

B.A B.Ed H.E.G (History, Economics, Geography)

Program Specific Outcome

- To comprehend the historical background of India with respect to its cultural heritage, customs, institutions and administration.
- To develop an understanding of the contemporary Indian Society, with special reference to education.
- To understand the concepts of Economics with respect to economic agents, advance theoretical issues and their applications.
- To be able to interact with children from diverse socio economic and diverse back grounds.
- To develop in students the sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues.
- To demonstrate sociological understandings of sociological structures and its influence on individual biographies.
- To inculcate an appreciation for social institutions, cultural practices, and multiple areas of difference and diversity.
- To apply sociological concepts and theories to the real world and ultimately their everyday lives.
- To comprehend the basic concept and ideological orientations of political science discipline.
- To appreciate the contribution of the main traditions of Indian Political Thought.
- To identify the evolution, development and trends of India's foreign policy.

B.A B.Ed H.E.G (History, Economics, Geography)

Program Specific Outcome

- To develop analytical skills for the study and understanding of historical events
- To comprehend the essential concepts of Economics in relation economic agents, advance theoretical issues and their applications.
- To be empowered in subject content and pedagogy.
- To develop an understanding of the contemporary Indian Society, with special reference to education.
- To be able to interact with children from varied lingual and regional back grounds.
- To develop an understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum,
- To identify the challenging and overcoming gender inequalities in school, classroom, curricula, textbook, social institutions, etc.
- To acquire the knowledge of Human Geography and will correlate it with their practical life.
- To develop observation power through field experience in order to enable the students to identify the socio-environmental problems of a locality.

Social Sciences

Discipline Specific Outcome:

- Understand nature of education and pedagogic processes through enriched experiences
- Contribute to fill up the gap between theory and practice by dovetailing both appropriately.
- Interactive processes wherein group reflection, critical thinking and Meaning making will be encouraged
- Understand various educational issues in the context of diverse socio cultural & Multilingual Indian Society
- Enable them to face the challenging of social, political and technological issues.
- Understand the nature, purpose, influencing factors and problems of secondary education in contemporary issues
- Describe teaching learning process in the classroom and various factors that influence it.
- Understands various level learners, their needs, and interest and peculiar problems and motivate them for learning.
- Plan and organize classroom through learner's centred techniques of instruction for inclusive education & effective whole classroom instruction.
- Conduct Pedagogical content analysis in subject areas and use it for facilitating learning in the classroom.
- Effectively use and utilization of Information Communication Technology resources, on-line as well as off line for day-to-day classroom teaching,
- Provide remedial instruction and for providing challenging learning to the precious
- Develop and select tests, evaluate and keep records of student's progress – cognitive as well as non-cognitive
- Develop problem solving ability through action research

History

Discipline Specific Outcome:

The student teachers of B.A B.Ed Integrated Programme will be able to

- Describe the social, economic, political, religious and cultural interests in a comprehensive study of the past.
- Acquire knowledge of historical texts, sources and how historians interpret past.
- Understand the basic themes, concepts, chronology and the Scope of Indian History
- Compare and contrast the major dynasties, art, architecture and literature of Karnataka.
- Explain the positive and negative impacts of travel and tourism and the importance of sustainability.
- Compare and contrast the history of the countries other than India (China, Japan and Europe)
- Develop research skills, write papers and demonstrate the ability to interpret on their own.
- Prepare for various types of Competitive Examinations
- Promote nation building activities, peace, international understanding, and to restore fruitful relations.

Course Outcome

| Semester | Title of the Course | Learning outcome At the end of the course the student teachers will be Able to: |
|------------|---------------------|---|
| I Semester | History of India | <ul style="list-style-type: none">• Distinguish between primary and secondary sources and identify and evaluate evidence.• Demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries. |

