



Programme Outcome

B. Ed. Programme

The outcomes of the B. Ed. programme are as follows:

- The graduates will demonstrate an understanding of physical, intellectual, social, emotional and moral development of learners to organize learning experiences and to create a learning environment for school students.
- The graduates will be able to apply the knowledge of contemporary issues in education to promote the learning of students.
- The graduates will provide positive models for integrating technology into the teaching learning process.
- The graduates will make use of their knowledge of how gender intersects education to create gender sensitive classrooms.
- The graduates will display a deep understanding of disciplines and use an inter-disciplinary approach to knowledge.
- The graduates will deliver meaningful experiences to students by integrating their knowledge of content, pedagogy and the learner to experiment with a variety of instructional and assessment methods.
- The graduates will create an environment that student learning, demonstrating a commitment to ethical and equitable behaviour.
- The graduates will engage in inclusive teaching practices that help all students learn irrespective of their gender, caste, economic status and special needs.
- The graduates will use effective and appropriate language in their teaching, professional collaboration and interaction with students.
- The graduates will reflect on their pedagogical practices and renew their knowledge and skills through professional development endeavours



M.Ed. Programme

The outcomes of M.Ed. programme are as follows:

- The scholars will experiment with different methods of research to provide solutions to the problems of learners.
- The scholars will engage in self-directed learning for deep probing into learning areas.
- The scholars will analyse and interpret data to arrive at intelligent inferences.
- The scholars will design and develop ICT integrated learning resources using a research perspective.
- The scholars will get involved with the different activities of teacher education,
- The scholar will analyse the content of different text books in terms of their contribution to the teaching learning process.
- The scholars will demonstrate skills for collaboration with different stakeholders in the field of education.
- The scholar will conduct action research in the classroom settings.
- The scholars will participate in the development and evaluation of evidence and research based practices through critical enquiry.
- The scholars will assume multiple leadership roles in the institution and community at large.





M.Phil. Programme

The programme outcomes of M.Phil. (Education) are as follows:

- The scholars will critically evaluate information and ideas from multiple perspectives.
- The scholars will develop, design and implement research projects competently and independently.
- The scholars will communicate research findings to the academic community through scholarly writing.
- The scholars will experiment with emerging paradigms in research.
- The scholars will demonstrate ethical values in their research works.
- The scholars will apply their knowledge of guidance and counselling to solve the problems of learners with research mindedness.





B.Ed. Course Outcome

B.Ed., First Year

COURSE 1: CHILDHOOD AND GROWING UP

- The student teacher will identify the impact of heredity and environment on the growth and development of learners.
- The student teacher will demonstrate a better understanding of the different stages and dimensions of human development.
- The student teacher will apply the knowledge of the theories of child development to understand the aspects of development of learners.
- The student teacher will leverage the understanding about the agencies of child development to promote their holistic development.
- The student teacher will develop strategies for combating gender stereotypes in the classroom.
- The student teacher will be sensitive to the developmental needs of marginalized children.
- The student teacher will employ play as a way to foster the cognitive, social and emotional development of children.
- The student teacher will explore ways to regulate the media usage for healthy development of learners.
- The student teacher will demonstrate a deep understanding of the effects of globalization on child development.

COURSE 2: CONTEMPORARY INDIA AND EDUCATION

- The student teacher will develop an understanding of the nature of social diversity and the educational demands of the diverse communities
- The student teacher will explain the salient features of Indian constitutional values on education
- The student teacher will analyse the causes for inequality, discrimination and marginalisation in education
- The student teacher will develop an understanding of the educational policies and programmes during the pre-independent and post-independent periods



- The student teacher will examine the issues of language policy in education
- The student teacher will develop an understanding on the emerging trends in education.

