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**V.O.C.COLLEGE OF EDUCATION
THOOTHUKUDI.**

**INTERNAL QUALITY ASSURANCE CELL
Program Outcomes, Specific out Comes and Course
Out comes**

2018-2019

Program: Bachelor of Education Programme (B.Ed.)

Program Outcomes (PO)

- To prepare student teachers to become a good humane.
- To make them as a responsible citizen in the society and nation.
- To create them with holistic personality to reflect as a role model.
- To build them to guide their future students in a proper way to lead a healthy life.
- To enrich their teaching competency in association with life skills to face life challenges.
- To promote experiential and experimental learning.
- To enrich value system by practicing roles, responsibilities, discipline, curricular, cocurricular, cultural, sports and games, traditional, ethical, moral, emotional, aesthetic, intellectual, social, political, historical, linguistic, research and spiritual values.

FIRST YEAR

Program Specific Outcomes (PSO)

- Understand basic concepts and ideas of educational theory.
- Build understanding and perspective on the nature of the learner, diversity and learning.
- Comprehend the role of the systems of governance and structural – functional provisions that support school education.
- Develop understanding about teaching, pedagogy, school management and community involvement.
- Build skills and abilities of communication, reflection, art, aesthetics, theatre, self expression and ICT.

Course Outcomes (CO)

Core Courses CHILDHOOD AND GROWING UP

Course Code: FBCA

Upon completion of the course, the student teachers will be able to

- Understand the growth, stages and dimensions of child development □ Compare various theories and its contributions to child development
- Analyse the gender stereotyping and issues, concerns of marginalized children
- Understand the adolescent behaviours
- Identify the various socializing agencies and their role on child development
- Comprehend the role of play and media on child development
- Examine the impact of urbanization and economic change on child development.

Core Courses CONTEMPORARY INDIA AND EDUCATION

Course Code: FBCB

Upon completion of the course, the student teachers will be able to

- Develop an understanding of the nature of social diversity and the educational demands of the diverse communities
- Explain the salient features of Indian constitutional values on education
- Analyse the causes for inequality, discrimination and marginalisation in education
- Develop an understanding of the educational policies and programmes during the preindependent and post-independent periods
- Examine the issues of language policy in education
- Develop an understanding on the emerging trends in education.

Core Courses LEARNING AND TEACHING

Course Code: FBCC

Upon completion of the course, the student teachers will be able to

- Develop an understanding of the nature of learning and teaching.

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- Develop an understanding of the behavioural theories, cognitive and humanistic theory.
- Critically evaluate the theory of constructivism.
- Understanding the teaching diverse classroom.
- Identify the need and importance of teacher student relationship
Discuss the importance of teaching as a profession.

Core Courses LANGUAGE ACROSS THE CURRICULUM

Course Code : FBCD

Upon completion of the course, the student teachers will be able to

- Understand the language background of the learner,
- Know language diversity in the classroom,
- Understand the nature of communication process in the classroom, □ Understand the nature of reading comprehension in different content areas, □ Develop multilingual awareness among the learners.

Core Courses UNDERSTANDING DISCIPLINES AND SUBJECTS

Course Code: FBCE

Upon completion of the course, the student teachers will be able to

- Reflect on the role of disciplines and subjects in school curriculum.
- Acquaint with the development of curriculum with social, political and intellectual contexts.
- Understand the paradigm shift in selection of content.
- Analyze the advantages of learner centered curriculum.
- Explore the aspects of life oriented curriculum.

Core Courses GENDER, SCHOOL AND SOCIETY

Course Code : FBCF

Upon completion of the course, the student teachers will be able to

- Understand the concept of gender roles in society
- Explain the gender identity and socialization process
- Identify gender roles in textbooks and curriculum
- Discuss safety of girls and women at school, home and workplace □ Understand the representation of gender in various mass media.