| | | |
|--------------|--|--|
| | | <ul style="list-style-type: none"> • Compare past administrative system with present administration. • Identify the difference between monarchy (kingship) to democracy(people administration). • Explains the primitive life and cultural status of the people of ancient India. • Understand the society, culture, religion and political history of ancient India. |
| II Semester | History of India - II | <ul style="list-style-type: none"> • Understand theory of kingship and Arab inventions of Sindh. • Identify tax system of past government. • Understand marketing system and administration during kingship and administrative structure (Jagirdari and Mansabdari system). • Appreciate Shivaji as a empire builder. • Describe the evolution of the political structures of Medieval India. • Explains how the establishment, expansion and consolidation of the Delhi Sultanate, • Mughals and Marathas were laid. |
| III Semester | Karnataka-Society, Economy and Culture | <ul style="list-style-type: none"> • Understand Karnataka was ruled by many kingdoms. • Appreciate golden age of Vijayanagara empire. • Understand Indian as a multi-religious country through their contributions. • Appreciate literary contributiony Vachanas and Dasa Parampare. • Appreciate architectural contributions – Hoysalas and Vijayanagara and Adil Shahi’s. • Understand the major dynasties, art, architecture and literature of Karnataka. |
| IV Semester | History and Tourism in India | <ul style="list-style-type: none"> • Importance of the travel and tourism industry – to host destinations ,to communities , to the economy (globally,nationally and locally) • Recognise the significance of the customer in the travel and tourism |

| | | |
|------------|-------------------------|---|
| | | <p>industry</p> <ul style="list-style-type: none"> • Appreciate technological advances, their own values and attitudes in relation to travel and tourism, • Analyse the significance of travel and tourism industry as a positive responds to change for human beings in their busy life. • Acquire problem solving, decision making and communication skills and to promote international understanding and cooperation. |
| V Semester | History of Modern India | <ul style="list-style-type: none"> • Discuss the Company's Rule in India was established after the battle of Plassey and Legitimized the regulating Act, Socio-religious reform Movements, Judiciary and Educational Reforms. • Explain Land revenue systems under the company's rule in India. • Describe Indian Nationalism and the freedom struggle. • Understand labour and peasant movements act of 1909 , 1990, 1935...etc • Recognise the role of Lord Mount Batten's Plan in the partition of India. |

| | | |
|---------------|---------------------------------------|--|
| VI Semester | History of Europe 1500 -1945 | <ul style="list-style-type: none"> • Comprehend the significant events of Medieval Period in Europe such as Geographical Discoveries - Renaissance – Reformation Counter Reformation- Industrial Revolution - Impact. • Analyse the importance of French Revolution–in the History of Europe • Recognise the role of Napoleon Bonaparte in the History of France • Identify the Treaty of Versailles as a land mark event in the History of world. • Discuss Unification movements in Europe • Describe the relationship between Rise of Dictatorships as a root cause for the outbreak of II World War. |
| VII Semester | History of Modern Europe 1500-1945 | <ul style="list-style-type: none"> • Explain the rise of dictatorship in Europe, Constitutional Monarchy, Liberation and Unification Movement in Italy and Germany, the impact of French Revolution and its ideals, and the World war. |
| VIII Semester | History of Contemporary World | <ul style="list-style-type: none"> • Understand Post-war developments of Social, Political and Economic scenarios of the World, Decolonization and the Emergence of the Third world. • Describe the origin of the Cold War and Changing World Political Scenarios and emerging trends in Culture, Media and Revolution among the World countries. |
| VIII Semester | History of Contemporary World | <ul style="list-style-type: none"> • Understand Post-war developments of Social, Political and Economic scenarios of the World, Decolonization and the Emergence of the Third world. • Describe the origin of the Cold War and Changing World Political Scenarios and emerging trends in Culture, Media and Revolution among the World countries. |

Economics

Discipline Specific Outcome:

- Develop ideas of the basic characteristics of Indian economy, its potential on natural resources.
- Understand the importance, causes and impact of population growth and its distribution, translate and relate them with economic development.
- Grasp the importance of planning undertaken by the government of India, have knowledge on the various objectives, failures and achievements as the foundation of the ongoing planning and economic reforms taken by the government.
- Understand agriculture as the foundation of economic growth and development, analyse the progress and changing nature of agricultural sector and its contribution to the economy as a whole.

