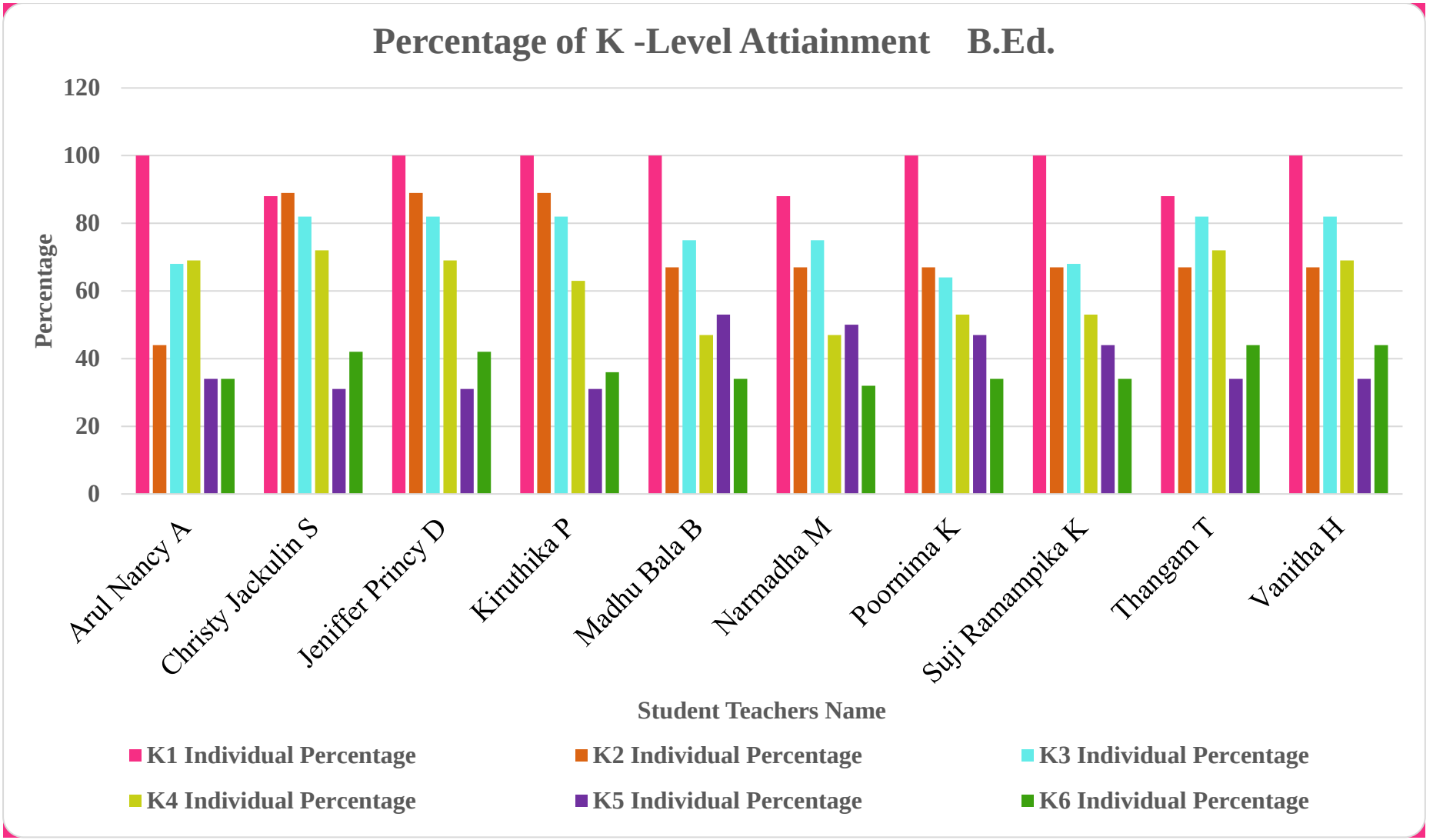
Educational Psychology: Growth and Development
https://bit.ly/3tanbNx
Sigmund Freud Psychosexual Theory
https://bit.ly/3pRuQ19
Heredity and Environment in Psychology
https://bit.ly/32XM8ka
Childhood and Context of Socialization
https://bit.ly/3FWj2jM
Personality and Adjustment
https://bit.ly/3FN50kh

COURSE OUTCOME (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To become aware of the diversified needs of the students	**K1 & K2**
CO2	To apply the knowledge on various methods and theories of growth and Development	**K3**
CO3	To analyse and implement various components involved in growth and development	**K4**
CO4	To assess the influence of heredity and environment in child development.	**K5**
CO5	To plan various methods for creating holistic development	**K6**

Sample Internal Attainment for B.Ed.

