

M.ED. PROGRAMME OUTCOMES

After Completion of this Programme, the Prospective teacher educators will be able to:

- PO1: **Social Knowledge:** Apply the knowledge of theory and practice of education to the solution of complex educational Problems.
- PO2: **Problem Analysis:** Identify, formulate, review research literature, and analyse complex educational problems by using the principles of research and research problem.
- PO3: **Design/development of solutions:** Design solutions for complex educational problems that meet the specified needs of learners with appropriate cultural, societal, and environmental considerations.
- PO4: **Conduct investigations of complex educational problems:** Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusion about the various educational issues.
- PO5: **Modern tool usage:** Create, select, and apply appropriate techniques, resources, and modern IT tools including prediction and modelling to teaching- learning activities with an understanding of the merits and limitations.
- PO6: **The Teacher and society:** Apply reasoning informed by the contextual knowledge to assess societal, health, safety and cultural issues and the consequent responsibilities relevant to the teaching profession.
- PO7: **Environment and sustainability:** Understand the impact of the professional teaching solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

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PO8: **Ethics:** Apply ethical principles, commitment to professional ethics, code of conduct, responsibilities and norms of the teaching profession.

PO9: **Individual and team work:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

PO10: **Communication:** Communicate effectively on complex scholastic and co-scholastic activities with the teaching community and with society at large, such as, being able to comprehend and write effective reports and design documentation and make effective presentations.

PO11: **Project management and finance:** Demonstrate knowledge and understanding of the psychological principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

PO12: **Life-long learning:** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.



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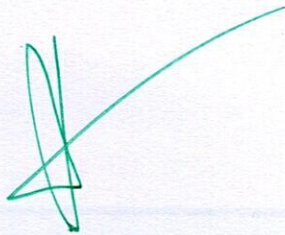
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M.ED. PROGRAMME SPECIFIC OUTCOMES

After completion of this Programme, the Prospective teacher educators will be able to:

- PSO1: demonstrate the competencies of teacher educators.
- PSO2: interpret the historical, philosophical and sociological implications of education.
- PSO3: serve as educational psychologists and counsellors.
- PSO4: provide constructive feedback to restructure the elementary and secondary teacher education programmes and teacher preparation process.
- PSO5: Capable of designing and developing curriculum and other learning resources.
- PSO6: demonstrate the research skills by undertaking research projects.
- PSO7: realize the values of learner-centered instruction.
- PSO 8: actively participate in educational measurement and evaluation processes.
- PSO 9: serve as educational planners, administrators, managers, supervisors and other positions in the field of education.
- PSO 10: provide solutions to educational problems.
- PSO 11: suggest measures for effective functioning of various agencies including the regulatory bodies to enhance the quality of teacher education.
- PSO 12: demonstrate education as a separate discipline.
- PSO 13: develop capacity of using the information and communication technologies (ICTs) in teaching-learning process.

- PSO 14: examine the importance of early childhood care and education.
- PSO 15: realize the importance of education in improving the status of women and addressing their issues.
- PSO 16: analyze the emerging trends in education for children with special needs.
- PSO 17: recognize the skills needed to successfully complete the field internship, practicum components and dissertation works.



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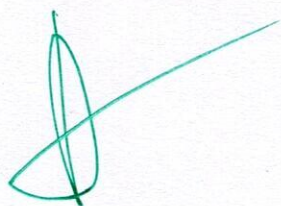
COURSE OUTCOMES

COURSE CODE: MS1PC1

HISTORICAL AND POLITICAL ECONOMY OF EDUCATION IN INDIA

After Completing this Course, the prospective teacher educators will be able to:

- CO1: recognize the historical development of Indian education.
- CO2: analyse the significance of seventh schedule of the Indian constitution In educating the masses of our country.
- CO3: describe the terms of reference various educational committees and commissions after Indian independence.
- CO4: list the salient aspects of National Skill Development Mission.
- CO5: demonstrate the relationship between education and economic development.



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COURSE CODE: MS1PC2

ADVANCED EDUCATIONAL PSYCHOLOGY

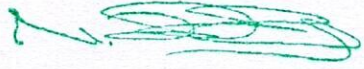
After Completing this Course, the prospective teacher educators will be able to:

- CO1: classify the different schools of psychology
- CO2: compare and contrast the strength and weakness of different methods of psychology
- CO3: spell out the biogenic and socio-genic motives and various theories of motivation CO4: demonstrate the factors influencing self-regulation of the learners
- CO5: exemplify the concepts of intelligence, its theories and measurement CO6: suggest ways to fostering creativity among the learners
- CO7: describe the personality theories and assessment of personality
- CO8: apply the different types of mechanisms in different situations
- CO9: acquire skills and competencies in designing and application of psychological tools and techniques
- CO10: debate the strength and weakness of standardized testing.