PEDAGOGY COURSES

COURSE 7(a): PEDAGOGY OF TAMIL (Part - I Methodology)

Course Code: FBTA

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1. jkpo; nkhop fw;gpj;jypd; Nehf;fq;fisAk; Fwpf;Nfhs;fisAk; Ghpe;J nfhs;th;.
2. jkpo;g; ghlj;jpw;fhd fw;gpj;jy; Fwpf;Nfhs;fisj; jahhpj;J vOJth;.
3. jkpo; nkhop jpwd;fspy; KOj; jpwdwpT ngWth;.
4. jkpo; nkhop fw;gpj;jypy; gy;NtW Kiwfisf; ifahs;th;.
5. jkpo; nkhop fw;gpj;jYf;F gy;NtW tsq;fisg; gad;gLj;Jth;.

COURSE 7(a): PEDAGOGY OF ENGLISH (Part - I Methodology)

Course Code: FBEN

- Understand the aims and objectives of teaching English.
- Formulate instructional objectives for a lesson.
- Gain mastery of the teaching skills.
- Apply various methods in teaching English.
- Use various resources in teaching English.

COURSE 7(a): PEDAGOGY OF MATHEMATICS (Part - I Methodology)

Course Code: FBMA

Upon completion of the course, the student teachers will be able to

- Understand the aims and objectives of teaching Mathematics.
- Formulate instructional objectives for a lesson.
- Gain mastery of the teaching skills .
- Apply various methods in teaching of Mathematics.
- Use various resources in teaching Mathematics.

COURSE 7(a): PEDAGOGY OF PHYSICAL SCIENCE (Part - I Methodology)

Course Code: FBPS

Upon completion of the course, the student teachers will be able to

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- Understand the aims and objectives teaching of physical science.
- Formulate instructional objectives for a lesson.
- Gain mastery of the teaching skills.
- Apply various methods in teaching physical science.
- Use various resources in teaching physical science.

COURSE 7(a): PEDAGOGY OF BIOLOGICAL SCIENCE (Part - I Methodology)

Course Code: FBBS

Upon completion of the course, the student teachers will be able to

- Understand the aims and objectives teaching of biological science.
- Formulate instructional objectives for a lesson.
- Gain mastery of the teaching skills.
- Apply various methods in teaching biological science.
- Use various resources in teaching biological science.

COURSE 7(a): PEDAGOGY OF HISTORY (Part - I Methodology)

Course Code: FBHI

Upon completion of the course, the student teachers will be able to

- Understand the aims and objectives of teaching History.
- Formulate instructional objectives for a lesson .
- Gain mastery of the teaching skills.
- Apply various methods in teaching History.
- Use various resources in teaching History.

COURSE EPC 1: READING AND REFLECTING ON TEXTS

The aim of this course is to enhance the professional capacities of a student-teacher, specifically reading and writing skills.

- Enhance their capacities as readers and writers by becoming participants in the process of reading.
- Read diverse texts/books and learn to think together.
- Use their reading and writing skills for effective preparation for the other courses.

COURSE EPC 2 : DRAMA AND ARTS IN EDUCATION

The aim of this course is to enhance the professional capacities of a student-teacher, specifically his /her creativities and aesthetic sensibilities.

- Use the techniques of art, music and drama for enhancing teaching and learning.
- Use art, music and drama for enhancing one's self, expression and creativity.
- Identify and recognize the experts in art, music and drama in the community and involve them for enhancing of teaching-learning process.

COURSE EPC 3: CRITICAL UNDERSTANDING OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The aim of this course is to enhance the professional capacities of a student teacher in integrating Information and Communication Technologies (ICTs) with effective teaching and learning in a classroom.

Teach effectively in a “technology enhanced classroom” (previously referred to as “smart classroom”).

Achieve knowledge-comprehension, practice skills and presentation skills in ICT.

B. Ed SECOND YEAR

Core Courses: KNOWLEDGE AND CURRICULUM

Course Code SBCA

Upon completion of the course, the student teachers will be able to

- Understand the way in which the curriculum is driven by assessment.
- Critically analyse various samples of textbook
- Identify various dimensions of the curriculum and their relationship with the aims of Education.
- Examine the epistemological basis of education.
- Discuss the basics of modern child centered education.
- Identify relationship between the curriculum framework and syllabus.
- Understand the relationship between power, ideology and the curriculum.

