



## **N.V.K.S.D.COLLEGE OF EDUCATION**

**(Autonomous)**

(Affiliated to Tamilnadu Teachers Education University and  
Re-accredited by NAAC with 'A' Grade)

**Attoor post, Kanniyakumari District,**

**Tamilnadu-629177.**

### **BACHELOR OF EDUCATION (B.ED.) PROGRAMME**

The two year B.Ed. Programme encompassed with inter-related curriculum aspects such as perspectives in education, curriculum and pedagogic studies, Developing Professional Capacities and engagement with the field. All these curricular areas focuses towards connecting the gap between theory and practice as an engagement with field is extended through four semesters. Moreover each course has ample scope which link the school based experiences. The curriculum transaction is through various techniques / approaches such as group work, project works, peer teaching, co-operative learning, auto instruction, use of ICT and other field related activities.

#### **Programme Outcomes**

Structuring of the curriculum for two year B.Ed. Programme is designed to enable the prospective teacher to

1. uphold the value system based on the cultural, social, political and moral bases of Indian society.
2. identify and solve the prevalent social and environmental issues/ challenges and equip the classroom learner to face those challenges.
3. develop teacher competence, sensitivity and motivation.
4. become technologically competent and realize the importance of information and communication technology.
5. apply the theoretical and practical knowledge to get a holistic understanding on the importance of nurturing positive attitudes, skills and healthy behaviour for living.
6. imbibe the aptitude for understanding the principles and practices related to the varied psychological, sociological and philosophical areas to facilitate productive cognition.
7. focus on communicative English which will help to communicate well in diverse settings and groups.
8. conceptualize different formal and informal evidence based performance assessment strategies and develop ability to assess the continuous intellectual, social and physical development of the learners.

9. familiarize with drama and art education to nurture children's creativity and aesthetic sensibilities.
10. enhance critical thinking skills through strategies that encourage precise approach towards inquiry, collaboration and active participation in the classrooms.

## **MASTER OF EDUCATION (M.ED.) PROGRAMME**

The two year M.Ed. programme comprises of inter-related curriculum aspects such as perspective course, tool course, teacher education course, level based specialization and specialization based on discipline. The M.Ed. programme also has the practical components for catering the need of qualified and competent prospective teacher educators. Dissemination of the curricular aspects in this programme is carried out through different approaches such as expository writing, academic writing, internship programme, hands on experience, self development programme etc.

### **Programme Outcomes**

Structuring of the curriculum for two year M.Ed. Programme is designed to enable the prospective teacher educator to

1. develop capabilities for conceptual analysis from perspective courses.
2. understand the ethical principles of professional training of teacher educators.
3. develop professional competencies and skills in teaching.
4. develop research aptitude and conduct quality research.
5. develop insight about the various levels of school education and pedagogic practices.
6. develop communication skills, academic writing skills and empower themselves with self development programmes.
7. gain insight about various curriculum framing organizations.
8. develop competence in organization and evaluation of various components of teacher education programmes.
9. examine critically the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
10. understand and appreciate the research perspective on various practices in teacher education.
11. develop professional attitudes, values and interests needed to function as an effective teacher educator.

## **M. PHIL. PROGRAMME OUTCOMES**

Structuring the curriculum for M. Phil. Programme is designed to enable the prospective teacher educator to

1. develop essential knowledge and skills required for taking up multidimensional responsibilities in college of education.
2. understand the systematic study of research towards development of education as a discipline.
3. develop a set of core skills in studies and to work with efficiency in the area of teacher education and its related aspects.
4. conduct field based research studies including selection of research plan, sampling, preparation of research tools and adoption of statistical technique for data analysis.
5. understand and appreciate the research perspective on various practices in teacher education.
6. Develop as professional administrators and supervisors for the position of responsibilities in the context of educational planning and development.

## **B.Ed. PROGRAMME COURSE OUTCOMES**

### **I. CORE COURSES**

*After the completion of the Core Courses the prospective teacher will be able to attain the following outcomes.*

#### **Education in Contemporary India**

1. Defines the meaning, concept and nature of education.
2. Recognizes the aims and functions of education in individual, society and nation.
3. Analyses the stratification of Indian society and marginalized group.
4. Evaluates the educational implications of schools of philosophy and contributions of thinkers towards education.
5. Describes the different educational policies, committees and commissions in India.