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COURSE CODE: MS1TC1

BASICS IN EDUCATIONAL RESEARCH

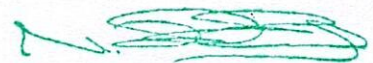
After Completing this Course, the prospective teacher educators will be able to:

- CO1: identify the different types of research
- CO2: demonstrate the appropriate research problem pertaining to his/her dissertation work
- CO3: write the review of literature in accordance with the 7th edition of the Manual of American Psychological Association
- CO4: write a research proposal in an effective manner CO5: frame research questions and objectives
- CO6: find relevant sampling techniques in his/her research work
- CO7: develop various research instruments and standardize by appropriate methods
- CO8: describe the various types of hypotheses and its testing procedures
- CO9: conduct case studies and action research independently
- CO10: apply various types of scales of measurement.


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COURSE CODE:MS1TE1

TEACHER EDUCATION IN INDIA: ELEMENTARY LEVEL

After Completing this Course, the prospective teacher educators will be able to:

- CO1 : describe the context of elementary education.
- CO2 : gain knowledge of teacher education in ancient period.
- CO3 : enumerate the roles and responsibilities of teachers and teacher educators.
- CO4: illustrate the concept, objectives, rationale, challenges and extent of success of teacher education.
- CO5 : explore the development of elementary education in India since independence.
- CO6 : reflect on the relevance of strategies and programmes of UEE.
- CO7 : analyze the various assessment procedures used in elementary education.
- CO8 : familiarize evaluation in elementary teacher education.
- CO9 : describe the teacher education system in India.
- CO10: grasp the importance of work education, vocational education, fine arts and crafts education.


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COURSE CODE: MS1TE2

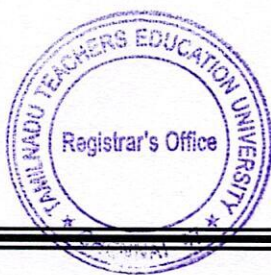
TEACHER EDUCATION IN INDIA: SECONDARY LEVEL

After Completing this Course, the prospective teacher educators will be able to:

- CO1 : demonstrate the historical background of secondary teacher education in India.
- CO2 : analyse the objectives and structure of secondary teacher education.
- CO3 : explore the commissions and committees' recommendations of secondary teacher education.
- CO4 : spell out the role of National level and State Level agencies at secondary level Education.
- CO5 : analyze the functioning of various agencies of secondary teacher education.
- CO6 : identify the emerging major issues and challenges secondary teacher education.
- CO7 : assimilate the secondary teacher education curriculum and its transaction mode.
- CO8 : realize the importance of preparing special education teachers.
- CO9 : infer ideas about the National Curriculum Framework (2005) and its aspects.
- CO10 : undertake the current trends in student 's assessment at secondary level.

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COURSE CODE: MS2PC3
PHILOSOPHY OF EDUCATION

After Completing this Course, the prospective teacher educators will be able to:

- CO1 : identify the concepts and meaning of philosophy and education.
- CO2 : describe the fundamental philosophical domains.
- CO3 : analyse the Indian schools of philosophy and their educational implications.
- CO4 : examine the Western schools of philosophy and their educational implications.
- CO5 : discuss the educational contributions of Indian and Western thinkers

COURSE CODE: MS2PC4
CURRICULUM DESIGN AND DEVELOPMENT

After Completing this Course, the prospective teacher educators will be able to:

- CO1 : recognize the historical, philosophical, sociological and psychological foundations of curriculum.
- CO2 : summarize the principles of curriculum design and compare three approaches of curriculum design.
- CO3 : execute the phases of curriculum development process and interpret the technical and non- technical models of curriculum.
- CO4 : demonstrate the curriculum models and types of teaching models.
- CO5 : analyse the approaches and models of curriculum evaluation.