COURSE 3: LEARNING AND TEACHING

- The student teacher will develop an understanding of the nature of learning and teaching.
- The student teacher will develop an understanding of the behavioural theories, cognitive and humanistic theory.
- The student teacher will critically evaluate the theory of constructivism.
- The student teacher will understand how to teach in a diverse classroom.
- The student teacher will identify the need and importance of teacher student relationship
- The student teacher will discuss the importance of teaching as a profession.
- The student teacher will develop an understanding of the different learner - centered teaching techniques.
- The student teacher will analyze the differences between teacher centered and learner centered teaching.

COURSE 4: LANGUAGE ACROSS THE CURRICULUM

- The student-teachers will be able to understand the language background of the learner
- The student-teachers will be able to know language diversity in the classroom
- The student-teachers will be able to understand the nature of communication process in the classroom
- The student-teachers will be able to understand the nature of reading comprehension in different content areas
- The student-teachers will be able to develop multilingual awareness among the learners
- The student-teachers will be able to comprehend the connection between language and culture

COURSE 5: UNDERSTANDING DISCIPLINES AND SUBJECTS

- The student-teachers will be able to reflect on the role of disciplines and subjects in school curriculum.
- The student-teachers will be able to acquaint with the development of curriculum with social, political and intellectual contexts.



- The student-teachers will be able to understand the paradigm shift in selection of content.
- The student-teachers will be able to analyze the advantages of learner centered curriculum.
- The student-teachers will be able to explore the aspects of life oriented curriculum.

COURSE 6: GENDER, SCHOOL AND SOCIETY

- The student teacher will explore gender roles in the society.
- The student teacher will explain the process of gender socialization in her life.
- The student teacher will create an environment for gender-just education in the classroom.
- The student teacher will learn to look at media products through the gender lens.
- The student teacher will suggest ways to ensure safety of women and girls in all places.
- The student teacher will combat body objectification in all forms.
- The student teacher will critically analyse gender representation in curriculum.

COURSE 7(a) PEDAGOGY OF TAMIL – Part I

- The student teacher will understand the aims and objectives of teaching Tamil.
- The student teacher will be able to formulate instructional objectives for a lesson.
- The student- teacher will prepare a lesson plan
- The student- teacher will gain mastery of the teaching skills.
- The student- teacher will prepare mini lesson plans.
- The student- teacher will apply various methods in teaching of Tamil
- The student- teacher will use various resources in teaching Tamil.

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

- The student- teachers will be able to understand the aims and objectives of teaching English
- The student- teachers will be able to formulate instructional objectives for a lesson
- The student- teachers will be able to gain mastery of the teaching skills
- The student- teachers will be able to apply various methods in teaching English
- The student- teachers will be able to use various resources in teaching English



COURSE 7(a) PEDAGOGY OF MATHEMATICS - Part I

- The student- teacher will understand the aims and objectives of teaching Mathematics.
- The student- teacher will formulate instructional objectives for a lesson.
- The student- teacher will prepare a lesson plan
- The student- teacher will gain mastery of the teaching skills.
- The student- teacher will prepare mini lesson plans
- The student- teacher will apply various methods in teaching of Mathematics.
- The student- teacher will use various resources in teaching Mathematics.

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

- The student- teachers will be able to understand the aims and objectives teaching of physical science.
- The student- teachers will be able to formulate instructional objectives for a lesson.
- The student- teachers will be able to gain mastery of the teaching skills.
- The student- teachers will be able to apply various methods in teaching physical science.
- The student- teachers will be able to use various resources in teaching physical science.

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

- The student- teacher will understand the aims and objectives teaching of biological science
- The student- teacher will analysis the values of teaching biological science
- The student- teacher will formulate instructional objectives for a lesson
- The student- teacher will gain mastery of the teaching skills
- The student- teacher will prepare the lesson plan
- The student- teacher will apply various methods in teaching biological science
- The student- teacher will use various resources in teaching biological science.

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

- The student- teachers will understand the aims and objectives of teaching Computer Science.
- The student- teachers will be able to formulate instructional objectives for a lesson.
- The student- teachers will gain mastery of the teaching skills.
- The student- teachers will be able to apply various methods in teaching Computer Science.



- The student- teachers will use various resources in teaching Computer Science.