| Semester | Title of the Course | Learning outcome At the end of the course the student teachers will be Able to: |
|---------------------|----------------------|---|
| I Semester | Business Economics | <ul style="list-style-type: none"> • Recognise the Features of Business Economics • Acquire Decision Making skills & Forward Planning skills • Discuss the Role of and Responsibilities of Business Economist. • Comprehend Utility and cost analysis equations • Identify production function mechanism. |
| II Semester | Managerial Economics | <ul style="list-style-type: none"> • Describe Nature & Scope of Managerial Economics, • Calculate Price under different market situations. • Elucidate pricing policy with respect to product life cycle. • Enumerate the methods of Capital Budgeting. • Demonstrate the relevance of Business theories in practice life. |
| III Semester | Monetary Economics | <ul style="list-style-type: none"> • Explain the function of Money |

| | | |
|--------------------|---|---|
| | | <ul style="list-style-type: none"> • Classify the factors determining supply and demand for money • Describe the central banking policies • Identify the causes of inflation • Describe the capital market system. |
| IV Semester | Public Economics | <ul style="list-style-type: none"> • Demonstrate the sources of Public revenue • Reason out the causes of public expenditure • Understand recent reforms to control public expenditure • Enumerate the sources of public borrowing • Classify types debt |
| V Semester | Corporate Economics (Compulsory) | <ul style="list-style-type: none"> • Grasp the significance of corporate economics • Define and delineate corporate planning • Reason out the benefits of HR planning • Appreciate the contribution of Indian Corporate houses to nations economy • Evaluate the Ethical consumerism as the need the hour. |
| V Semester | Rural Development and Co-operation (Optional) | <ul style="list-style-type: none"> • Understand the problems of rural sector with respect its causes and alleviation programs • Identify issues in rural development • Appreciate the role of NABARD in rural development • Illustrate the planning methods |
| VI Semester | Economics of Human Resource Management (Compulsory) | <ul style="list-style-type: none"> • Demonstrate the principles and core concepts of total quality management in Human Resource planning • Explain the components and processes of Human |

| | | |
|----------------------|------------------------------|--|
| | | <p>Resource Planning.</p> <ul style="list-style-type: none"> • Reason out the importance of performance appraisal in placement and induction • Discuss the methods of training and investment • Define the nature and content of Human rights declaration |
| VI Semester | Karnataka Economy (optional) | <ul style="list-style-type: none"> • Explain the features of Karnataka Economy • Discuss the causes of Poverty and Unemployment in Karnataka • Explore the trends in Agricultural production • Evaluate industrial policies of Government of Karnataka |
| VII Semester | Mathematics for Economics | <ul style="list-style-type: none"> • Derive linear demand and supply functions • Solve problems on differential calculus • Identify conditions for market equilibrium • Discuss the problems of optimization in Economics |
| VIII Semester | Statistics for Economists | <ul style="list-style-type: none"> • Classify data based on continues and discrete series • Diagrammatically the tabulated data using graphs • Solve statistical problems based on measures of central tendency • Calculate values based on measures of dispersion • Analyse numerical based on time series • Draw inference from statistical estimation • Construct hypothesis based on levels of statistical significances. |

Geography

Discipline specific outcome

- Students will acquire an understanding of and appreciation for the relationship between geography and culture.
- Students will acquire an understanding of and appreciation for the role that geography can play in community engagement.
- Students will develop the ethical aptitudes and dispositions necessary to acquire and hold leadership positions in industry, government, and professional organizations.
- Students will read, interpret, and generate maps and other geographic representations as well as extract, analyze, and present information from a spatial perspective.
- Students will have a general understanding of physical geographic processes, the global distribution of landforms and ecosystems, and the role of the physical environment on human populations.
- Students will have a general understanding of cultural geographic processes, the global distribution of cultural mosaics, and the history and types of interaction between people within and among these mosaics.
- Students will have a general understanding of global human population patterns, factors influencing the distribution and mobility of human populations including settlement and economic activities and networks, and human impacts on the physical environment.

