

SARADA VILAS TEACHERS COLLEGE

Program outcomes, program specific outcomes and course outcomes for programs offered by the institution

PROGRAM: Program refers to 2 year Bachelor of Education B.ED with Choice Based Credit System (CBCS) & Continuous Assessment and Grading Pattern (CAGP) pattern.

“ The Bachelor of Education (B.Ed) Programme is a two year professional programme in the field of Teacher Education which aims at preparing School Teachers, generally known as B.Ed. This is a professional programme that prepares teachers for upper primary, secondary level (classes VI -X) and higher secondary level (classes XI-XII)”

Preamble-Report by State Committee chaired by Dr..Ekbote.

It includes Perspective papers, Pedagogic papers, Enhancing Professional Competency papers & Engagement in Field Work papers along with practice of different aspects of teaching skills.

PROGRAMME OUTCOMES OF BACHELOR OF EDUCATION COURSE.

Student teachers should

- 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 diverse socio economic and diverse back grounds. -to be able to use learner centred teaching methods as such and with modification in future.
- 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 create sensitivity about language diversity in classroom and its role in teaching-learning process - to enable student-teachers to acquire necessary competencies for organizing learning experiences, - to develop competencies among student-teachers to select and use appropriate assessment strategies for facilitating learning, - to engage student-teachers with self, child, community and school to establish close connections between different curricular areas, - to enable student-teachers to integrate and apply ICT in facilitating teaching-learning process and in school management, - to systematize experiences and strengthening the professional competencies of student teachers, and - to provide first-hand experience of all the school activities.

In the report by State Committee on 2 year B.Ed program constituted by the Karnataka State Higher Education Council, Karnataka, vide Govt., Order: KSHEC/Two year B. Ed /74/2015-16/226 Dated:25.06.2015 under the chairmanship of Dr. Ekbote. E.R “Course” is defined as under.,

Course: A course is a study specified by the concerned Board of Studies for teaching, learning and evaluation during a particular semester. A course will have a minimum of two credits and maximum of eight credits. Every course offered will have three components associated with teaching – learning process of the course, namely Lecture (L), Practical (P) and Tutorial (T).

COURSE OUTCOMES

SEMESTER I

CHILDHOOD AND ADOLESCENCE

After studying this course the student- teachers will be able to

- Explain the process of development with special focus on infancy, childhood and adolescence.
- Critically analyze developmental variations among children.
- Comprehend adolescence as a period of transition and threshold of adulthood.
- Analyze different factors influencing child development.

PHILOSOPHY AND SOCIOLOGY OF EDUCATION

After studying this course the student- teachers will be able to

- To develop understanding of the interrelationship between philosophy and education
- To develop the appreciation of the basic trends and principles and development of the major western schools and philosophy

EDUCATIONAL TECHNOLOGY

After the completion of course, pupil teachers will be able to –

- Understand the concept and scope of Educational Technology
- Understand the concept of Approaches of educational technology
- Explain the meaning and use of cybernetics
- Understand and use the different Media in Education
- Understand the different learning Experiences and use them in the teaching- learning process.

- Acquaint with innovations in Educational Technology
- Integrate ICT into Teaching Learning, administration and Evaluation.
- Develop information Management, communication & collaborative skills.
- Design and develop and use learning materials in Teaching.
- Practice safe, ethical ways of using ICT.
- Use ICT for making classroom processes Inclusive.

UNDERSTANDING DISCIPLINE & PEDAGOGY: SOCIAL SCIENCE

To enable the prospective teachers to address the following questions:

- What is the nature and philosophy of Social Science?
- What is his/her reflective understanding of contemporary society and the relevance in teaching of social science in schools?
- What is the status of learning social science at secondary school level?
- What are the issues and challenges in articulating the nature of social science curriculum and its pedagogical practices?
- How does one evaluate and assess the teaching and learning processes and its valuable implications in the professional development of teachers?

UNDERSTANDING DISCIPLINE AND PEDAGOGY: SCIENCES

COURSE OBJECTIVES

This course would enable the pupil teachers to understand Science as a discipline through its philosophical and epistemological perspectives. The insights into the nature of science and how children construct knowledge science would help in developing a critical understanding about the curriculum in science and how it unfolds through the transactional processes at the various levels of school education. Thus, this course aims to lead the pupil teachers from an understanding about science discipline to a holistic understanding about science-education situated in learner context and social realities.

UNDERSTANDING DISCIPLINE AND PEDAGOGY: COMMERCE

This paper is aimed at encouraging

- Commerce students to re-engage with their discipline and revisit prevalent conceptualizations and practices.

- Place of commerce education in society and the potential role that it can play in developing commercially conscientious citizens.

COURSE FOR LAB WORK: ICT-BASIC

Aims of the Course are;

This set of experiences is visualised with an assumption that student teachers should have a basic familiarity with computers, and to have much hands-on experience.