#### **Child and Development**

1. Explains the meaning, nature, and branches of psychology
2. Describes the various methods and techniques of psychology.
3. Analyzes the educational implications of various dimensions of development with reference to childhood to adolescence.
4. Applies the implication of various theories in the classroom context
5. Identifies the areas of individual differences and role of teachers for improving of mental health of child.
6. Analyses the theories of personality and their implications.

### **Psychological Perspectives in Learning**

1. Define the meaning, concept and definition of education
2. Identifies the different factors that affect learning.
3. Compare and contrast various theories of learning.
4. Explains the meaning types and strategies of memory and forgetting.
5. Analyse the guidance for learning disabilities.

### **School Organization and Management**

1. Identifies the principles of school organization and management.
2. Recognizes the factors influencing school organization.
3. Develops knowledge, attitude and skills related to planning and management.
4. Familiarizes with management and administrative programmes.
5. Illustrate the role of community in total quality management.

### **Curriculum and Learning Domains**

1. Makes distinction between knowledge and information based on epistemological basis of education.
2. Analyse the contributions of educational thinkers on knowledge.
3. Recognises the meaning, nature and concepts of curriculum
4. Identifies the aspirations and issues that influence curriculum.
5. Realizes the support system that enables curriculum transaction.

### **Gender Justice and Inclusive Education**

1. Distinguishes psychological, socio-cultural, economic, and emotional diversity learning.
2. Identifies the historical background of inclusive education.
3. Interprets the diversity among differently abled, their policies and legislations.
4. Analyse the cultures and practices needed to create an inclusive school.
5. Recognises instructional strategies and school support system to create inclusive learning.
6. Explains the gender identity and socialization process.

### **Assessment of Learning**

1. Recognizes the relevance of assessment and evaluation in teaching learning process
2. Outlines the various tools for evaluation
3. Describes the appropriate techniques for evaluation
4. Explores the current trends in assessment and evaluation
5. Identifies the need and importance of statistics in education
6. Lists out the types of graphical representation of data
7. Illustrates the various statistical method of analysis

## II. PEDAGOGIC COURSES

**Pedagogic Course of School Subject** (Biological Science, English, History, Mathematics, Physical Science)

*After the completion of the Pedagogic Course the prospective teacher will be able to attain the following outcomes.*

1. Identifies the nature, aims and objectives of teaching school subjects.
2. Identifies and practices various teaching skills.
3. Endows with the significance of taxonomy of instructional objectives in teaching and learning.
4. Justifies the importance and phases of instructional planning in designing lesson plan.
5. Analyze the unique features of different instructional methods suited for teaching and various modes of evaluation strategies.
6. Correlates a particular discipline with another discipline of school subject.
7. Defines curriculum and differentiates various approaches of curriculum development.
8. Develops plan to organize various co-curricular activities.
9. Conscientize the inevitable role of various instructional resources for effective instructional practices.
10. Analyze the content area of different school subjects with its pedagogical aspects.
11. Identifies the ways and means to link technology to pedagogic content.
12. Analyze and adopts the emerging strategies in teaching and learning school subjects.
13. Prepares lesson plans based on different models of teaching.
14. Recognize the need and different measures for the professional development of teachers.
15. Equip the student teacher as a reflective practitioner.

## III. ELECTIVE COURSES

*After the completion of the Elective Courses the prospective teacher will be able to attain the following outcomes.*

1. Familiarizes the nature, scope and significance of Early Childhood Care and Education.
2. Acquaint with the different techniques of teaching children in Early Childhood Care and Education.
3. Identifies the needs and concerns of adolescence education programme, approaches and implementations.
4. Equip with innovative strategies of adolescent education.
5. Explains the concept, principles and scope of environmental education.
6. Analyze the problem associated with natural resources and its management.
7. Infers the need for environmental education at different school levels.
8. Identifies the meaning, aims and objectives of physical education.