Course Outcome

| Semester | Title of the Course | Learning outcome At the end of the course the student teachers will be Able to: |
|--------------------|---|--|
| I Semester | Physical Geography, Part – I Landforms | Comprehend the features of Physical geography Explain various types of landforms |
| II Semester | Physical Geography, Part – II Atmosphere and Hydrosphere | Discuss the relationship between Atmosphere and Hydrosphere |

| | | |
|---------------------|---|--|
| | | Analyse the importance of Atmosphere in Human Life |
| III Semester | Human Geography | Explain the impact of Physical relief features on Human occupation Describe the natural resources and its relationship with Human resources |
| IV Semester | Regional Geography of Karnataka | Identify the cosmopolitan culture of Karnataka with respect to human resource classifications Comprehend the unique features of landscape of Karnataka |
| V Semester | Regional Geography of India, Part -I (HC) Environmental Geography – sc Settlement Geography - sc | Appreciate the peninsular nature of Indian subcontinent Discriminate the features of Deccan plateau with that of Northern Planes Discuss the influence of Human interface with environment on Geographical conditions of India. Identify the nature of Food and Clothing patterns due to Geographical conditions. |
| VI Semester | Regional Geography of India, Part -II - HC | Classify the distribution of natural resources of India. Discuss the features of coastal belt and eastern and Western Ghats on the demographic structure of the region. Appreciate the significance of GIS and remote sensing on weather forecasting and calamity management. Enumerate the salient features of economic geography of the world. Discuss the distribution of population in the world and its impact on the economy of the region |
| VII Semester | Fundamentals of GIS and Remote Sensing –HC | Appreciate the significance of GIS and remote sensing on weather forecasting and calamity management. Enumerate the salient features of economic geography of the world. |

| | | |
|--|--|--|
| | | |
|--|--|--|

Hard Core and Soft Core Courses (Education Discipline)

PROGRAM WISE OUTCOME

On completion of Education program at NMKRV College for Women, the Student-Teachers will achieve the following outcomes.

- Gaining a broad perspective of education
- Understanding the normative and cognitive aspects of education
- Understanding the aims and purposes of education from multiple perspectives
- Studying different thinkers conceptualizations of education
- Engaging with the role of education in promoting values
- Developing critical understanding of ICT in education
- Develop the skill of critical reading and writing
- Understanding the theories of child development
- Evaluating the role of teachers in terms of the needs of diverse learners in school
- Understanding the concept of health and its dimensions
- Develop an understanding of the concepts, principles and models of inclusive education in the context of education for all.
- Understanding the pedagogical content knowledge in core subjects and languages
- Understanding the learner, learning and their needs.
- Appreciating the need to maintain the pluralistic fabric of Indian society.
- Familiarize student teachers with guidance and counselling.
- Understand the concept of peace education.
- Appreciating the role of assessment in learning.
- Providing a theoretical background on the relation between education and theatre.
- Understanding the basic concepts of curriculum development.
- Understand the structure of educational administration at the state level.
- Understanding the Action research and its steps.

- Understanding issues of national concerns.
- Familiarize the student teachers to school environment, its structure, functions and process.
- Understand the dynamics of classroom practices.

DEPARTMENT OF EDUCATION

| Semester | Course Code / Title | Learning outcome: At the end of the course the students will be able to: |
|----------------|--|--|
| I SEMESTER | HC-01: Nature and purposes of education HC-02: ICT in Education EPC I: Critical Reading and Expository Writing FC1: Constitution of India | <ul style="list-style-type: none"> • Understand the Philosophical foundation of education • Developing a critical understanding of ICT in education in relation to building inclusive societies. • Develop the skill of critical reading by way of engaging with a variety of texts. • Analyse what they read and share the readings in different forms. • Know the importance, preamble and salient features of Indian Constitution . • Appreciate the significance of Fundamental Rights, Duties and Directive Principles of State Policy. • Develop an awareness of constitution of India. • Understand the rights and duties of citizens of India. |
| II SEMESTER | HC-03: Childhood ,Adolescence and growing up HC-04: Language across curriculum | <ul style="list-style-type: none"> • Gain an understanding of the process of learning. • Identify the developmental theories. |