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- Help prospective teachers to take decisions about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual underpinnings that inform it,
- Discuss the basis of modern child-centered education
- Understand education in relation to modern values like equity and equality, individual opportunity and social justice and dignity.

Core Courses ASSESSMENT FOR LEARNING

Course Code : SBCB

Upon completion of the course, the student teachers will be able to

- Understand assessing children's progress, both in terms of their psychological development and the criteria provided by the curriculum.
- Provide broad outlook to go beyond the limited context of syllabus-based achievement testing, achievement scores in a subject linked with the child's overall development. □
Introduce student teachers to the history of evaluation and current practices.
- Understand the different dimensions of learning and related assessment procedures, tools and techniques. Analyse, Manage and interpret assessment data.
- Understanding the policy perspectives on examination and evaluation and their implementation practices. Assessment for culturally responsive in diverse classroom.
- Develop critical understanding of issues in assessment and explore, realistic, comprehensive and
- Dynamic assessment process which are culturally responsive for use in the classroom. Develop enabling processes which lead to better learning and more confident and creative learners.
- Understand the critical role of assessment in enhancing learning Critiques the traditional purpose of assessment (as a mechanism to filter learners as per their abilities or potentials and thus reducing learning to a limited set of expertise that can be displayed on papers, assessment as a selective and competitive act and achievement as an outcome of individual's innate factors.)

Core Courses CREATING AN INCLUSIVE SCHOOL

Course Code : SBCC

Upon completion of the course, the student teachers will be able to

- Understand concept, meaning and significance of inclusive education
- Bring about an understanding of the culture, policies and practices that need to be addressed in order to create an inclusive school.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education, understand the nature of difficulties encountered by children.
- Prepare teachers for inclusive schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.
- Identify and utilize existing resources for promoting inclusive practice.
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners.
- Prepare a conducive teaching learning environment in varied school settings.
- Develop the ability to conduct and supervise action research activities.

ENVIRONMENTAL EDUCATION

Course Code : SBOB

Upon completion of the course, the student teachers will be able

- To understand the concept of environmental ecology
- To understand environmental education and its importance
- To understand the causes for environmental degradation
- To understand the need for remedial ways to protect the environment in daily life and its application
- To acquire knowledge of environmental issues and policies in India
- To acquire knowledge about the international efforts for environmental protection

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- To understand the status of environmental issues and policies in India
- To understand the curriculum and methods in environmental education in school curriculum
- To acquire knowledge about the different methods of teaching in environmental education
- To acquire knowledge of the tools and techniques for the evaluation of environmental education

EPC 4 UNDERSTANDING THE SELF

Upon completion of the course, the student teachers will be able to

1. to develop sensibilities, dispositions and skills that will help them in facilitating their personal growth and students.
2. to develop social-relational sensitivity and effective communication skill such as listening and observing.
3. to develop a holistic and integrated understanding of the human self and personalities.

PROGRAM: M.Ed. I Year

HISTORICAL AND POLITICAL ECONOMY OF EDUCATION IN INDIA

Course Code: FMPA

Upon completion of the course, the student teacher educators will be able to

1. acquire knowledge on education and its agencies
2. develop understanding about the educational system of ancient India
3. develop understanding about the educational system of medieval India
4. list out the educational contributions of Christian Missionaries and the East India Company

5. analyse the major recommendations of various educational committees and commissions during the British rule
6. develop understanding about the educational provisions spelt out in the Indian constitution
7. analyse the major recommendations of various educational committees and commissions after Indian independence
8. recognise the important role of education in promoting nationalism and international understanding
9. examine the Indian political policy of education
10. critically evaluate the changing economic policy in developing education.

ADVANCED EDUCATIONAL PSYCHOLOGY

Course Code: FMPB

The prospective teacher-educators will be able to:

1. understand the various schools and methods of psychology
2. understand adolescent's growth, development and their problems
3. acquaint with the significance of learning and the various theories of learning
4. understand the biogenic and sociogenic motives and different theories of motivation
5. understand the concepts and theories of intelligence and creativity
6. understand the theories of personality and its measurement
7. identify the different types of adjustment mechanisms
8. differentiate the concept of mental health from mental hygiene
9. describe the various types of groups and leadership styles
10. familiarize with various psychological testing procedures.