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

- The student teacher will understand the aims and objectives of teaching History
- The student teacher will formulate instructional objectives for a lesson
- The student teacher will gain mastery of the teaching skills
- The student teacher will apply various methods in teaching History
- The student teacher will use various resources in teaching History

COURSE EPC 1: READING AND REFLECTING ON TEXTS

- The student teacher will be able to enhance their capacities as readers and writers by becoming participants in the process of reading.
- The student teacher will be able to read diverse texts/books and learn to think together.
- The student teacher will be able to use their reading and writing skills for effective preparation for the other courses.

COURSE EPC 2 : DRAMA AND ARTS IN EDUCATION

- The student teacher will be able to use the techniques of art, music and drama for enhancing teaching and learning.
- The student teacher will be able to use art, music and drama for enhancing one's self, expression and creativity.
- The student teacher will be able 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 student teacher will be able to teach effectively in a “technology enhanced classroom” (previously referred to as “smart classroom”).
- The student teacher will be able to achieve knowledge-comprehension, practice skills and presentation skills in ICT.



B.Ed., Second Year

COURSE 7(b): PEDAGOGY OF TAMIL - Part II

- In Pedagogy of teaching Tamil II prospective teachers gain knowledge through internship and they gain mastery in the Tamil textbooks of class IX and X.

COURSE 7(b): PEDAGOGY OF ENGLISH - Part II

- In Pedagogy of teaching English II prospective teachers gain knowledge through internship and they gain mastery in the English textbooks of class IX and X.

COURSE 7(b): PEDAGOGY OF MATHEMATICS - Part II

- In Pedagogy of teaching Mathematics II prospective teachers gain knowledge through internship and they gain mastery in the Mathematics textbooks of class IX and X.

COURSE 7(b): PEDAGOGY OF PHYSICAL SCIENCE - Part II

- In Pedagogy of teaching Physical Science II prospective teachers gain knowledge through internship and they gain mastery in the Physical Science textbooks of class IX and X.

COURSE 7(b): PEDAGOGY OF BIOLOGICAL SCIENCE - Part II

- In Pedagogy of teaching Biological Science II prospective teachers gain knowledge through internship and they gain mastery in the Biological Science textbooks of class IX and X.

COURSE 7(b): PEDAGOGY OF COMPUTER SCIENCE - Part II

- In Pedagogy of teaching Computer Science II prospective teachers gain knowledge through internship and they gain mastery in the Computer Science textbooks of class IX and X.

COURSE 7(b): PEDAGOGY OF COMPUTER SCIENCE - Part II



- In Pedagogy of teaching Computer Science II prospective teachers gain knowledge through internship and they gain mastery in the Computer Science textbooks of class IX and X.

COURSE 7(b): PEDAGOGY OF HISTORY - Part II

- In Pedagogy of teaching History II prospective teachers gain knowledge through internship and they gain mastery in the History textbooks of class IX and X.

COURSE 8: KNOWLEDGE AND CURRICULUM

- The student teacher will know about the meaning of Knowledge, skills, teaching, training, information, reason and Belief.
- The student teacher will explain an influence of society, culture and modernity on education.
- The student teacher will explain the strategies of discoveries related to child centred education.
- The student teacher will explain the educational thoughts of different authors.
- The student teacher will develop skills to use various types of curriculum approaches for different levels of education.
- The student teacher will apply the knowledge in meritocracy and its impact on curriculum
- The student teacher will understand about factors related to development and assessment of curriculum

COURSE: 9 ASSESSMENT FOR LEARNING

- The student teacher will describe the meaning and role of assessment in learning
- The student- teacher will know the principles of assessment practices
- The student- teacher will understand the assessment practices in various approaches of teaching
- The student- teacher will differentiate different types of assessment
- The student- teacher will identify tools and techniques for classroom assessment
- The student- teacher will develop necessary skills for preparation of achievement test and diagnostic tests
- The student- teacher will point out key issues in classroom assessment
- The student- teacher will understand how assessment can be possible in inclusive settings
- The student- teacher will master various statistical techniques for reporting quantitative data



COURSE 10: CREATING AN INCLUSIVE SCHOOL

- The student teacher will demonstrate an understanding of the concept of disability.
- The student teacher will learn ways of identifying students with different learning disabilities.
- The students will critically evaluate the models of disability.
- The students will recognize the need and importance of inclusive practices in education.
- The student teacher will identify the existing teacher development initiatives for inclusive education.
- The student teacher will discuss the contribution of national and international agencies to inclusive education.
- The student teacher will explore the recent initiatives for inclusive education in the country.