COURSE CODE: MS2TC2

ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

After Completing this Course, the prospective teacher educators will be able to:

- CO1 : demonstrate the process of conducting research.
- CO2 : select suitable research design for their study.
- CO3 : discuss the significance of qualitative study in research
- CO4 : interpret the significance of mixed method of research.
- CO5 : recognize the steps in action research.
- CO6 : exemplify the various techniques in collecting, analyzing and interpreting the quantitative, qualitative and mixed method data.
- CO7 : apply suitable statistical techniques to analyze the qualitative data.
- CO8: interpret the analyzed data of the mixed mode research.
- CO9 : select suitable parametric or non-parametric tests for the data collected.
- CO10 : write a research report on their own.


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COURSE CODE: MS2ST1

PLANNING AND ADMINISTRATION OF EDUCATION:

ELEMENTARY LEVEL

After Completing this Course, the prospective teacher educators will be able to:

- CO1 : demonstrate the historical perspectives of elementary education.
- CO2 : list out the educational role and functions of the central government, state government and local bodies.
- CO3 : differentiate the concept of supervision, inspection and administration in the field of education.
- CO4 : describe the implications of five-year plans on the development of elementary education.
- CO5 : evaluate the effect of different schemes implemented for quality enhancement of elementary education.



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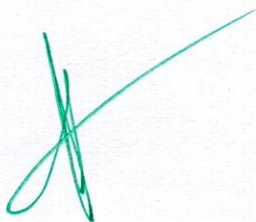


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COURSE CODE: MS2ST2
PLANNING AND ADMINISTRATION OF EDUCATION:
SECONDARY LEVEL

After Completing this Course, the prospective teacher educators will be able to:

- CO1 : discuss the meaning, concept and scope of educational administration in India.
- CO2 : integrate the role of community in educational administration.
- CO3 : assess the synchronization of educational planning and Five -Year Plans of India.
- CO4 : analyse the difficulties in implementing the RMSA and other state level initiatives in universalization of school education.
- CO5 : Infer the relationship between funding and management of school education.
- CO6 : describe the role of monitoring bodies in implementation of government schemes for universal school education.
- CO7 : examine the development process of universalization of school education in terms of its merits and demerits.
- CO8 : apply knowledge to resolve the issues among the Centre and State and local agencies in educational administration.
- CO9 : Critically evaluate the perspective plans of secondary education in 11th& 12th Five Year Plan.
- CO10 : illustrate the conceptual framework of education planning in India.