Childhood and Growing Up (CGU) - Overall Class K Level Attainment %							
Roll Number	**Name**	**K1 Individual Percentage**	**K2 Individual Percentage**	**K3 Individual Percentage**	**K4 Individual Percentage**	**K5 Individual Percentage**	**K6 Individual Percentage**
BED2123001	Arul Nancy A	100	44	68	69	34	34
BED2123002	Christy Jackulin S	88	89	82	72	31	42
BED2123003	Jeniffer Princy D	100	89	82	69	31	42
BED2123004	Kiruthika P	100	89	82	63	31	36
BED2123005	Madhu Bala B	100	67	75	47	53	34
BED2123006	Narmadha M	88	67	75	47	50	32
BED2123007	Poornima K	100	67	64	53	47	34
BED2123008	Suji Ramampika K	100	67	68	53	44	34
BED2123009	Thangam T	88	67	82	72	34	44
BED2123010	Vanitha H	100	67	82	69	34	44


Percentage of K -Level Attiainment B.Ed.
120
100
80
60
40
20
0
Percentage
Arul Nancy A
Christy Jackulin S
Jeniffer Princy D
Kiruthika P
Madhu Bala B
Narmadha M
Poornima K
Suji Ramampika K
Thangam T
Vanitha H
Student Teachers Name
K1 Individual Percentage
K2 Individual Percentage
K3 Individual Percentage
K4 Individual Percentage
K5 Individual Percentage
K6 Individual Percentage

Sample Dynamic Course Plan (DCP) for M.Ed.

SEMESTER I

DATA ANALYTICS IN EDUCATION					M213CDAE		
Unit	**Content**	**Teaching Hours**	**Cognitive Level**	**COs**	**CO Attainment Threshold %**	**Instructional Methodologies**	**Direct Assessment Method**
I	**Measurement and measurement of Data** Measurement: Concept, scope, needs, and functions	2	K1, K2	CO1, CO2	60%	Lecture	Quiz, MCQ
	Types of measurement, scales of measurement, merits and limitations of scales of measurement	3	K1, K2	CO1, CO2	60%	Lecture	Online Quiz,
	Data: Meaning, Need, and Nature of Data: Types of Data- Continuous and Discrete Data- Primary and Secondary Data-	2	K1, K2, K3	CO1, CO2, CO3	60%	Video Lecture	Kahoot, CIA
	Measurement Data: Nominal, Ordinal, Interval and Ratio Scales	3	K3, K4	CO3, CO4	60%	Video Lecture	Slido, Snap test
	Norms in the measurement of data-need for norms in measurement- Types of norms	2	K4, K5	CO4, CO5	60%	Video Lecture	Quiz
	Tasks and Assignments Interpretation of Results using SPSS	-	K6	CO5	-	LMS	Online submission (Google classroom)

II	**Processing and Graphical Representation of the Data** Data: Data Collection, Editing, Coding and Classification of Data,	3	K1, K2	CO1, CO2	60%	Lecture	Quiz, MCQ
	Types of Classification: External and Internal Preparation of Frequency Distribution. Importance of Visual Presentation of Data,	2	K1, K2	CO1, CO2	60%	Video Lectures	Online Quiz
	Diagrammatic Presentation, Rules for Preparing Diagrams, Types of Diagrams: One Dimensional Bar Diagrams: Simple Bar Diagram, Multiple Bar Diagram, Sub-divided Bar Diagram	2	K1, K2	CO3, CO4	60%	Lecture	Online Quiz
	Pie Diagram: Structure Diagrams, Organizational Charts, Flow Charts Graphical Presentation: Graphs of Time Series-Graphs of One Dependent Variable, Graphs of More Than One Dependent Variable	2	K3, K4	CO3, CO4	60%	Video Lectures	Kahoot, CIA
	Graphs of Frequency Distribution: Histograms and Frequency Polygon, Cumulative Frequency Curves	3	K1, K2, K3, K4	CO1, CO2, CO3	60%	Lecture	Slido, Snap test
	Tasks and Assignments Interpretation of Results using SPSS	-	K5, K6	CO4, CO5,		LMS	Online submission (Google classroom)
III	**Descriptive Analysis and Interpretation of the Data** Statistical Derivatives: Percentage, Ratio, Rate	3	K1, K2	CO1, CO2	60%	Video Lectures	MCQ