| | | |
|-------------------------|--|--|
| | <p>EPC 2: Health and Physical education</p> <p>SDC1 – Computer Literacy</p> | <ul style="list-style-type: none"> • Identify and explain the different socio cultural settings influenced children and adolescents. • Develop an understanding of languages across curriculum. • Understand nature, function and role of different kinds of languages in curriculum transaction. • Developing the positive attitude towards health and physical education. • Acquire the skills for physical fitness, habits and activities for development. • Design and develop technology integrated learning experiences using ICT tools. • Develop skills in using various e-learning and e-content tools and technologies. • Plan, develop, and use multimedia based learning content using open source authoring software. |
| <p>III SEMESTER</p> | <p>HC-05:Creating an inclusive school</p> <p>SC-01:PCK of Physical Science - Part 1</p> <p>SC-01:Pedagogical content knowledge-English (Part 1)</p> <p>SC-01:Pedagogical content knowledge-Kannada (Part 1)</p> <p>SC-01:Pedagogical content knowledge-Hindi (Part 1)</p> | <ul style="list-style-type: none"> • To identify and address diverse needs of all learners. • Familiarize with the trends and issues of inclusive education. • Understanding the purposes of teaching science and its place in the school curriculum. • To develop scientific knowledge and methods for teaching physical science. • Acquire the theoretical knowledge of different methods and approaches and |

| | | |
|--|---|--|
| | <p>EPC 3: ICT Mediation</p> <p>SDC-2 Yoga</p> <p>School Attachment Programme -1</p> | <p>apply them in the classroom teaching.</p> <ul style="list-style-type: none"> • Understand constructive approach to language teaching and learning. • Understanding possibilities of integrating ICT in teaching learning for different subjects and for creating inclusive classrooms. • Learning the use of various educational tools for creating digital resources in different subjects. • Comprehend the significance of Yoga for healthy and peaceful life. • Understand yoga as means for better living. • To familiarize the student teachers to school environment, its structure, functions and processes. • To provide field experience of assessment practices including record maintenance and report cards followed in schools at elementary and secondary levels. |
| <p style="text-align: center;">IV SEMESTER</p> | <p>HC-06: Learning and Teaching</p> <p>SC-02: Pedagogical content knowledge-Physical Science (Part 2)</p> <p>SC-02: Pedagogical content knowledge-Kannada (Part 2)</p> <p>SC-02: Pedagogical content knowledge-English (Part 2)</p> | <ul style="list-style-type: none"> • Gain an understanding of the process of learning. • Appreciating teaching as a complex activity. • Analysing teaching in diverse classrooms. • Understanding Concepts related to secondary school physical science. • Selecting appropriate methods, classroom interactions etc. |

| | | |
|-----------------------|---|---|
| | <p>SC-02:Pedagogical content knowledge-Hindi (Part 2)</p> <p>EPC 04: Arts and Craft in Education</p> <p>FC-2 Environmental Studies</p> <p>School Attachment Programme -2</p> | <ul style="list-style-type: none"> • Understands the role and importance of language. • Understand the need and function of language lab. • To develop an insight into the relationship between curriculum and textbooks. • Enhance skills for integrating different art forms across school curriculum at secondary level. • Enhance awareness of the rich cultural heritage, artists and artisans. • To explore effective strategies for Environmental conservation. • To familiarize student teachers with classroom processes and skills employed in teaching-learning process • To familiarize the student teachers with different types of schools existing in the community. |
| <p>V SEMESTER</p> | <p>HC-07:Contemporary India and Education</p> <p>HC-08:Guidance and Counselling</p> <p>HC-08:Education for peace</p> <p>HC-08: Education for children with special needs.</p> <p>HC-09:Assessment for learning</p> <p>SC-03:Pedagogical content knowledge-Biological Science (Part 1)</p> | <ul style="list-style-type: none"> • Understanding the constitutional provisioning, the legal and policy imperatives in meeting the needs of marginalized children. • Recognizing that diversity exists at many levels and the need for inclusive education to meet diverse needs. <hr/> <ul style="list-style-type: none"> • Develop awareness among the student teachers about the tools and techniques of |

| | | |
|--|--|--|
| | <p>SC-03:Pedagogical content knowledge-Mathematics (Part 1)</p> <p>Pedagogical content knowledge-Social sciences Part-1</p> <p>EPC 05: Theatre in Education</p> | <p>guidance.</p> <ul style="list-style-type: none"> • Develop counselling skills in the student teachers. • Understanding about the role and professional ethics of the counsellor. • Understand and appreciate the contributions of great educational philosophers. • Recognize the significance of peace education in national development. • Identify needs of children with diversities. • Reformulate attitudes towards children with special needs. • Understanding the purposes and forms of assessment. • Appreciating the role of assessment in learning. • Analysing one’s own notions of science and gaining an understanding of the meaning, nature and scope of scientific knowledge and method. • Understanding the psychological and sociological perspectives on the learning of mathematics. • Understanding the sequencing of content of school mathematics. • Developing organizational skills, interpersonal relationships and discipline. • Comprehend the nature and scope of Social-sciences as a core discipline in |
|--|--|--|

