



# **SRI VIDHYODHAYA COLLEGE OF EDUCATION**

**(MANAGED BY G.A EDUCATIONAL AND CHARITABLE TRUST,**

**Regd.No: (Dec/2012/29)**

**(AFFILIATED TO TAMILNADU TEACHERS EDUCATION UNIVERSITY – ORDER NO. TNTEU**

**/B.ED/ 2015/904)**

**(RECOGNISED BY NCTE (SRC) BANGALORE NO: F.NO: SRC APP 2014 /B.ED. / TN / 2015 / 61984)**

**(COLLEGE CODE: 13031)**

# **Bachelor of Education**

## **(B.Ed.)**

*Pogramme Learning  
Outcomes*

*&*

*Course Learning  
Outcomes*

# **FIRST YEAR**

*(Non-Semester)*

# **SRI VIDHYODHAYA COLLEGE OF EDUCATION**

**7/21, Ellischathiram road, Thiruppachavadimedu,  
Villupuram**

## **PROGRAMME LEARNING OUTCOMES (PLOS) FOR (B.ED.) (Towards Prospective Teachers and Teacher Education)**

- ❖ A Sound formation in all dimensions such as academic, social, physical, emotional and religious.
- ❖ Developing their potentials. Soft skills, self – image and self-confidence.
- ❖ Motivated towards vision of excellence.
- ❖ Acquiring the ability of communicating the views effectively.
- ❖ Thorough theoretical input and provide them practical training so that the teaching learning process becomes effective.
- ❖ Training in ICT based methodology.
- ❖ Acquire and imbibe the values of leadership quality through various campus activities.
- ❖ Imparting the values of brotherhood, social justice and dignity of stakeholders and make them the agents of social change.
- ❖ Enable the students to be innovative, competent and compassionate teachers.
- ❖ Produce a band of committed teachers who would be agents of social change.
- ❖ Enable the students to have positive attitude towards teaching profession.
- ❖ Develop teaching skills among them.
- ❖ Equip the students for responsible positions in: Secondary / Higher Secondary School and Department of Education.
- ❖ Know about the education field in terms of Philosophical, Psychological, Sociological Foundations of Education, Educational Technology and Curriculum Development.
- ❖ To be familiar with the various teaching methods in their major subjects.
- ❖ To develop the problem solving skills among them.

## **1. PROGRAMME CONTENT**

The B.Ed programme will consist of Theory courses in ‘Perspectives in Education’, and ‘Curriculum and Pedagogic Studies’ along with ‘Engagement with the Field’ as practical component.

### **COURSES IN PERSPECTIVES IN EDUCATION**

- Course 1: Childhood and Growing up
- Course 2: Contemporary India and Education
- Course 3: Learning and Teaching
- Course 6: Gender, School and Society (1/2 Course)
- Course 8: Knowledge and Curriculum
- Course 10: Creating an Inclusive School (1/2 Course)

### **COURSES IN CURRICULUM AND PEDAGOGIC STUDIES**

- Course 4: Language across the Curriculum (1/2 Course) Course
- Course 5: Understanding Disciplines and Subjects (1/2 Course)
- Course 7 (a&b): Pedagogy of a School Subject (1/2 Courses)
- Course 9: Assessment for Learning
- Course 11: Optional Course (1/2 Course)

## **ENGAGEMENT WITH THE FIELD - THE SELF, THE CHILD, COMMUNITY AND SCHOOL**

This curricular area would have three components:

- 1. Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus.**
- 2. School Internship.**
- 3. Courses on Enhancing Professional Capacities (EPC):**
  - i) Course EPC 1: Reading and Reflecting on Texts (1/2 Course)
  - ii) Course EPC 2: Drama and Art in Education (1/2 Course)
  - iii) Course EPC 3: Critical Understanding of ICT (1/2 Course)
  - iv) Course EPC 4: Understanding the Self (1/2 Course)

## ANNUAL DISTRIBUTION OF THE COURSES AND DISTRIBUTION OF MARKS

<b>Theory Courses for First Year</b>				
<b>Serial No.</b>	<b>Course Name</b>	<b>Marks for Theory</b>	<b>Marks for T&amp;A</b>	<b>Total</b>
Course 1	Childhood and Growing Up	70	30	100
Course 2	Contemporary India and Education	70	30	100
Course 3	Learning and Teaching	70	30	100
Course 4	Language across the Curriculum	35	15	50
Course 5	Understanding Disciplines and Subjects	35	15	50
Course 6	Gender, School and Society	35	15	50
Course 7(a)	Pedagogy of a School subject – Part – I (Methodology)	35	15	50
	<b>Sub - Total</b>	<b>350</b>	<b>150</b>	<b>500</b>
<b>Engagement with the Field for First Year [Courses on Enhancing Professional Capacities (EPC)]</b>				
Course EPC 1	Reading and Reflecting on Texts	50 Marks		
Course EPC 2	Drama and Art in Education	50 Marks		
Course EPC 3	Critical Understanding of ICT	50 Marks		
	<b>Sub - Total</b>	<b>150 Marks</b>		
	<b>Grand Total (500+150)</b>	<b>650 Marks</b>		