	Measures of Central Tendency: Properties, Calculation of Mean, Median and Mode and its interpretation of the data	3	K3, K4, K5	CO4, CO5	60%	Lecture	Snap test, CIA
	Variation: Significance of Variation, Measures of Variation, Range, Quartile Deviation, Mean Deviation, Standard Deviation	3	K1, K2	CO1, CO2	60%	Video Lectures	Slido, Snap test
	Coefficient of Variation, Skewness, Relative Skewness and Interpretation of the data and its uses	3	K3, K4, K5	CO4, CO5	60%	Lecture	Slido, Snap test, Assignment
	Tasks and Assignments Interpretation of Results using SPSS	-	K5, K6	CO4, CO5	-	LMS	Online submission (Google classroom)
IV	**Inferential Analysis and Interpretation of the Data** Hypothesis testing-Estimation: Point and Interval, Testing of difference between two Means: Test for Small and Large Samples	2	K1, K2, K3	CO1, CO2	60%	Video Lectures	Online Quiz
	Tests of Significance for Population Mean–Z-test for variables. Tests of Significance for Population Proportion–Z-test for Attributes	2	K1, K2, K3	CO1, CO2	60%	Lecture	Kahoot, CIA
	Linear Correlation: Pearson's Product Moment Method: Testing for the Significance of the Correlation Coefficient	2	K1, K2, K3	CO1, CO2	60%	Video Lectures	Slido, Snap test
	Simple Linear Regression: Estimating the Linear Regression, Standard Error of Estimate,	3	K1, K2, K3	CO1, CO2	60%	Lecture	Online Quiz

	Coefficient of Determination Calculation, Interpretation and Uses						
	Chi-square test, Calculation, Interpretation and Uses	3	K1, K2, K3	CO1, CO2	60%	Video Lectures	Online Quiz
	Tasks and Assignments Interpretation of Results using SPSS	-	K5, K6	CO4, CO5	-	LMS	Online submission (Google classroom)
V	**Inferencing and Generalization of Results of the Data** Inference based on Parametric test	2	K1, K2, K3, K4	CO1, CO2, CO3	60%	Lecture	Online Quiz
	Inference based on non-parametric test	2	K1, K2, K3	CO1, CO2	60%	Lecture	Slido, Snap test
	Mistakes in Inferencing: ignoring unstudied factors in inferencing, ignoring selective factors in inferencing, negative results	2	K1, K2, K3, K4	CO1, CO2, CO3	60%	Lecture	Online Quiz
	Generalization of Results: Need for Generalization of research, Generalization of Results of descriptive data, factors affecting in Generalization of results Precaution to be taken while Generalizing results	3	K1, K2, K3, K4	CO1, CO2, CO3	60%	Lecture	Kahoot, CIA
	Implications of research: meaning, implications of research, and advancement of knowledge	3	K1, K2, K3, K4	CO1, CO2, CO3	60%	Lecture	Kahoot, CIA
	Tasks and Assignments Interpretation of Results using SPSS	-	K5, K6	CO4, CO5,	-	-	Online submission (Google classroom)

Sample Course Learning Outcomes (CO) for M.Ed.

Course Code	**M213CDAE**
Course Title	**Data Analytics in Education**
Credits	**4**
Hours	**60**
Category	**Perspective Courses**
Semester	**III**
Regulation	**2019**

Course Overview

This course presents a gentle introduction into the concepts of data analysis, the role of a data analyst, and the tools that are used to solve educational problems. The students will gain an understanding of the fundamentals of data analysis, such as data gathering or data visualization. The students will learn the soft skills that are required to effectively communicate the data to stakeholders, and mastering these skills can give the option to become a data driven decision maker of research in education. The course aims to provide the key aspects of statistics such as descriptive and inferential statistics which are underpinning concepts of data analysis. The students will begin to explore the fundamentals of gathering data, and learn how to identify data sources and how to clean, analyze, and share data with the use of visualizations. This enables the researcher to complete final dissertation in the M.Ed. programme.

Course Objectives

- To identify and categorize the data
- To get familiarized with the graphical representation of the data
- To understand the concepts behind the descriptive analysis of the data
- To operate the inferential analysis of the data
- To develop competencies in doing analysis using computer software.