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CURRICULUM DESIGN AND DEVELOPMENT

Course Code: FMPC

The prospective teacher-educators will be able to:

1. acquire the knowledge of the nature of the curriculum
2. understand the determinants of curriculum design
3. comprehend the various principles involved in curriculum design
4. understand phases of curriculum process
5. recognise models of curriculum development
6. analyse the approaches of curriculum organization
7. understand the models of curriculum implementation
8. understand the factors influencing effective teaching
9. recognise the various approaches and models of curriculum evaluation
10. comprehend the strategies and models of curriculum change.

BASICS IN EDUCATIONAL RESEARCH

Course Code: FMTC

The prospective teacher-educators will be able to:

1. acquire knowledge of research in the field of education
2. understand the process of research
3. comprehend the research design and research plan
4. recognize the research problem
5. understand the formulating hypothesis
6. understand the sampling technique

7. understand the scaling techniques
8. recognize the psychological theories and inventories
9. understand the and interview observation techniques
10. understand the different types inquiry forms and social scaling.

TEACHER EDUCATION IN INDIA: ELEMENTARY LEVEL

Course Code: FMTE

The prospective teacher-educators will be able to:

1. acquire the knowledge on the origin of teacher education programme in the Indian context
2. develop the understanding about the development of elementary teacher education system in India
3. Comprehend the structure of elementary teacher education in India
4. compare and contrast the salient features of elementary teacher education programmes of Russia, USA, Japan, Germany and India
5. analyse the elementary teacher education curriculum and its transaction modes
6. list out the District, State, National and International organizations related to elementary teacher education
7. critically evaluate the major issues in elementary teacher education
8. take a stock of the elementary school teachers status and the avenues for their professional growth
9. recognize the various modes of evaluation adopted in elementary teacher education programme
10. develop research attitude in teacher education.

CURRICULUM, PEDAGOGY AND ASSESSMENT AT ELEMENTARY LEVEL

Course Code: FMSC

The prospective teacher-educators will be able to:

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1. understand the basic features of curriculum
2. understand the process knowledge construction
3. comprehend the organization of knowledge in schools
4. understand school curriculum
5. recognise the curriculum planning
6. analyse the issues in curriculum alignment
7. understand the educational theories in pedagogy
8. understand the planning and management of instruction
9. recognise the instructional support practices
- 10. understand the techniques assessment for learning.**

PLANNING AND ADMINISTRATION OF ELEMENTARY EDUCATION

Course Code: FMSA

The prospective teacher-educators will be able to:

1. explain the concept of elementary education
2. describe the development of elementary education in Pre-independent India
3. summarise the development of elementary education in Post -independent India
4. compare the Indian elementary education system with other countries
5. spell out the elements of educational planning
6. state the importance of institutional planning
7. categorise the agencies of educational administration at elementary level
8. distinguish the concept of inspection, supervision and administration in education
9. discuss the implications of five year plans on elementary education
10. evaluate the different schemes for quality enhancement of elementary education.

PROGRAM: M.ED II YEAR

PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES IN EDUCATION

Course Code : SMPA

The prospective teacher-educators will be able to:

1. acquire the knowledge of the concepts and meaning of philosophy and education
2. describe the philosophy of Indian schools of thought
3. describe the philosophy of Western schools of thought
4. analyse the educational contributions of Indian and Western thinkers
5. explain the basic concepts of sociology of education
6. explain the relationship between social system and education
7. analyse the role of education in cultural change
8. explain various agencies of education
9. identify the role of education in promoting the national integration and international understandings
10. discuss the diverse trends in education.