*Note: T & A refers to 'Tasks and Assignments' which are evaluated by continuous internal assessment.*

*[The courses on 'Enhancing Professional Capacities' (EPC 1, EPC 2 & EPC 3) are evaluated by continuous internal assessment.]*

<b>Theory Courses for Second Year</b>				
<b>Serial No.</b>	<b>Course Name</b>	<b>Marks for Theory</b>	<b>Marks for T &amp; A</b>	<b>Total</b>
Course 7(b)	Pedagogy of a School Subject – Part II (Content Mastery)	35	15	50
Course 8	Knowledge and Curriculum	70	30	100
Course 9	Assessment for Learning	70	30	100
Course 10	Creating an Inclusive School	35	15	50
Course 11	<b>Optional Courses: (Any one )</b> 1. Yoga, Health and Physical Education 2. Environmental Education 3. Values and Peace Education	35	15	50
<b>Engagement with the Field (EPC) for Second Year</b>				
<b>Courses on Enhancing Professional Capacities (EPC)</b>				
Course EPC 4	Understanding the Self	50 Marks		
	School Internship	250 Marks		
<b>Total Marks</b>		<b>650 Marks</b>		

*Note:* T& A refers to *Tasks and Assignments* which are evaluated by continuous internal assessment.

[The course on ‘*Enhancing Professional Capacities*’ (EPC 4) is evaluated by continuous internal assessment.]

#### **DISTRIBUTION OF MARKS FOR TASKS AND ASSIGNMENTS FOR EACH COURSE**

<b>S.No.</b>	<b>Type of Course</b>	<b>Marks</b>
1.	Full course	2 x 15 = 30
2.	Half a course	2 x 7.50 =15

Each theory course question paper will be designed for 3 hours for full course and 1 ½ hours for half a course. The questions and allotment of marks are as described below:

<b>Type of Course</b>	<b>Type of Questions</b>	<b>Marks</b>	<b>Total Marks</b>	<b>Maximum word / page limits for each question</b>
Full Course	Essay Questions( 7 out of 10 )	7 x 10	70	600 words/ 5 pages for each Question
Half a Course	Essay Questions( 5 out of 7 )	5 x 7	35	300 words/ 3 pages for each Question

### **PRACTICAL EXAMINATION**

Tamil Nadu Teachers Education University will conduct practical examination after the successful completion of 16 weeks of school internship in the second year. Practical examination shall be normally conducted three months prior to the commencement of written examination. A panel consisting of two external members (one Convener, one member) appointed by the University will examine the teaching competency of each candidate as

<b>PART- A</b>		
<b>Activity No.</b>	<b>Assessment of Teaching Competency</b>	<b>Marks</b>
1.	Teaching Competency Level I	50
2.	Teaching Competency Level II	50
	<b>Total</b>	<b>100</b>

<b>PART- B</b>		
<b>Activity No.</b>	<b>Assessment of Teaching Competency</b>	<b>Marks</b>
1.	Observation Record Level I	5
2.	Demonstration Record Level I	5
3.	Lesson Plan Record Level I ( 30 lesson Plans)	20
4.	Instructional Materials Record Level I	10
5.	Test and Measurement Record Level I	10
6.	Observation Record Level II	5
7.	Demonstration Record Level II	5
8.	Lesson Plan Record Level II (30 lesson Plans)	20
9.	Instructional Materials Record Level II	10
10.	Test and Measurement Record Level II	10
11.	Teaching Skills (Mini-teaching) Practice Record	10
12.	Visit to Innovative schools and Healthy Practices	5
13.	Students Portfolios / CCE Record	10
14.	Reflective Journal - Diary	5
15.	Environmental Education Record	10
16.	Community based Engagement/ Skill Development Record	10
	<b>Total</b>	<b>150</b>
	<b>Grand Total (100 + 150)</b>	<b>250</b>

**PRACTICAL COMPONENTS IN THE FIRST YEAR 4-WEEK INTERNSHIP**

1. Lesson Plan Writing and Achievement Test Construction - 2 weeks
2. Teaching Skills Practice (Mini-teaching) - 1 week
3. Visit to Innovative Schools - 1 week

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**4 weeks**  
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**PRACTICAL COMPONENT IN THE SECOND YEAR 16-WEEK INTERNSHIP**

1. Observation of Regular Class Teacher in Regular Classroom week - 1
2. Intensive Teaching Practice (Teaching 30 lessons, lesson plan preparation, preparation of teaching-learning materials, conducting test & measurement, knowing the self / psychological tests, conduct of school assembly, organization of PTA meeting, conducting case study). weeks - 15

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**16 weeks**  
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## **COURSE 1: CHILDHOOD AND GROWING UP**

### **COURSE LEARNING OUTCOMES:**

At the end of the course, the student-teachers will be able to:

1. understand the growth, stages and dimensions of child development
2. compare various theories and its contributions to child development
3. analyse the gender stereotyping and issues, concerns of marginalized children
4. understand the adolescent behaviors
5. identify the various socializing agencies and their role on child development
6. comprehend the role of play and media on child development
7. examine the impact of urbanization and economic change on child development.