Prerequisites	Basic computer literacy, high school level math and statistics, and access to a modern web browser such as chrome or Firefox.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Measurement and Measurement of Data** Measurement: Concept, Scope, needs and functions, Types of Measurement, scales of	12	CO1, CO3	K_1, K_2, K_4

	measurement, merits and limitations of scales of measurement. Data: meaning, Need, and Nature of Data: Types of Data- Continuous and Discrete Data- Primary and Secondary Data- Measurement Data: Nominal, Ordinal, Interval, and Ratio Scales – norms in the measurement of data-need for norms in measurement- Types of norms. Note: Interpretation of Results using SPSS. (Only for practical purposes)			
II	**Processing and Graphical Representation of the Data** Data: Data Collection, Editing, Coding and Classification of Data, Types of Classification: External and Internal Preparation of Frequency Distribution. Importance of Visual Presentation of Data, Diagrammatic Presentation, Rules for Preparing Diagrams, Types of Diagrams: One Dimensional Bar Diagrams: Simple Bar Diagram, Multiple Bar Diagram, Sub-divided Bar Diagram. Pie Diagram: Structure Diagrams, Organisational Charts, Flow Charts. Graphic Presentation: Graphs of Time Series- Graphs of One Dependent Variable, Graphs of More Than One Dependent Variable. Graphs of Frequency Distribution: Histograms and Frequency Polygon, Cumulative Frequency Curves. Note: Interpretation of Results using SPSS. (Only for practical purposes)	12	CO1, CO3	K_1, K_2, K_4
III	**Descriptive Analysis and Interpretation of the Data** Statistical Derivatives: Percentage, Ratio, Rate: Measures of Central Tendency: Properties, Calculation of Mean, Median and Mode and its interpretation of the data. Variation: Significance of Variation, Measures of Variation, Range, Quartile Deviation, Mean Deviation, Standard Deviation, Coefficient of Variation, Skewness, Relative Skewness and Interpretation of the data and its uses. Note: Interpretation of Results using SPSS. (Only for practical purposes)	12	CO1, CO2, CO4	K_1, K_2, K_3, K_5
IV	**Inferential Analysis and Interpretation of the data** Hypothesis testing-Estimation: Point and Interval, Testing of difference between two Means: Test for Small and Large Samples. Tests of Significance for Population Mean–Z-test for variables. Tests of	12	CO1, CO2, CO4	K1, K2, K3, K5

	Significance for Population Proportion –Z-test for Attributes. Linear Correlation: - Pearson's Product Moment Method: Testing for the Significance of the Correlation Coefficient, Simple Linear Regression: Estimating the Linear Regression, Standard Error of Estimate, Coefficient of Determination Calculation, Interpretation and Uses. Chi-square test and its interpretation. Note: Interpretation of Results using SPSS. (Only for practical purposes)			
V	**Inferencing and Generalisation of Results of the Data** Inference based on the Parametric test; Inference based on the non-parametric test. Mistakes in Inferencing: ignoring unstudied factors in inferencing, ignoring selective factors in inferencing, negative results. The generalization of Results: Need for generalization of research, Generalisation of Results of descriptive data, factors affecting in generalization of results. Precaution to be taken while generalizing results. Implications of the research: meaning, implications of research, and advancement of knowledge. Note: Interpretation of Results using SPSS. (Only for practical purposes)	12	CO1, CO2, CO4	K1, K2, K3, K4

Text Books

Juliet, A.P.A. (2016). *Strategies and techniques for research in education.* Neelkamal Publications.

Mohan, R. (2004). *Research method in education*. Neelkamal Publications.

Mohan, R. (2016). Statistical analysis using SPSS. Neelkamal Publications.

Suggested Readings

Jason W. Osborne. (2012). *Best practices in data cleaning.* Sage Publications.

David Freedman, Pobert Pisani & Roger Purves. (2007). 4th Edition. *Statistics*. W.W.Norten& Co.

Edward Tufte. (2001). *The visual display of quantitative* information: Graphics Press.