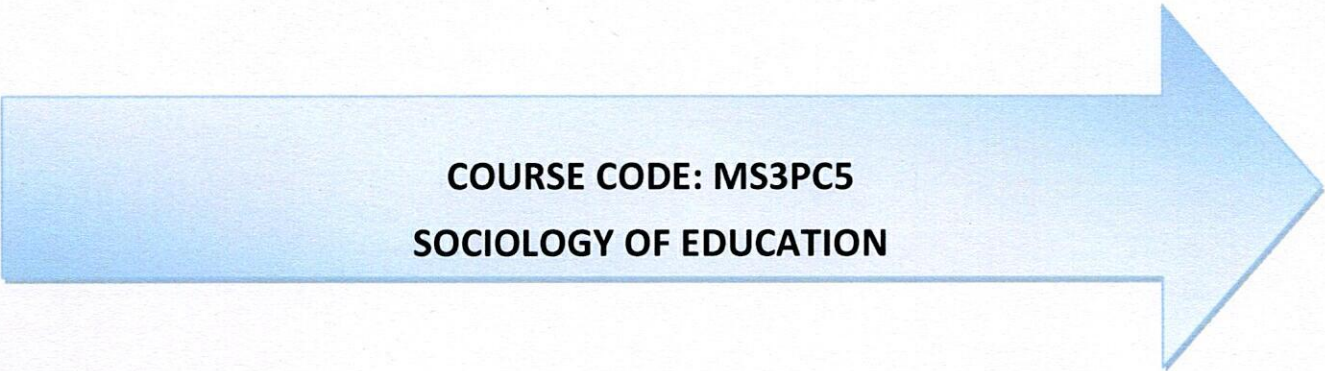


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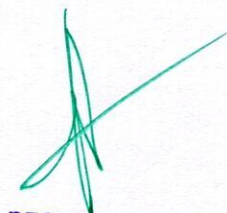
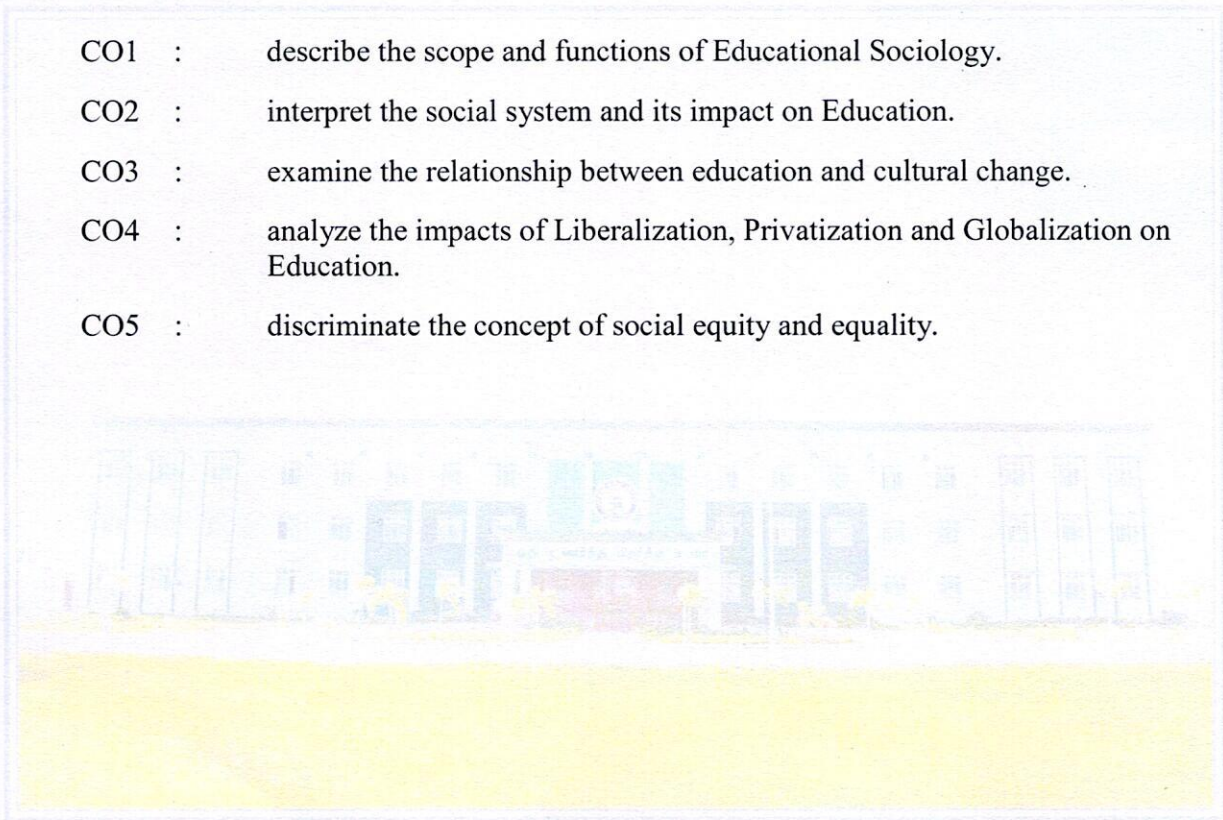
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COURSE CODE: MS3PC5
SOCIOLOGY OF EDUCATION

After Completing this Course, the prospective teacher educators will be able to:

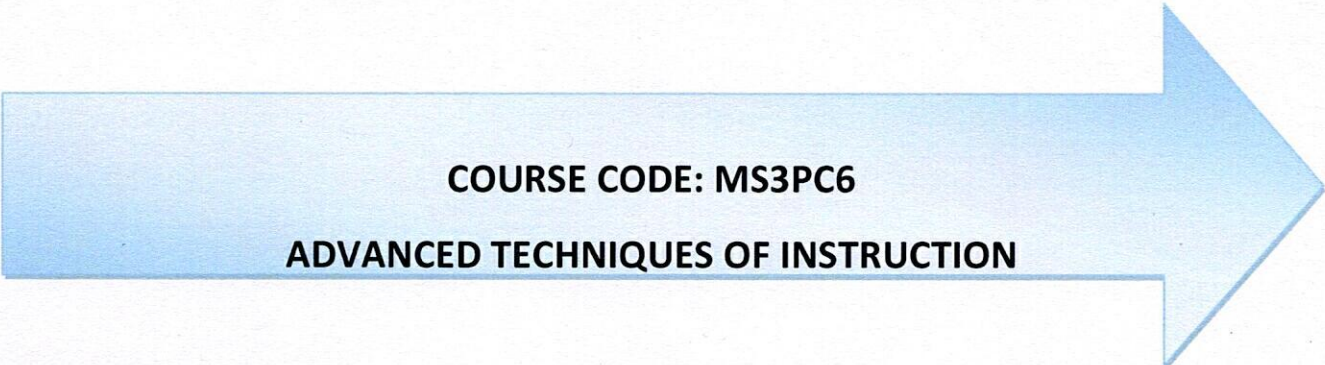
- CO1 : describe the scope and functions of Educational Sociology.
- CO2 : interpret the social system and its impact on Education.
- CO3 : examine the relationship between education and cultural change.
- CO4 : analyze the impacts of Liberalization, Privatization and Globalization on Education.
- CO5 : discriminate the concept of social equity and equality.