| | | |
|--|---|---|
| | <p>SDC-3 Life Skill</p> <p>School Attachment</p> <p>Programme -3</p> | <p>secondary school.</p> <ul style="list-style-type: none"> • Develop professional with idealistic, practical and moral values. • Explore effective strategies of teaching social science. • Develop communication and problem solving skills. • Re-engineer attitude and understand its influence on behaviour. • Analyse the objectives of teaching social sciences. • Classify the objective based on revised Blooms taxonomy • Discuss the methods of curriculum construction in social science. • Create lesson plans based on 5E approach. • Explore the importance of Diagnostic test and evaluation. • Acquire the abilities of Dramatisation. • Solve problems in real life situation. • Develop creativity and reasoning skills. • Understand the efficacy of different art forms in education . • Understand the use of ‘Drama’ as a strategy <ul style="list-style-type: none"> • To develop the skills required in life for effective adjustment. • To develop problem-solving and critical thinking ability |
|--|---|---|

| | | |
|--|---|--|
| | | <ul style="list-style-type: none"> • To explore effective strategies for managing conflict. • Understand learners coming from diverse backgrounds • Analyze the availability of physical and learning facilities which function as the curriculum resources at secondary level. • Analyze the relevance of principles of curriculum organization and transaction to actual implementation process of curriculum in schools. |
| <p style="text-align: center;">VI SEMESTER</p> | <p>HC-10: Knowledge and Curriculum</p> <p>HC-11: Development and Management in School</p> <p>HC-12: Action Research</p> <p>SC-04: Pedagogical content knowledge-Biological Science (Part 2)</p> <p>SC-04: Pedagogical content knowledge-Mathematics (Part 2)</p> <p>SC-04: Pedagogical content knowledge-Social science(Part-2)</p> <p>EPC -06: Pre Internship</p> | <ul style="list-style-type: none"> • Understanding and appreciating the complexities and the problems of curriculum development. • Understanding the impact of hidden curriculum. • Develop and insist total quality management in schools. • Understanding structure of educational administration at state level. • Identify the suitable problems for action research. • Acquire the skills of planning, executing, evaluating and reporting action research. • Exploring children’s ideas about life and living processes. • Demonstration of lessons in each subject by the experts/supervising teacher followed by discussion. |

| | | |
|------------------|--|--|
| | <p>Activities</p> <p>FC-3 Indian History, culture and diversity.</p> | <ul style="list-style-type: none"> • Demonstration of criticism lessons but the experts /supervising teacher followed by discussion. • Develop the teaching competencies • Identify the components of Microteaching skills. • Observe peer teaching. • Appreciate the culture and diversity of India. • Know about cultural heritage of India. |
| VII SEMESTER | <p>HC-13:Gender, School and Society</p> <p>SC- 05:School Internship programme</p> | <ul style="list-style-type: none"> • Develop basic understanding and familiarity with key concepts –gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender. • To facilitate student learning by creating authentic learning situations, prepare school development plan in collaboration with local community. • To familiarize student teachers with classroom processes and skills employed in teaching-learning process. |
| VIII SEMESTER | <p>HC-14:Education and National Concern</p> <p>SC -06:School Internship programme</p> <p>EPC-07: Post Internship Activities</p> <p>EPC-08: Action Research</p> | <ul style="list-style-type: none"> • Develop insight and strategies about the process of Population & environment education, multicultural education. • To facilitate student teachers in designing and executing lessons in each pedagogy. • To develop in student teachers the skills of observation and evaluating teaching of |

| | | |
|--|---------|--|
| | Project | <p>their peers.</p> <ul style="list-style-type: none">• To facilitate student learning by creating authentic learning situations prepare school development plan in collaboration with local community.• To develop an awareness and understanding of educational status of the community.• To create an awareness of the implementation of various programmes of the government related to school education through field experiences and community participation.• Preparation of brief report by each student teacher on his / her internship experiences. |
|--|---------|--|