LEARNING, TEACHING AND ASSESSMENT

After completing this course the student-teachers will be able to-

- Comprehend the theories of learning and intelligence and their applications for teaching children
- Analyse the learning process, nature and theory of motivation
- Describe the stages of teaching and learning and the role of teacher
- Situate self in the teaching learning process
- Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.

KNOWLEDGE AND CURRICULUM

Student - Teachers will be able to-

- To understand meaning of Epistemological terminologies and Understand their similarities and differences between them
- To become familiar with ideologies related to child centred education
- To understand the changes in education in the context of society, culture and modernization
- To Focus on the social and knowledge related bases of Education
- To Understand and accept education in context of various values
- To Understand various school activities and class room interaction with reference to multi culture and democracy
- To Understand the National, Global & Secular paradigms of education
- To understand the concept, bases, various interpretation of curriculum, steps and process of curriculum construction

- To Able to clarify the interrelation among curriculum, syllabus & text book
- To understand the co-relation among power, principles and curriculum
- To Evaluate co-curricular activities with reference to new society formation
- To develop the skill of curriculum evaluation.
- To understand the determinants of Curriculum Making.

CONTEMPORARY EDUCATION IN INDIA

After completing this course the student-teachers will be able to

- Explain the history, nature and process and Philosophy of education.
- Analyze the role of educational system in the context of Modern Ethos.
- Understand the concept of diversity.
- Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context.

TECHNIQUES, METHODS AND APPROACHES OF PEDAGOGY

After completing this course the student-teachers will be able to

- Understand the teaching learning as system.
- Differentiate tools, techniques, methods and approaches and familiarize
- Understand the schematic orientation towards class room transaction.
- Understand the role of teacher in various context.
- Equip with abilities for TLM preparation.

UNDERSTANDING SELF, PERSONALITY AND YOGA

On the completion of the course, the Student-Teacher will:

- Appreciate the origin and history of Yoga in India
- Understand the concept and importance of yoga for general health and quality life style.
- Integrate the practice of yoga and it's asanas for better self concept.

INCLUSIVE EDUCATION

On completion of the course the student- teachers will be able to:

- To adjust with heterogeneous group in the class.
- To adjust with different school atmosphere.
- To co-operate with other disability learners.
- Trace the historical perspective of Inclusive Education.
- Distinguish the concepts of Special Education, Integrated Education and inclusive Education.
- Justify the need for Inclusive Education.
- Analyze critically the needs, problems, causes and educational provisions meant for challenged children.
- Interpret the policies and procedures for Inclusive Education.
- Critically review issues and challenges in Inclusive Education.

EDUCATIONAL EVALUATION

Objectives:

- To understand the theory of evaluation.
- To understand and to use the quantitative & qualitative tools and techniques of evaluation.
- To develop the skill in preparing, administering and interpreting achievement test.
- To familiarize with new trends in evaluation.
- To develop the skill necessary to compute (with the help of Computer/calculator) important statistical estimates and interpret the test scores by applying them.

GUIDANCE AND COUNSELLING

To enable the teacher trainees:

- To understand the concept of Guidance and Counseling.
- To assess the strength and learning difficulties of students.
- To help students in selecting their subjects for future study.
- To collect data using various tools like case study, achievement test etc.
- To understand and apply the techniques of Guidance and Counseling.

VALUE EDUCATION

On completion of the course the student- teachers will be able to

- Understand the concept and types of values.
- Get and insight into the strategies of inculcation of values among children.
- Develop awareness about the different agencies working in the sphere of value education.
- Develop skills and techniques needed to teach value education.
- Give reasons for role of the teacher in value education.

ಕೋರ್ಸ್: ಶಾಲಾ ಬೋಧನಾ ವಿಷಯ (Pedagogy of School Subject – I, POSS-I)
ವಿಷಯ:ಕನ್ನಡ ಬೋಧನೆ

ಗುರಿಗಳು: ಬಿ.ಇಡಿ ಅಧ್ಯಯನವು ಮುಗಿಯುವಷ್ಟರಲ್ಲಿ ಪ್ರತಿಯೊಬ್ಬ ಶಿಕ್ಷಕ-ವಿದ್ಯಾರ್ಥಿಯು ಈ ಕೆಳಕಂಡ ನಡವಳಿಗಳನ್ನು ತೋರುತ್ತಾನೆ/ಳೆ:

1. ಕನ್ನಡ ಸಾಹಿತ್ಯದಲ್ಲಿಯ ಗದ್ಯ, ಪದ್ಯ ಮತ್ತು ವ್ಯಾಕರಣಾಂಶ ಬೋಧನೆಯ ಮಹತ್ವವನ್ನು ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.
2. ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಸಂಪನ್ಮೂಲಗಳಾದ ದೃಕ್, ಶ್ರವಣ ಮತ್ತು ದೃಕ್ ಶ್ರವಣೋಪಕರಣಗಳ ಪರಿಕಲ್ಪನೆ, ಉದ್ದೇಶಗಳು ಮತ್ತು ಬಳಕೆಯ ಬಗೆಯನ್ನು ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.
3. ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯದ ಅವಶ್ಯಕತೆ ಮತ್ತು ಕಾರ್ಯವಿಧಾನ ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.
4. ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕಗಳ ರಚನೆಯ ತತ್ವಗಳನ್ನು ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.
5. ವಿದ್ಯಾರ್ಥಿಗಳ ಭಾಷಾ ಕಲಿಕೆಯ ಸಾಧನೆಯನ್ನು ಅಳಿಯುವ ಮೌಲ್ಯಮಾಪನ ಸಾಧನಗಳ ಪರಿಕಲ್ಪನೆ ಮಹತ್ವ ಮತ್ತು ಬಳಕೆಯನ್ನು ಜ್ಞಾನ ಹೊಂದುವನು/ಳು.
6. ಕನ್ನಡ ಭಾಷಾ ಪ್ರಭುತ್ವದಲ್ಲಿ ವಿವಿಧ ಪಠ್ಯಪೂರಕ ಚಟುವಟಿಕೆಗಳ ಮಹತ್ವ ಮತ್ತು ಅವುಗಳ ಕಾರ್ಯಚಾಣೆಯ ವಿಧಾನ ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.
7. ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಸಾಮಾನ್ಯ ಮತ್ತು ವೃತ್ತಿ ಅರ್ಹತೆಗಳು ಸೃಜನಾತ್ಮಕ ಮತ್ತು ಸಂಶೋಧನಾತ್ಮಕ ಕಾರ್ಯಗಳಲ್ಲಿ ವಿಶೇಷ ಆಸಕ್ತಿ, ಆತನ ಅನ್ಯ ಭಾಷೆಗಳ ಪರಿಚಯ ಮುಂತಾದ ವಿಷಯಗಳ ಜ್ಞಾನ ಹೊಂದುವನು/ಳು.

PEDAGOGY OF SCHOOL SUBJECT: ENGLISH

On completion of this course the students will be able to

- Acquires knowledge of the nature, structure and components of English language.
- Appreciates the role of English in India as a second language and library language.
- Develops an awareness of concern for listening, speaking, reading and writing skills

- Learns responsibilities of an English teacher in school community
- Designs lessons plans for teaching of prose, poetry of vocabulary
- Employs different approaches and methods for teaching prose, poetry grammar and vocabulary etc.

PEDAGOGY OF SCHOOL SUBJECT: HINDI

On completion of this course the students will be able to

- Understand the aims and objectives of teaching Urdu in Secondary Schools.
- Select methods, diaries and techniques of Hindi teaching.
- Use variety of learning experiences and instructional materials while teaching Hindi.
- Understand planning and organization of teaching Hindi.
- Understand the technique, methods of Teaching Hindi
- To appreciate the importance of suitable teaching aids in language teaching prepare/select them for use in his/her lesson.

PEDAGOGY OF SCHOOL SUBJECT:URDU

Upon Completion of the student –teacher will be able to:

- Understand the importance and place of Urdu in School curriculum.
- Select methods, diaries and techniques of Urdu teaching.
- Use variety of learning experiences and instructional materials while teaching Urdu.
- Understand planning and organization of teaching Urdu.
- Understand the technique, methods of Teaching Hindi
- To appreciate the importance of suitable teaching aids in language teaching prepare/select them for use in his/her lesson.

SPECIFIC PEDAGOGY SUBJECT: SANSKRIT

To enable the student teacher to:

- Understand the importance and place of Sanskrit in school curriculum. Understand the aims and objectives of teaching Sanskrit in secondary schools.
- Select methods, devices and techniques of Sanskrit teaching.
- Use variety of learning experiences and instructional materials while teaching Sanskrit.

- Plan and Organise teaching of Sanskrit.
- Be acquainted with evaluation procedures used in evaluating Sanskrit knowledge of the students.
- Be acquainted with concept and nature of content-cum-methodology.
- Analyse curriculum, syllabus, text-book and content of the subject sanskrit.
- Intergrate content, method and lesson-plan with reference to c.c.m. approach.
- Prepare various types of lesson plans.
- Understand and use various aspects of Sanskrit and their teaching methodology.
- Be acquainted with qualities and professional growth of Sanskrit teacher and to help them in acquiring the same.