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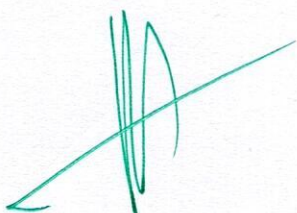
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COURSE CODE: MS3PC6
ADVANCED TECHNIQUES OF INSTRUCTION

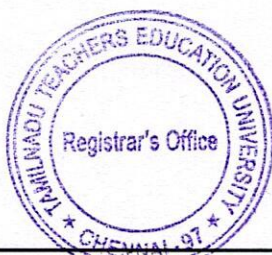
After Completing this Course, the prospective teacher educators will be able to:

- CO1 : discuss about the Learning Management System.
- CO2 : prepare content for mobile learning.
- CO3 : apply mobile learning in the classroom.
- CO4 : integrate white board in the classroom instruction.
- CO5 : implement online evaluation in their students.
- CO6 : develop E – portfolios.
- CO7 : debate the pros and cons of social media.
- CO8 : list the online courses pertaining to education.
- CO9 : gain knowledge on blended learning.
- CO10 : differentiate hardware and software.



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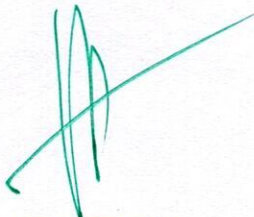
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COURSE CODE: MS3TC3

EDUCATIONAL MEASUREMENT AND EVALUATION

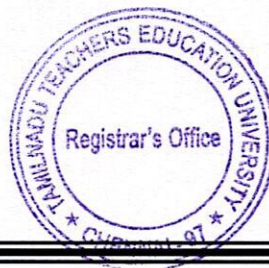
After Completing this Course, the prospective teacher educators will be able to:

- CO1 : identify the concept, meaning and nature of measurement and evaluation.
- CO2 : integrate the relationship between measurement and evaluation.
- CO3 : acquire knowledge about various tools of measurement and evaluation in existence.
- CO4 : develop skills on using psychological test for measurement and evaluation.
- CO5 : get hands on SPSS to learn various statistical measurement and its analysis.
- CO6 : demonstrate various competencies in standardizing different types of measuring instrument.
- CO7 : familiarize to construct different kinds of tests and tools.
- CO8 : obtain knowledge on statistical concepts, test scores and its transformation.
- CO9 : assimilate the new trends in evaluation in terms of grading, semester, CCE and online test.
- CO10 : prepare question banks and other self-study materials.



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COURSECODE MS3SC1
CURRICULUM, PEDAGOGY AND ASSESSMENT:
ELEMENTARY LEVEL

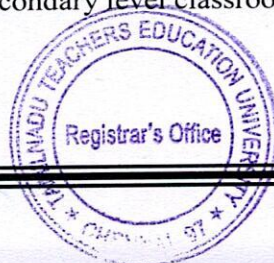
After Completing this Course, the prospective teacher educators will be able to:

- CO1 : recognize the basic types of curricula and issues in curriculum alignment.
- CO2 : Infer the knowledge dimensions and categories of major cognitive processes.
- CO3 : summarize the Perspectives of Educational Pioneers on Curriculum and Pedagogy.
- CO4 : implement the various types of instructional planning and support practices.
- CO5 : evaluate the students' performance by applying various types of assessment techniques.

COURSE CODE: MS3SC2
CURRICULUM, PEDAGOGY AND ASSESSMENT: SECONDARY LEVEL

After Completing this Course, the prospective teacher educators will be able to:

- CO1 : recognize the various approaches of curriculum theory and practice.
- CO2 : generalize the philosophical perspectives of curriculum Orientation.
- CO3 : summarize the different types of curricula and pedagogy in the perspectives of educational pioneers.
- CO4 : demonstrate constructivists view on pedagogy and implement the current developments across the different levels of secondary curriculum.
- CO5 : evaluate the merit and worth of various assessment techniques and evaluation models in the secondary level classroom context.