COURSE 11(a) : YOGA, HEALTH AND PHYSICAL EDUCATION

- The student teacher will understand the concept of Yoga and Asanas
- The student teacher will have good health and mental hygiene
- The student teacher will understand the importance and significant of individual, family and community health.
- The student teacher will understand the communicable diseases and life style disorder diseases
- The student teacher will understand the concept, aims and objectives of Physical Education
- The student teacher will practice the various physical exercises
- The student teacher will understand and how to organize and conduct sports in schools.

COURSE 11(b): ENVIRONMENTAL EDUCATION

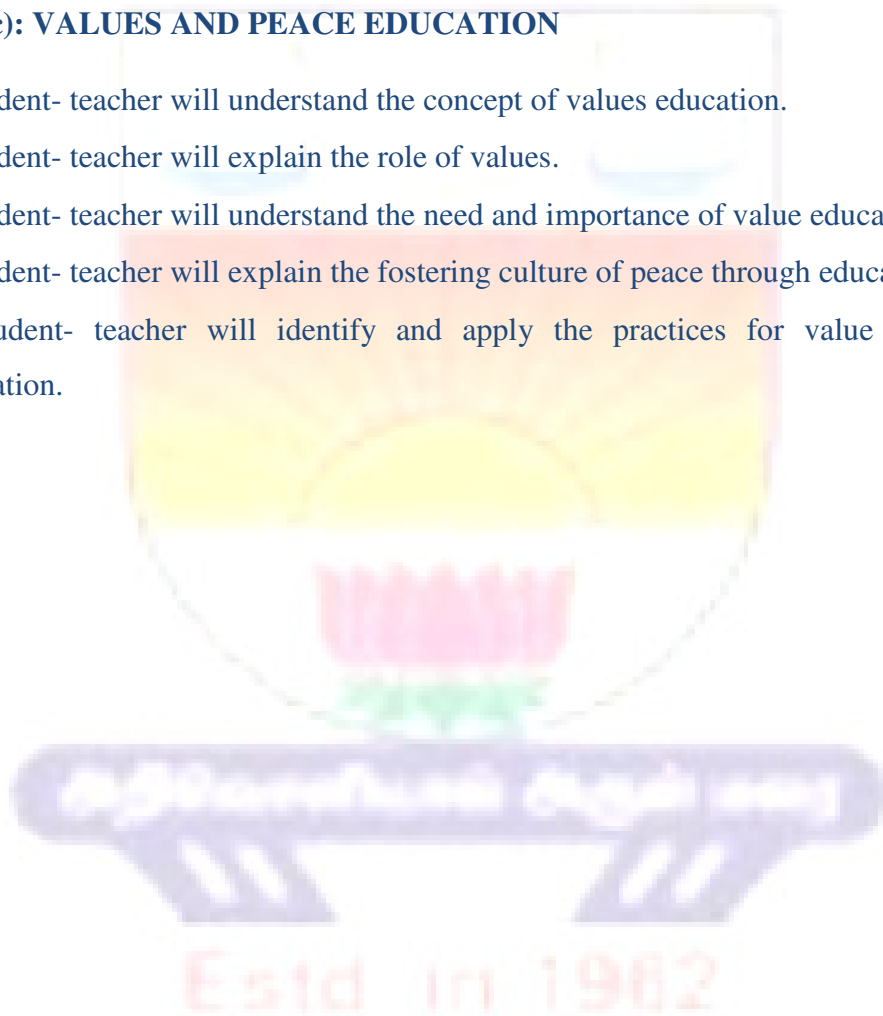
- The student teacher will acquire knowledge, values, attitudes and skills need to protect and improve the environment.
- The student teacher will create change in behavior of individuals, students and society etc towards the environment.
- The student teacher will develop concern and awareness among the world population about the total environment and its associated problems.
- The student teacher will develop an understanding of land resources, forest resources, food resources, mineral resources and water resources.
- The student teacher will identify the importance of energy resources