## **COURSE 2: CONTEMPORARY INDIA AND EDUCATION**

### **COURSE LEARNING OUTCOMES:**

At the end of the course, the student-teachers will be able to:

1. develop an understanding of the nature of social diversity and the educational demands of the diverse communities
2. explain the salient features of Indian constitutional values on education
3. analyse the causes for inequality, discrimination and marginalization in education
4. develop an understanding of the educational policies and programmes during the pre-independent and post-independent periods
5. examine the issues of language policy in education
6. develop an understanding on the emerging trends in education.

### **COURSE 3: LEARNING AND TEACHING**

#### **COURSE LEARNING OUTCOMES:**

At the end of the course, the student-teachers will be able to:

1. develop an understanding of the nature of learning and teaching.
2. develop an understanding of the behavioural theories, cognitive and humanistic theory.
3. critically evaluate the theory of constructivism.
4. understanding the teaching diverse classroom.
5. identify the need and importance of teacher student relationship  
discuss the importance of teaching as a profession

### **COURSE 4: LANGUAGE ACROSS THE CURRICULUM**

#### **COURSE LEARNING OUTCOMES:**

At the end of the course, the student-teachers will be able to:

1. understand the language background of the learner,
2. know language diversity in the classroom,
3. understand the nature of communication process in the classroom,
4. understand the nature of reading comprehension in different content areas,
5. develop multilingual awareness among the learners

## **COURSE 5: UNDERSTANDING DISCIPLINES AND SUBJECTS**

### **COURSE LEARNING OUTCOMES:**

At the end of the course, the student-teachers will be able to:

1. reflect on the role of disciplines and subjects in school curriculum.
2. acquaint with the development of curriculum with social, political and intellectual contexts.
3. understand the paradigm shift in selection of content.
4. analyze the advantages of learner centered curriculum.
5. explore the aspects of life-oriented curriculum.

## **COURSE 6: GENDER, SCHOOL AND SOCIETY**

### **COURSE LEARNING OUTCOMES:**

At the end of the course, the student-teachers will be able to:

1. understand the concept of gender roles in society
2. explain the gender identity and socialization process
3. identify gender roles in textbooks and curriculum
4. discuss safety of girls and women at school, home and workplace
5. understand the representation of gender in various mass media.

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(gFjp-1 fw;gpj;jy; Kiwfs;)

### **ghItpisTfs;**

,g;gbg;G KbTWk; jUthapy;, khzt Mrphpah;fs;:

1. jkp;o; nkhop fw;gpj;jypd; Nehf;fq;fisAk; FwPf;Nfhs;fisAk; Ghpe;Jnfhs;th;.
2. Jkpo;g; ghIj;jpw;fhd fw;gpj;jy; FwPf;Nfhs;fisj; jahhpj;J vOJth;.
3. jw;gpj;jy; 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;.

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## **COURSE 7(a): PEDAGOGY OF ENGLISH**

### **(Part - I Methodology)**

#### **COURSE LEARNING OUTCOMES:**

At the end of the course, the student- teachers will be able to:

1. understand the aims and objectives of teaching English.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching English.
5. use various resources in teaching English.

## **COURSE 7(a): PEDAGOGY OF MATHEMATICS**

### **(PART - I METHODOLOGY)**

#### **COURSE LEARNING OUTCOMES:**

At the end of the course, the student- teachers will be able to:

1. understand the aims and objectives of teaching Mathematics.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills .

4. apply various methods in teaching of Mathematics.
5. use various resources in teaching Mathematics.

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

**COURSE LEARNING OUTCOMES:**

At the end of the course, the student- teachers will be able to:

1. understand the aims and objectives of teaching Computer Science.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching Computer Science.
5. use various resources in teaching Computer Science.

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

**COURSE LEARNING OUTCOMES:**

At the end of the course, the student- teachers will be able to:

1. understand the aims and objectives teaching of physical science.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching physical science.
5. use various resources in teaching physical science.

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

**COURSE LEARNING OUTCOMES:**

At the end of the course, the student- teachers will be able to:

1. understand the aims and objectives teaching of biological science.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching biological science.

5. use various resources in teaching biological science.