COURSE CODE: MS4PC7

EDUCATIONAL STUDIES

After Completing this Course, the prospective teacher educators will be able to:

- CO1 : identify the concept of education as a discipline with reference to social, cultural, political, economic, and technological aspects in knowledge construction.
- CO2 : Obtain interdisciplinary knowledge from philosophy, psychology, sociology, economics, management and ICT for insightful constructive knowledge.
- CO3: analyse the socio-cultural concept of India in the light of 'unity in diversity' by integrating all the stakeholders for equality and quality education to socio-economically deprived groups with policy of inclusion to learning disabilities.
- CO4 : explore the multiple school contexts, its management system, challenges, participation of stakeholders in reconceptualization of learning resources.
- CO5 : acquire knowledge on various regulatory and advisory bodies and agencies of education in India and overseas.
- CO6 : get exposure with best practices by visiting IITs, NITs, IISCs, and other autonomous universities (Central/State/Deemed) and colleges.
- CO7 : identify the contemporary issues and challenges in school education and teacher education in line with UNESCO's Sustainable Development Goals 2030 (SDGs) G4: Equitable and quality education to all.
- CO8 : assimilate the multilingual and multicultural approaches for teaching diversity.
- CO9 : apply their novel and critical ideas and concepts for bridging the gap in constructing knowledge along with skills.
- CO10 : appreciate the values, ethos, culture and aesthetics in context of India.


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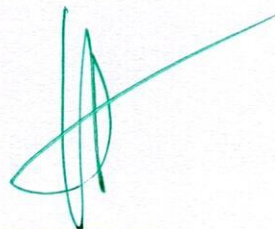



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COURSE CODE: MS4PC8
COMPARATIVE EDUCATION

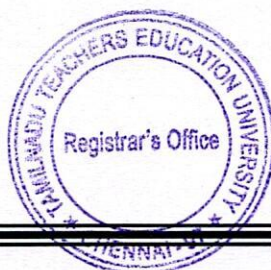
After Completing this Course, the prospective teacher educators will be able to:

- CO1 : identify the need, scope and history of comparative education.
- CO2 : demonstrate the primary and secondary education's aims and methods of instruction in various countries.
- CO3 : analyze the role of national and state government on education.
- CO4 : explore the comparative education of primary and secondary education of various countries.
- CO5 : realize the issues and challenges in primary and secondary education of the various countries.
- CO6 : acquire knowledge about the universalization of primary education in India.
- CO7 : enable to distinct between the primary and secondary education.
- CO8 : identify the constitutional provisions for comparative education in terms of oversees.
- CO9 : analyze the emerging issues and challenges with respect to primary and secondary education in the global context.
- CO10 : explore the determinants of national education with its merits and demerits.



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COURSE CODE: MS4TC4

ICT ON TEACHING AND LEARNING

After Completing this Course, the prospective teacher educators will be able to:

- CO1 : develop professional ability in ICT
- CO2 : apply the ICT skills in communications
- CO3 : describe the impact of ICT on learning environments
- CO4 : prepare the learners in learning
- CO5 : identify the various educational resources
- CO6 : integrates ICT in teaching learning process
- CO7 : differentiate the advantages and disadvantages of ICT in assessment
- CO8 : administer the test and evaluation by using ICT
- CO9 : create online community by integrating ICT
- CO10 : apply Artificial Intelligence in teaching-learning and assessment process.



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COURSE CODE: MS4ST3
EARLY CHILDHOOD CARE AND EDUCATION

After Completing this Course, the prospective teacher educators will be able to:

- CO1 : describe the concept, meaning and importance of early childhood care and education.
- CO2 : summarize various developments in early childhood stage.
- CO3 : implement the various committee recommendations and suggestions in early childhood care and education.
- CO4 : describe the implications of planning and management of early childhood care and education.
- CO5 : compare various organization contributions in early childhood care and education.

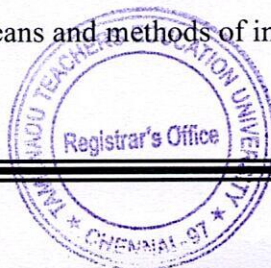
COURSE CODE: MS4ST4
TRENDS IN INDIAN HIGHER EDUCATION

After Completing this Course, the prospective teacher educators will be able to:

- CO1 : deliberate on the issues related to access and equity in Indian higher education.
- CO2 : analyse the impact of IR 4.0 on higher education.
- CO3 : identify the different parameters determining the quality of Indian higher education.
- CO4 : describe the role of statutory and other bodies in Indian higher education.
- CO5 : suggest the means and methods of internationalizing Indian higher education.