- The student teacher will discuss the contributions of conferences held on environmental issues.
- The student teacher will develop understanding about the impact of human activities on the environment.
- The student teacher will realize the importance of International NGO' S and Environment protection.
- The student teacher will explain the different stages of environmental education.
- The student teacher will identify the innovative methods of teaching environmental education.

COURSE 11(c): VALUES AND PEACE EDUCATION

- The student- teacher will understand the concept of values education.
- The student- teacher will explain the role of values.
- The student- teacher will understand the need and importance of value education
- The student- teacher will explain the fostering culture of peace through education.
- The student- teacher will identify and apply the practices for value development and clarification.





M.Ed., First Year

COURSE I : HISTORICAL AND POLITICAL ECONOMY OF EDUCATION IN INDIA

- The prospective teacher-educators will be able to acquire knowledge on education and its agencies
- The prospective teacher-educators will be able to develop understanding about the educational system of ancient India
- The prospective teacher-educators will be able to develop understanding about the educational system of medieval India
- The prospective teacher-educators will be able to list out the educational contributions of Christian Missionaries and the East India Company
- The prospective teacher-educators will be able to analyse the major recommendations of various educational committees and commissions during the British rule
- The prospective teacher-educators will be able to develop understanding about the educational provisions spelt out in the Indian constitution
- The prospective teacher-educators will be able to analyse the major recommendations of various educational committees and commissions after India independence
- The prospective teacher-educators will be able to recognise the important role of education in promoting nationalism and international understanding
- The prospective teacher-educators will be able to examine the Indian political policy
- The prospective teacher-educators will be able to critically evaluate the changing economic policy in developing education.

COURSE II: ADVANCED EDUCATIONAL PSYCHOLOGY

- The prospective teacher-educators will understand the various schools and methods of psychology
- The prospective teacher-educators will understand adolescent's growth, development and their problems
- The prospective teacher-educators will acquaint with the significance of learning and the various theories of learning



- The prospective teacher-educators will understand the biogenic and sociogenic motives and different theories of motivation
- The prospective teacher-educators will understand the concepts and theories of intelligence and creativity
- The prospective teacher-educators will understand the theories of personality and its measurement
- The prospective teacher-educators will identify the different types of adjustment mechanisms
- The prospective teacher-educators will differentiate the concept of mental health from mental hygiene
- The prospective teacher-educators will describe the various types of groups and leadership styles
- The prospective teacher-educators will familiarize with various psychological testing procedures.

COURSE III : CURRICULUM DESIGN AND DEVELOPMENT

- The prospective teacher-educators will be able to acquire the knowledge of the nature of the curriculum
- The prospective teacher-educators will be able to understand the determinants of curriculum design
- The prospective teacher-educators will be able to comprehend the various principles involved in curriculum design
- The prospective teacher-educators will be able to understand phases of curriculum process
- The prospective teacher-educators will be able to recognise models of curriculum development
- The prospective teacher-educators will be able to analyse the approaches of curriculum organization
- The prospective teacher-educators will be able to understand the models of curriculum implementation
- The prospective teacher-educators will be able to understand the factors influencing effective teaching
- The prospective teacher-educators will be able to recognise the various approaches and models of curriculum evaluation



- The prospective teacher-educators will be able to comprehend the strategies and models of curriculum change.