ADVANCED TECHNIQUES OF INSTRUCTION

Course Code : SMPB

The prospective teacher-educators will be able to: 1. understand mobile learning

2. use whiteboard for teaching
3. design instructional games
4. apply peer tutoring
5. explain active learning methods

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6. describe teaching- learning process model
7. use student-centred teaching methods
8. understand the psychological perspectives in teaching
9. apply the neuro linguistic programming in education
10. use the technological trends in teaching and learning

ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

Course Code : SMTC

The prospective teacher-educators will be able to: 1. understand the process of conducting research

2. acquire knowledge about the quantitative research designs
3. understand the different types of qualitative research designs
4. understand the mixed methods of research
5. acquire knowledge about the action research
6. know the process of collecting, analyzing, interpreting quantitative data
7. know the process of collecting, analyzing, interpreting qualitative data
8. recognise the different types of parametric tests
9. comprehend the different types of non-parametric tests
10. comprehend the various components in the research report

TEACHER EDUCATION IN INDIA: SECONDARY LEVEL

Course Code: SMTE

The prospective teacher-educators will be able to: 1. understand the historical background of secondary teacher education in India

2. understand the objectives and structure of secondary teacher education

3. analyse the commissions and committees recommendations on secondary teacher education
4. compare the Indian secondary teacher education programme other countries
5. analyse the functioning of various agencies of secondary teacher education
6. understand the major issues in secondary teacher education
7. analyse the secondary teacher education curriculum and its transaction mode
8. understand the importance of preparing special education teachers
9. understand the status of teachers working at secondary education level
10. understand the need for research on secondary teacher education.

CURRICULUM, PEDAGOGY AND ASSESSMENT AT SECONDARY LEVEL

Course Code: SMSC

The prospective teacher-educators will be able to:

1. differentiate the curriculum and syllabus
2. understand the theoretical perspectives of curriculum
3. understand the models of curriculum theory
4. understand the models of curriculum design
5. understand the implication of educational theories for today's classroom teachers
6. understand the influence of views of educational pioneers on today's school
7. analyse the various pedagogical approaches
8. understand the different types of assessment techniques
9. recognize the different methods of curriculum evaluation
10. understand the future directions for curriculum development.

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PLANNING AND ADMINISTRATION OF SECONDARY EDUCATION

Course Code : SMSA

The prospective teacher-educators will be able to: 1. understand the structure of secondary education in India

2. comprehend the development of secondary education in India

3. compare the Indian secondary education system with other countries

4. understand the role and functions of governing agencies of secondary education in India

5. critically evaluate the planning of secondary education in India

6. suggest the areas for research in secondary education

7. discuss the implications of five year plans on secondary education

8. analyze the need for technology integration in planning and administration of secondary education

9. describe the emerging trends in secondary education and

10. understand the need for quality enhancement of secondary education.

PROGRAM: M.PHIL.

ADVANCED RESEARCH METHODOLOGY AND EDUCATIONAL STATISTICS

After the completion of this course the scholars will be able to

1. understand the foundations of Educational Research.

2. identify the sources of research problems and variables.

3. formulate hypotheses, design of Educational research and to make them understand different techniques of data collection.

4. familiarize with different methods and approaches of Educational Research.

5. understand the contemporary developments in Educational Research.

6. define the 'concept' research as acquisition of information.


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7. comprehend the methods of acquiring information.
8. analyze the nature of enquiry.
9. describe the philosophical bases of research
10. identify the different paradigms.
11. explain the theory behind statistics.
12. choose appropriate statistical techniques for the analysis of data collected.
13. use and interpret the results on analysis.
14. acquire the skill in using computer for data analysis.
15. illustrate simple statistical analysis using computer.

PAPER – II (Elective 6) – GUIDANCE AND COUNSELLING

After the completion of this course student will be able to

1. understand concept, need, importance of Guidance and Counselling.
2. understand the principles of Guidance and Counselling programme.
3. understand the concept and process of Counselling.
4. understand need for Guidance to the children with special needs.
5. acquaint with various procedures of organizing various Guidance services.
6. lists the principles and objectives of Guidance and Counselling.
7. explain the psychological and sociological foundations of Guidance and Counselling.
8. describe various approaches to Guidance and Counselling.
9. discuss the different types of therapy/ training.
10. describe the role of teachers in counselling situations.
11. identify the role of family, school, community in guidance and counselling
12. explain various theories of vocational development.
13. describe the process of vocational guidance
14. identify the specific areas warranting counselling.


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