9. Identifies communicable diseases and its prevention.
10. Recognizes the emerging concept of library science in education.
11. Acquaints with the information and technological skills on information retrieval.
12. Explains the different types of library networks in India.

#### **IV. DEVELOPING PROFESSIONAL COMPETENCIES (DPC)**

*After the completion of the DPC Courses the prospective teacher will be able to attain the following outcomes.*

##### **Yoga for Professional Excellence**

1. Explain the concept and principles of yoga for professional excellence.
2. Exercises meditation practices and techniques.
3. Collects and prepares album on different postures of Yoga.

##### **Dramatics and Arts in Education**

1. Adopt drama as pedagogy
2. Use role play technique in teaching and learning.
3. Follows drawing and painting in teaching and learning.

### **M.Ed. PROGRAMME OUTCOMES**

#### **I. PERSPECTIVE COURSES**

*After the completion of the Perspective Courses the prospective teacher educator will be able to attain the following outcomes.*

##### **History Politics and Economy of Education**

1. Recognizes the development of education before independent India.
2. Explains the constitutional provisions for education in India.
3. Identifies the role of education for nationalism.
4. Analyze the impact of new economic policy on education.
5. Explains the various sources of financing of education in ancient, medieval and free India.

##### **Advanced Educational Psychology**

1. Explain the concept of modern psychology and schools of psychology.
2. Apply the implication of learning theories in class room situation.
3. Analyze the concept of cognitive neuro-science.

4. Identifies the different test items on intelligence and creativity.
5. Evaluate personality and the causes of personality disorder.

### **Emerging Trends in Educational Technology**

1. Familiarizes the concept and scope of advanced educational technology in emerging educational scenario.
2. Explains the role of information and communication technology in learning.
3. Apply ICT tools, software applications and digital resources in teaching-learning situations.
4. Discusses the role of ICT in educational administration and management.
5. Recognizes the role of ICT in evaluation process.

### **Philosophical and Sociological Perspectives in Education**

1. Analyzes the contributions of school of philosophy and thinkers on education.
2. Defines the sociological perspectives of education.
3. Explains the process of socialization and its agencies.
4. Analyzes the role of education in social change and its multi-lingual and multi-cultural Indian society.
5. Discuss about the concept of democracy, equality, social justice and education.

### **Curriculum Development**

1. Describe the concept of curriculum development and its determinants.
2. Generalizes the basic considerations in curriculum development.
3. Identifies the components of curriculum design, sources and organizations.
4. Outlines the stages of curriculum development and compares the different models of curriculum.
5. Examines the need for continuous updating of curriculum and the various factors influencing.

### **Trends in Educational Management and Administration**

1. Familiarizes the basic concept, functions and types of educational administration and management.
2. Analyzes the current trends in educational administration and management.
3. Explains the theories of organizational management.
4. Analyzes the trends and issues related to resource management in educational institution.
5. Examines the governance in different types of educational setups.

## II. TOOL COURSES

*After the completion of the Tool Courses the prospective teacher educator will be able to attain the following outcomes.*

### **Basics in Educational Research**

1. Recognizes the characteristics and need for educational research.
2. Differentiate between qualitative and quantitative research.
3. Prepares research proposal and research report.
4. Differentiates probability and non-probability sampling techniques.
5. Identifies the significance of graphical representations of data.
6. Examines the different experimental designs.
7. Acquaint with different tools and scaling technique in research.
8. Analyzes the characteristics of a research tool.
9. Selects appropriate correlation techniques to measure the strength of relationship between variables.
10. Identifies the role of inferential statistics in measuring sampling error.
11. Describes the principles of mixed research.
12. Differentiate between type 1 and type 2 error and one tailed and two tailed error.
13. Explains the application of parametric and non-parametric test.
14. Identifies the variables suitable to research studies.
15. Applies the appropriate statistical technique in research.

### **Approaches and Practices in Counselling Psychology**

1. Acquaints with the concept of guidance and counselling.
2. Analyzes the approaches of counselling psychology.
3. Classifies the theories of counselling psychology.
4. Examines various counselling therapies.
5. Discusses the different techniques of self-management.