COURSE IV : BASICS IN EDUCATIONAL RESEARCH

- The prospective teacher educators will acquire knowledge of research in the field of education.
- The prospective teacher educators will understand the process of research.
- The prospective teacher educators will comprehend the research design and research plan.
- The prospective teacher educators will recognize the research problem.
- The prospective teacher educators will understand the formation of hypothesis.
- The prospective teacher educators will understand the sampling techniques.
- The prospective teacher educators will understand the scaling techniques.
- The prospective teacher educators will recognize the psychological theories and inventories.
- The prospective teacher educators will understand the interview and observation techniques.
- The prospective teacher educators will understand the interview and observation techniques.
- The prospective teacher educators will understand the different types of inquiry forms and social settings.

COURSE V : TEACHER EDUCATION IN INDIA: ELEMENTARY LEVEL

- The prospective teacher-educators will be able to acquire knowledge on education and its agencies
- The prospective teacher-educators will be able to develop understanding about the educational system of ancient India
- The prospective teacher-educators will be able to develop understanding about the educational system of medieval India
- The prospective teacher-educators will be able to list out the educational contributions of Christian Missionaries and the East India Company
- The prospective teacher-educators will be able to analyse the major recommendations of various educational committees and commissions during the British rule
- The prospective teacher-educators will be able to develop understanding about the educational provisions spelt out in the Indian constitution



- The prospective teacher-educators will be able to analyse the major recommendations of various educational committees and commissions after Indian independence
- The prospective teacher-educators will be able to recognise the important role of education in promoting nationalism and international understanding
- The prospective teacher-educators will be able to examine the Indian political policy of education
- The prospective teacher-educators will be able to critically evaluate the changing economic policy in developing education.

COURSE VI : CURRICULUM, PEDAGOGY AND ASSESSMENT AT ELEMENTARY LEVEL

- The prospective teacher-educators will understand the basic features of curriculum
- The prospective teacher-educators will be able to comprehend the organization of knowledge in schools
- The prospective teacher-educators will understand school curriculum
- The prospective teacher-educators will be able to recognise the curriculum planning
- The prospective teacher-educators will be able to analyse the issues in curriculum alignment
- The prospective teacher-educators will be able to understand the educational theories in pedagogy
- The prospective teacher-educators will be able to understand the planning and management of instruction
- The prospective teacher-educators will be able to recognise the instructional support practices
- The prospective teacher-educators will be able to understand the techniques assessment for learning.

COURSE VII: EARLY CHILDHOOD CARE AND EDUCATION

- The prospective teacher educators will know the historical development of early childhood education.
- The prospective teacher educators will review the various committees and commissions suggestions on early childhood education.
- The prospective teacher educators will know the different aspects of child development.



- The prospective teacher educators will understand the principles involved in the planning of pre-school programmes.
- The prospective teacher educators will know the various management process of the pre-school programmes.
- The prospective teacher educators will analyse the methods of teaching to pre-school children.
- The prospective teacher educators will find out the behavioural problems of the pre-school children.
- The prospective teacher educators will get awareness about the common diseases and ailments of the pre-school children.
- The prospective teacher educators will interact and know about the involvement of parents and community regarding the nutrition and health of the pre-school children.
- The prospective teacher educators will explore the objectives, types and techniques in educating the early childhood education programmes.

M.Ed. - Second Year

COURSE I : PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES IN EDUCATION

- The prospective teacher-educators will be able to acquire the knowledge of the concepts and meaning of philosophy and education
- The prospective teacher-educators will be able to describe the philosophy of Indian schools of thought
- The prospective teacher-educators will be able to describe the philosophy of Western schools of thought
- The prospective teacher-educators will be able to analyse the educational contributions of Indian and Western thinkers
- The prospective teacher-educators will be able to explain the basic concepts of sociology of education
- The prospective teacher-educators will be able to explain the relationship between social system and education
- The prospective teacher-educators will be able to analyse the role of education in cultural change



- The prospective teacher-educators will be able to explain various agencies of education
- The prospective teacher-educators will be able to identify the role of education in promoting the national integration and international understandings
- The prospective teacher-educators will be able to discuss the diverse trends in education.