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

**COURSE LEARNING OUTCOMES:**

At the end of the course, the student- teachers will be able to:

1. understand the aims and objectives of teaching History.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching History.
5. use various resources in teaching History.

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

**COURSE LEARNING OUTCOMES:**

At the end of the course, the student-teachers will be able to:

1. understand the aims and objectives of teaching Geography.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching Geography.

5. use various resources in teaching Geography.

### **COURSE 7(a): PEDAGOGY OF ECONOMICS**

#### **(Part - I Methodology)**

#### **COURSE LEARNING OUTCOMES:**

At the end of the course, the student- teachers will be able to:

1. understand the aims and objectives of teaching Economics.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching Economics.
5. use various resources in teaching Economics.

### **COURSE 7(a): PEDAGOGY OF COMMERCE AND ACCOUNTANCY**

#### **(Part - I Methodology)**

#### **COURSE LEARNING OUTCOMES:**

At the end of the course, the student-teachers will be able to:

1. understand the aims and objectives of teaching Commerce and Accountancy.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching Commerce and Accountancy.
5. use various resources in teaching Commerce and Accountancy.

## **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.

### **COURSE OBJECTIVES:**

To enable student-teachers:

1. To enhance their capacities as readers and writers by becoming participants in the process of reading.
2. To read diverse texts/books and learn to think together.
3. To 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.

### **COURSE OBJECTIVES:**

To enable the student-teachers:

1. To use the techniques of art, music and drama for enhancing teaching and learning.
2. To use art, music and drama for enhancing one's self, expression and creativity.
3. To 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.

#### **COURSE OBJECTIVES:**

To enable the student-teachers:

1. To teach effectively in a “technology enhanced classroom” (previously referred to as “smart classroom”).
2. To achieve knowledge-comprehension, practice skills and presentation skills in ICT.

# **B.Ed. SECOND YEAR**

## **COURSE 8: KNOWLEDGE AND CURRICULUM**

### **COURSE LEARNING OUTCOMES:**

At the end of the course, the student- teachers will be able to:

1. understand the epistemological and sociological bases of education
2. formulate the nature and principles of child-centered curriculum
3. gain the relationship of nationalism, universalism and secularism with education
4. understand the principles of democratic curriculum
5. use the educational thoughts of great educational thinkers on child-centered education
6. formulate the nature, principles and resources of curriculum
7. gain curriculum process and practice
8. use the need for hidden curriculum

## **COURSE 9: ASSESSMENT FOR LEARNING**

### **COURSE LEARNING OUTCOMES:**

At the end of this course, the students will be able to:

1. understand the meaning and role of assessment in learning.
2. formulate the principles of assessment practices.
3. gain the assessment practices in various approaches of teaching
4. use the different types of assessment
5. apply the tools and techniques for classroom assessment
6. develop the necessary skills for preparation of achievement test and diagnostic tests
7. use key issues in classroom assessment
8. Understand how assessment can be possible in inclusive settings
9. apply the various statistical techniques for reporting quantitative data

## **COURSE 10: CREATING AN INCLUSIVE SCHOOL**

### **COURSE LEARNING OUTCOMES:**

At the end of this course, the students will be able to:

1. understand an understanding of the concept of disability
2. formulate an understanding of the concept of learning disabilities
3. apply and evaluate the models of disability
4. use the need and importance of inclusive education
5. gain the contributions of national and international agencies to inclusive education.

## **OPTIONAL COURSE: YOGA, HEALTH AND PHYSICAL EDUCATION**

### **COURSE LEARNING OUTCOMES:**

At the end of the course, the student-teacher will be able to

1. understand the concepts of Yoga and Asanas
2. formulate the methods of importing health education.
3. gain the communicable diseases and life style disorders
4. use the Physical Education concepts and its scope
5. apply the various physical exercises
6. use the skills to organize and conduct sports in schools.

## **OPTIONAL COURSE: ENVIRONMENTAL EDUCATION**

### **COURSE LEARNING OUTCOMES:**

At the end of the course, the student-teachers will be able to:

1. realize the importance of environmental education;
2. list out the natural resources and its associated problems;
3. appreciate the international initiatives to protect the environment;
4. realize the importance of management and protection environment;
5. develop curriculum for environmental education;

## **OPTIONAL COURSE: VALUES AND PEACE EDUCATION**

### **OBJECTIVES:**

The student teachers will be able to:

1. understand the concept of values education.
2. apply the role of values.
3. Formulate the concepts and importance of Peace education.
4. gain the ways of fostering culture of peace through education.
5. use and apply the practices for value inculcation and clarification.

## **COURSE EPC 4: UNDERSTANDING THE SELF**

The aim of this course is to develop understanding of student-teachers about themselves as a person and as a teacher through conscious ongoing reflections.

### **OBJECTIVES:**

To enable the student-teachers:

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.