PEDAGOGY: HISTORY

By the end of the two year course the student teacher should be able to:

- Understand the nature of History & Political Science as a school subject
- Articulate a conception of History and Political Science
- Correlate History & Political Science with other subjects
- Understand the language of History & reconstruction of past 27
- Apply their knowledge of techniques to reconstruct the past
- Understand the concept of differentiated teaching for History prepare differentiated lesson plan in History & Political Science
- Understanding the potential of History for development of skills
- Analyze the history & political science textbook prepare appropriate work schemes and lesson plans in history and Political science.
- Critically analyze the History & Political science textbook.
- Understand the significance of learning resources to teach the subject apply the knowledge to select and improvise learning resources.
- Demonstrate ability to raise learners' in Module I History & Political Science as a Social Science discipline.

SPECIFIC PEADGOGY: GEOGRAPHY

OBJECTIVES:

- To develop an understanding of Geography as a subject
- To acquire knowledge of approaches of arranging the subject content.
- To develop an understanding of different types of learning resources.
- To develop an understanding of the importance of organization of co-curricular activities in the teaching of geography.

- To develop an understanding of different methods and techniques of teaching Geography.

PEDAGOGY OF SCHOOL SUBJECT: PHYSICS

On completion of course the student teacher will be able to –

- Understand and uses different learner centred and teacher centred approaches
- Understand the planning for Teaching Biology
- Understand the selection of various methods and models of teaching to teach different topics of physics.
- Understand different curricula in Physics

PEDAGOGY OF SCHOOL SUBJECT: CHEMISTRY

On completion of course the student teacher will be able to -

- Acquire knowledge about the nature & scope of chemistry know the basic branches and their inter- relationship with other science subjects.
- Acquire the knowledge of modern trends in chemistry
- Understand the objectives & values of teaching chemistry in secondary schools.
- Development skills in :Analyzing the content in terms of concepts and learning experience, Planning lessons, Selecting appropriate media and materials, Preparation of resource units & unit plan, Improving teaching aids.
- Maintaining laboratory.
- Applying the knowledge of chemistry to develop scientific thinking and scientific outlook.
- Appreciate the contribution of chemistry in serving the community in the fields of agriculture, industry, health and environment.

PEDAGOGY OF SCHOOL SUBJECT: BIOLOGY

On completion of course the student teacher will be able to –

- Understand the planning for Teaching Biology
- Use advanced and creative techniques, learning aids and improvised apparatus in Biology lessons.
- Plan and execute various curricular and co – curricular activities related to teaching of biological science.
- Gain an insight in to the skills of evaluating the outcomes of teaching biological science and prepare items and tests for secondary school

students.

- Appreciate and inculcate the competencies and commitments needed for a biological science teacher.

PEDAGOGY OF SCHOOL SUBJECT : MATHEMATICS

On completion of course the student teacher will be able to –

- Understand the various curriculums of Physics
- Understand the nature, structure, scope and relations with other disciplines.
- Understand the Approaches and methods of teaching physics
- Understand the aims and objectives of teaching mathematics.
- Identify the learning experiences appropriate to the objectives of teaching secondary school mathematics.
- Prepare the year plan, unit plan, activity oriented lesson plans for effective classroom communication
- Able to revive the school science curriculum.

SPECIFIC PEDAGOGY SUBJECT:-COMMERCE

To enable the student teachers-

- To develop an understanding of the meaning, nature and scope of commerce education.
- To develop an understanding of the maxims and principles of teaching commerce.
- To develop understanding the bases of the commerce education and its relation with other disciplines.
- To develop understanding of the objectives of teaching commerce at higher secondary level (NCF 2005).
- To understand various methods used in teaching of commerce.
- To develop an understanding of the importance of latest trends in teaching commerce.

UNDERSTANDING DRAMA AND ART IN EDUCATION

Objectives:

- To enable learners to have a practical experience with drama and art.

- To introduce certain concepts to enhance the understanding of drama and art.
- To make learners acquainted with aspects of theatre management.

DRAMA AND ART FOR PEDAGOGY

Objectives:

- To elucidate the role of drama and art in self realization of learners.
- To sensitize learners on the use of drama and art for special learners.
- To highlight the use of drama and art in creative expression.

RESEARCH PROJECT

To enable the teacher trainees:

- To familiarize with the concept of Action Research in Education and the Potential in holds for the improvement in the performance of the school.
- To identify and formulate suitable problems for Action Research.
- To get acquainted with the various steps of conducting Action Research.
- To understand and use descriptive statistical techniques in Action Research
- To acquire the skills of planning executing evaluating and reporting an Action.

EDUCATIONAL ADMINISTRATION AND MANAGEMENT

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

- Understand the concept and concerns of Educational organization, administration and management.
- Understand the Educational Administration and management at different levels and their functioning.
- Understand the role of headmaster and the teachers in school management: Supervision and inspection
- Acquaint the quality control measures in school management
- Develop the skills in preparing and maintaining the school records.
- Develop the practical skills in organizing the school programmers and Activities
- Acquaint the healthy school climate in the institution.