Web Resources

Question pro. Data analysis in research: Why data, types of data, data analysis in qualitative and quantitative research.
https://bit.ly/3DG8KSS

Scriber. An introduction to research methods.

https://bit.ly/3DD4eEI

Bajpai, G.S., & Prakash, D. Research methodology.
https://bit.ly/31GvsgE

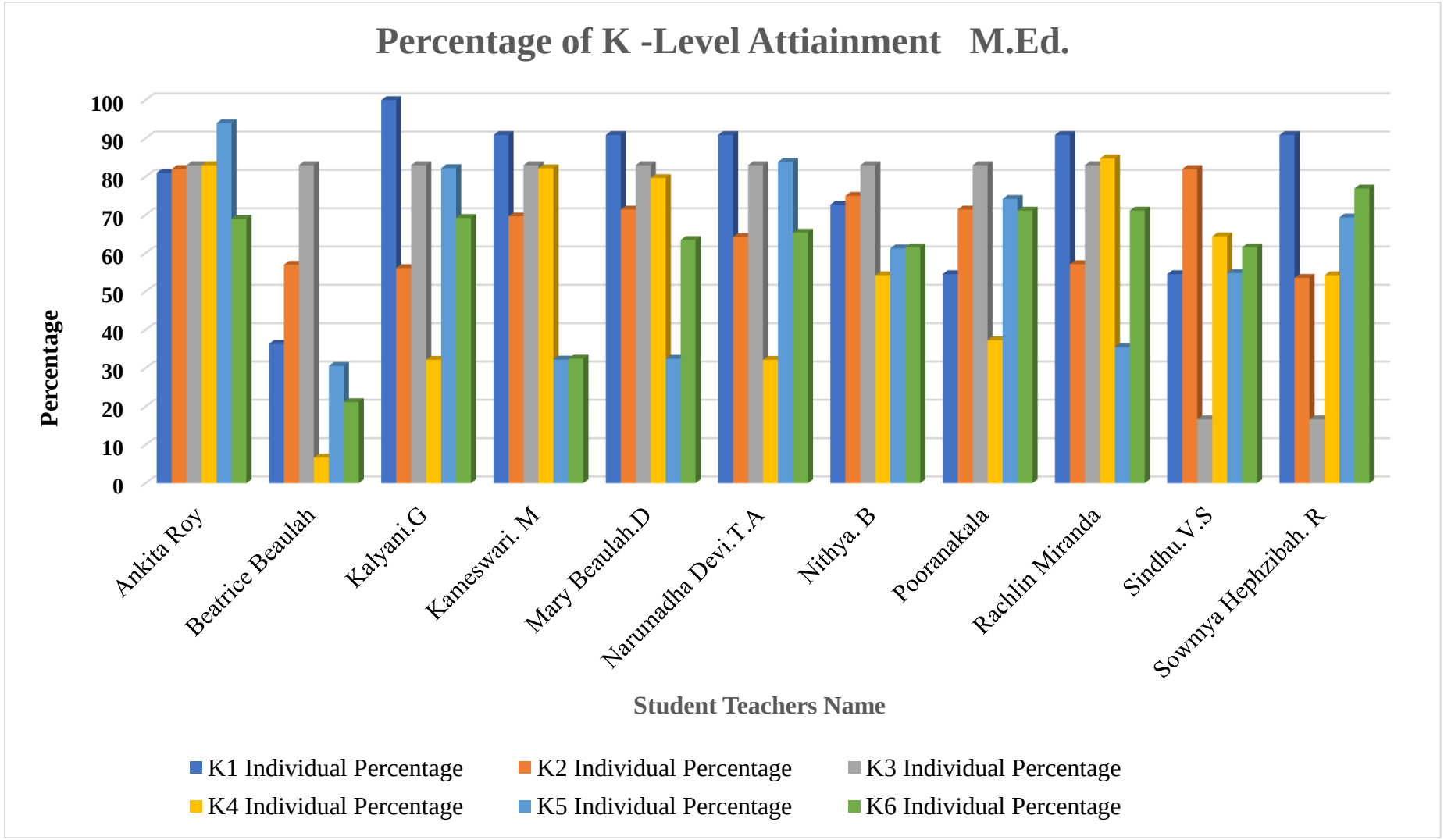
Byjus. Scale of measurement.
https://bit.ly/338Nf0d
SPSS- tutorials. SPSS Beginners Tutorials.
https://bit.ly/3GwU3TJ
Glen, S. SPSS Tutorial (for Beginners): Intro to SPS. Statistics how to.
https://bit.ly/30bd7rf
Bhandari, P. (2020 September 4). An introduction to inferential statistics. Scriber.
https://bit.ly/3DHaACV

COURSE OUTCOMES (COs) & COGNITIVE LEVELMAPPING

COs	CO Description	Cognitive Level
CO1	To understand and recall the fundamentals of various aspects of data analytics.	**K_1, K_2**
CO2	To assess the data and visualize the outcomes.	**K_3**
CO3	To analyse and compare the different types of data in Education.	**K_4**
CO4	To interpret the data through various statistical procedures involved	**K_5**
CO5	To categorize and compile the different statistical data to explain the results of the data analysis.	**K_6**

Sample Internal Attainment for M.Ed.