COURSE II: ADVANCED TECHNIQUES OF INSTRUCTION

- The prospective teacher-educators will understand mobile learning
- The prospective teacher-educators will learn to use whiteboard for teaching
- The prospective teacher-educators will be able to design instructional games
- The prospective teacher-educators will be able to apply peer tutoring
- The prospective teacher-educators will explain active learning methods
- The prospective teacher-educators will be able to describe teaching- learning process model
- The prospective teacher-educators will use student-centred teaching methods
- The prospective teacher-educators will be able to understand the psychological perspectives in teaching
- The prospective teacher-educators will apply the neuro linguistic programming in education
- The prospective teacher-educators will use the technological trends in teaching and learning

COURSE III: ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

- The prospective teacher educators will understand the process of conducting research.
- The prospective teacher educators will acquire knowledge about the quantitative research designs.
- The prospective teacher educators will understand the different types of qualitative research designs.
- The prospective teacher educators will understand the mixed methods of research.
- The prospective teacher educators will acquire knowledge about the action research.
- The prospective teacher educators will know the process of collecting, analyzing, interpreting quantitative data.
- The prospective teacher educators will know the process of collecting, analyzing, interpreting qualitative data.
- The prospective teacher educators will recognise the different types of parametric tests



- The prospective teacher educators will comprehend the different types of non-parametric tests.
- The prospective teacher educators will comprehend the various components in the research report.

COURSE IV: TEACHER EDUCATION IN INDIA: SECONDARY LEVEL

- The prospective teacher-educators will be able to understand the historical background of secondary teacher education in India
- The prospective teacher-educators will be able to understand the objectives and structure of secondary teacher education
- The prospective teacher-educators will be able to analyse the commissions and committees recommendations on secondary teacher education
- The prospective teacher-educators will be able to compare the Indian secondary teacher education programme other countries
- The prospective teacher-educators will be able to analyse the functioning of various agencies of secondary teacher education
- The prospective teacher-educators will be able to understand the major issues in secondary teacher education
- The prospective teacher-educators will be able to analyse the secondary teacher education curriculum and its transaction mode
- The prospective teacher-educators will be able to understand the importance of preparing special education teachers
- The prospective teacher-educators will be able to understand the status of teachers working at secondary education level
- The prospective teacher-educators will be able to understand the need for research on secondary teacher education.

COURSE V: CURRICULUM, PEDAGOGY AND ASSESSMENT AT SECONDARY LEVEL

- The prospective teacher-educators will be able to differentiate the curriculum and syllabus
- The prospective teacher-educators will be able to understand the theoretical perspectives of curriculum
- The prospective teacher-educators will be able to understand the models of curriculum theory



- The prospective teacher-educators will be able to understand the models of curriculum design
- The prospective teacher-educators will be able to understand the implication of educational theories for today's classroom teachers
- The prospective teacher-educators will be able to understand the influence of views of educational pioneers on today's school
- The prospective teacher-educators will be able to analyse the various pedagogical approaches
- The prospective teacher-educators will be able to understand the different types of assessment techniques
- The prospective teacher-educators will be able to recognize the different methods of curriculum evaluation
- The prospective teacher-educators will be able to understand the future directions for curriculum development

COURSE VI: PLANNING AND ADMINISTRATION OF SECONDARY EDUCATION

- The prospective teacher-educators will understand the structure of secondary education in India
- The prospective teacher-educators will comprehend the development of secondary education in India
- The prospective teacher-educators will be able to compare the Indian secondary education system with other countries
- The prospective teacher-educators will understand the role and functions of governing agencies of secondary education in India
- The prospective teacher-educators will be able to critically evaluate the planning of secondary education in India
- The prospective teacher-educators will suggest the areas for research in secondary education
- The prospective teacher-educators will discuss the implications of five year plans on secondary education
- The prospective teacher-educators will be able to analyze the need for technology integration in planning and administration of secondary education
- The prospective teacher-educators will be able to describe the emerging trends in secondary education and
- The prospective teacher-educators will understand the need for quality enhancement of secondary education