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COURSE CODE: MS4ST5

WOMEN'S EDUCATION

After Completing this Course, the prospective teacher educators will be able to:

- CO1 : recognize the Participation of women in social reform movements
- CO2 : examine the Policies related to women's empowerment
- CO3 : execute the Women's rights
- CO4 : evaluate the role of Mass media on gender education
- CO5 : interpret the role of education on women's empowerment

COURSE CODE:MS4ST6
GUIDANCE AND COUNSELLING

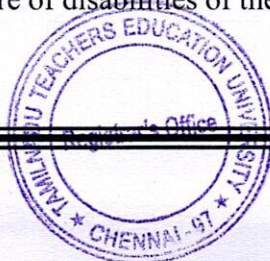
After Completing this Course, the prospective teacher educators will be able to:

- CO1 : summarize the basics of guidance and would be able to plan out guidance programs.
- CO2 : describe the nature and procedural aspects of Educational and Vocational guidance.
- CO3 : compare the role of counsellors and teacher.
- CO4 : suggest ways to organize the need based minimum guidance programmes in schools.
- CO5 : demonstrate the skills and competencies in carry out individual, group and career appraisal.
- CO6 : spell out the strength and weakness of non-standard and standard techniques of guidance.
- CO7 : recall the nature of counselling along with the skills and responsibilities of a counsellor.
- CO8 : suggest ways to organize counselling sessions.
- CO9 : analyze the cause-and-effect relationship and possible corrective measures.
- CO10 : describe the nature of disabilities of the children.

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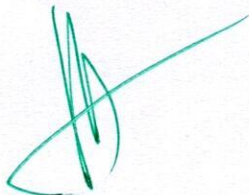
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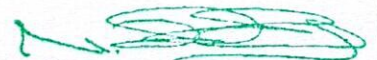
COURSE CODE: MS4ST7
EDUCATION FOR DIFFERENTLY ABLED

After Completing this Course, the prospective teacher educators will be able to:

- CO1 : identify the educational implications for the students with differently abled.
- CO2 : gain knowledge about inclusive pedagogy
- CO3 : acquire knowledge about various level of curriculum accommodate for students with special needs
- CO4 : gain knowledge of National Curriculum Framework and its role in inclusion
- CO5 : apply universal design of learning and use assistive technology for students with differently abled.
- CO6 : describe the concept of specific teaching strategies to teach subjects at primary and secondary level.
- CO7 : learn the concept of alternative methods of evaluation for students with special needs.
- CO8 : apply and utilize the provisions and exemptions for educational evaluation of students with differently abled.
- CO9 : plan to accommodate students with special needs in regular inclusive classroom
CO10: develop strategies and teaching practices for teachers to teach school subjects



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M.PHIL. PROGRAMME OUTCOMES

PROGRAMME OUTCOMES

After completion of the M.Phil. Programme, the Research Scholars will develop:

PO1: demonstrate the research skills by undertaking research Projects.

PO2: capable of using the information and communication technologies (ICTs) in teaching - learning process.


PO3: elucidate the importance of early childhood care and education

PO4: enable the students to explain the conceptual aspects of Guidance and Procedural aspects of guidance services.

PO5: comprehend the concept, meaning and nature of measurement and evaluation.

PO6: train students to learn universal design of learning and differentiated learning instruction to engage learners with special needs.

PO7: understanding the educational policies and programmes.



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M.PHIL. PROGRAMME SPECIFIC OUTCOMES

PSO1: explain the process of conducting research, apply the techniques in collecting, analysing and interpreting the quantitative, qualitative and mixed method data and able to write a research report on their own.

PSO2: integrates ICT in teaching learning process.

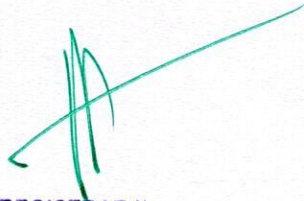
PSO3: explain the concept, meaning and importance of early childhood care and education.

PSO4: describe the basics of guidance and would be able to plan out guidance programmes.

PSO5: comprehend the concept, meaning and nature of measurement and evaluation.