## III. LEVEL BASED SPECIALIZATION COURSE

*After the completion of the Level Based Specialization Courses the prospective teacher educator will be able to attain the following outcomes.*

1. Familiarizes with the nature, scope and significance of early childhood and care and education.
2. Explains the contributions of various thinkers to the causes of early childhood care and education.
3. Critically examine the role of preschool in promoting harmonious development of education.



4. Critically examine the programme and provision of early childhood care and education.
5. Identifies the issues in early childhood care and education in India.
6. Explains the historical perspectives of elementary education.
7. Recognizes the constitutional provision related to elementary education.
8. Evaluate the positive impact of universalization of primary education.
9. Identifies the professional organization of elementary education teachers.
10. Analyzes the child rights and their protection.
11. Examines the foundation of secondary and higher secondary education.
12. Conceptualizes the innovations of secondary and higher secondary education.
13. Analyze the innovative practices in secondary and higher secondary education.
14. Categorizes the different agencies in higher education.
15. Analyze the problems and issues arising in higher education.
16. Discusses the importance of the concept of university autonomy and decision making in the university management.
17. Identifies the need for research in higher education.

#### **IV. SPECIALIZATION COURSE**

*After the completion of the Specialization Courses the prospective teacher educator will be able to attain the following outcomes.*

1. Recognizes the nature, and scope of school related subjects in relation with education and curriculum.
2. Designs instructional strategies and techniques based and innovative approaches and practices.
3. Prepares the curriculum material for teaching based on the principles of construction.
4. Use technological gadgets in teaching and learning process.
5. Develop competencies through practical experiences to become an effective teacher in the concerned subject.

#### **V. ELECTIVE COURSE**

*After the completion of the Elective Courses the prospective teacher educator will be able to attain the following outcomes.*

1. Analyze the role of education as an investment in economic development.
2. Chart out the financial resources for strengthening education.
3. Identifies the factors determining different cost of education.
4. Examine the policy perspectives related to inclusive education.
5. Identifies the pedagogical strategies strategies for inclusive education.
6. Examines the current issues in education for the differently abled children.
7. Discusses the role and responsibilities if UNESCO institute in lifelong learning.
8. Analyzes the impact of globalization and liberalization in lifelong learning.

9. Explains the basic concept of life skill education.
10. Identifies the role of life skills education for personal and physical enhancement.

## **VI. TEACHER EDUCATION COURSE**

*After the completion of the Teacher Education Course the prospective teacher educator will be able to attain the following outcomes.*

1. Familiarizes about the development and structure of teacher education in India.
2. Identifies the concept of training need analysis for teachers.
3. Suggest remedies to overcome the issues and challenges in teacher education.
4. List out and explain the various programme for professional development of teachers.
5. Analyze the criteria for quality teacher education.

## **M. PHIL. PROGRAMME OUTCOMES**

*After the completion of the Core and Elective Course the prospective teacher educator will be able to attain the following outcomes.*

### **Core Course**

1. Identifies the different methods of educational research.
2. Familiarizes with the various approaches to educational research.
3. Differentiate the qualitative and quantitative methods of educational research.
4. Explains the different sampling procedures and interprets the test results.
5. Acquaint with historical development of higher education.
6. Analyze the impact of various global aspects in the field of higher education.
7. Recognises and interprets the importance of autonomy in higher education.

### **Elective Course**

1. Defines the meaning and nature of guidance and counseling.
2. Recognizes different types of counseling situations and its importance.
3. Compare different counseling techniques and its nature.
4. Discusses the merits and delimitations of different counseling technique.
5. Collects information regarding career prospects.
6. Recognizes perspectives of capacity building programme.
7. Identifies materials for inservice programme.
8. Plan and organizes in-service programme for teachers of different levels.
9. Develops skill in preparation of modules and materials.
10. Differentiate between teaching and learning materials.
11. Develop strategies for effective use of teaching and learning materials.
12. Recognizes the importance of framing objectives for materials.