Philosophy of Education - Overall Class K Level Attainment %							
S.No	Name	K1 Individual Percentage	K2 Individual Percentage	K3 Individual Percentage	K4 Individual Percentage	K5 Individual Percentage	K6 Individual Percentage
1	Ankita Roy	81	82	83	83	94	69
2	Beatrice Beaulah	36.36	57	83	6.7	30.60	21.15
3	Kalyani.G	100	56.14	83	32.20	82.25	69.23
4	Kameswari. M	90.90	69.64	83	82.20	32.25	32.50
5	Mary Beaulah.D	90.90	71.42	83	79.66	32.48	63.46
6	Narumadha Devi.T.A	90.90	64.28	83	32.20	83.87	65.38
7	Nithya. B	72.72	75	83	54.23	61.29	61.53
8	Pooranakala	54.54	71.42	83	37.28	74.19	71.15
9	Rachlin Miranda	90.90	57.14	83	84.74	35.48	71.15
10	Sindhu.V.S	54.54	82	16.66	64.40	54.83	61.53
11	Sowmya Hephzibah. R	90.90	53.57	16.66	54.23	69.35	76.92
Class Average		**77.60**	**98.69**	**70.93**	**55.53**	**59.41**	**60.27**


Percentage of K -Level Attiainment M.Ed.
Percentage
100
90
80
70
60
50
40
30
20
10
0
Ankita Roy
Beatrice Beaulah
Kalyani.G
Kameswari. M
Mary Beaulah.D
Narumadha Devi.T.A
Nithya. B
Pooranakala
Rachlin Miranda
Sindhu. V.S
Sowmya Hephzibah. R
Student Teachers Name
K1 Individual Percentage
K2 Individual Percentage
K3 Individual Percentage
K4 Individual Percentage
K5 Individual Percentage
K6 Individual Percentage

SMCE LOCF ADMINISTRATIVE TEAM

I. LOCF – OBE STEERING COMMITTEE MEMBERS	
Principal	Dr. Mrs. Joseph Catherine
Dean of Academics and Research IQAC Coordinator	Dr. Mrs. A. Alma Juliet Pamela
IQAC Deputy Coordinator	Dr. Sr. M. Irudhaya Mary
Controller of Examinations	Dr. Mrs. K.A. Sheeba
Assistant Controller of Examination	Dr. Mrs. B. Annapoorani
Dean of Students	Dr. Mrs. J. Jain Shanthini
II. LOCF – OBE MONITORING COMMITTEE MEMBERS	
Principal	Dr. Mrs. Joseph Catherine
Dean of Students	Dr. Mrs. J. Jain Shanthini
Assistant Professor	Mrs. J. Rubina
Assistant Professor	Dr. Mrs. Bagyalakshmi
Assistant Professor	Dr. Mrs. K. Mangai
Assistant Professor	Dr. Mrs. L. Annie Kavitha
Assistant Professor	Dr. Mrs. G. Umamageswari
Assistant Professor	Dr. Mrs. K.A. Sheela
III. LOCF - ASSESSMENT COMMITTEE MEMBERS	
Assistant Professor	Dr. Mrs. K.A. Sheeba
Assistant Professor	Dr. Mrs. P. Caroline Jeba Sorna
Assistant Professor	Dr.Mrs. J. Annapriya
Assistant Professor	Dr. Sr. M. Irudhaya Mary
Assistant Professor	Dr. Mrs. S. Arockia Elizabeth Josephine
Assistant Professor	Dr. Sr. V. Sheeja Vayola
Assistant Professor	Mrs. F. Dafini Pinky
Assistant Professor	Mrs. M. Merlin Therasa
Assistant Professor	Mrs.C.Sasikala
IV. DEPARTMENT OF ADVISORY BOARD	
Members of the Board of studies and Academic Council	