PSO6: gain knowledge about inclusive pedagogy and apply the universal design of learning and use assistive technology for students with differently abled.

PSO7: analyse the historical, philosophical, political and economic background of teacher education in India.



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COURSE OUTCOMES

COURSE CODE: MPS1RM

ADVANCED EDUCATIONAL RESEARCH METHODOLOGY

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

CO1: explain the process of conducting research and types of research

CO2: select the suitable method of educational research

CO3: analyse the significance of qualitative study in research

CO4: explain the various techniques in collecting, analysing and interpreting the quantitative and qualitative method data

CO5: Write a research report on their own.



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COURSE CODE: MPS1EC

EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

After completion of this course, the students will able to:

CO1: explain the concept, meaning and importance of early childhood care and education.

CO2: summarize various developments in early childhood stage.

CO3: describe the types of child rearing practices

CO4: implement the various approaches in early childhoodcare and education.

CO5: compare various organization contributions in early childhood care and education.



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COURSE CODE: MPS1GC
GUIDANCE AND COUNSELING

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

CO1: understand the basics of guidance and would be able to plan out guidance programs.

CO2: describe the approaches to counseling and counseling for children with special needs.

CO3: differentiate the vocational education and vocationalisation of education and career development

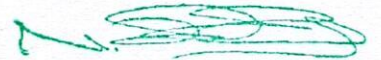
CO4: suggest ways to organize the need based minimum guidance programmes in schools.

CO5: evaluate the guidance programme in schools.



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COURSE CODE: MPS1TE

TEACHER EDUCATION

After completion of this course, the students will be able to:

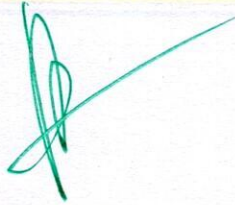
CO1: trace out the history of teacher education in India; trends, developments and forces that shaped teacher education.

CO2: analyse the various approaches to professional preparation of teachers.

CO3: list the various factors influencing professional development of teachers.

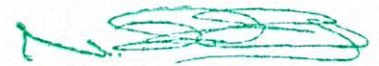
CO4: preparation of self-learning material for B.Ed. students on any identified topic.

CO5: examine the role of various district, regional, national and international Organizations working for the development of teacher education.



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COURSE CODE: MPS1DA

EDUCATION OF DIFFERENTLY ABLED CHILDREN

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

CO1: critically analyse the various issues related to education of differently abled children

CO2: explore the objectives and procedures of teaching differently abled children

CO3: identify the under achievers and help them to correct deficiencies

CO4: demonstrate the various formal and informal teaching techniques to the differently abled children.

CO5: examine the self-concept and moral development of differently abled children.



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Ph.D. PROGRAMME OUTCOMES

PROGRAMME OUTCOMES

After completion of the Ph.D. Programme, the Researchers will be able to:

PO1: identify issues related to education and its related areas.

PO2: generate related sources.

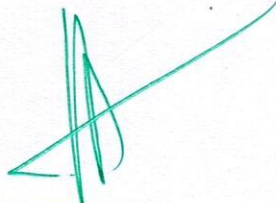
PO3: find answers to research questions through scientific procedures.

PO4: develop competencies in the adoption of methods and technique of educational research.

PO5: develop analytical skill to analyse the data by applying appropriate statistical techniques in connection with educational research.

PO6: evolve policies and practices on the specific area of study.

PO7: disseminate the outcomes of the research to stakeholders.



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Ph.D. PROGRAMME SPECIFIC OUTCOMES

PSO1: Choose problems for research in the field of education and its related field.

PSO2: Identify the sources available for the research problems.

PSO3: Identify and use appropriate research tools /instruments to shoot the identified research problems.

PSO4: Collect and collate the required data related to the research field.

PSO5: Interpret the findings and suggest improvements in the relevant field.



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Ph.D. COURSE OUTCOME

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

CO1: gains knowledge on the Philosophy of Science and ethics.

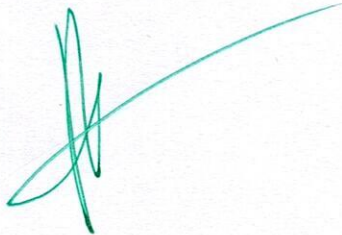
CO2: develop a sense of honesty and integrity in research.

CO3: realise the importance of publication ethics.

CO4: identify the open access publications.

CO5: adopt positive behaviour on the publication process with right conduct.

CO6: understand the databases and research metrics.



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