

**GOVT. COLLEGE OF TEACHER EDUCATION, THIRUVANANTHAPURAM**

**2018 – 19**

**2.6.1 : Programme Outcome, Specific Programme Outcome and Course Outcome - B.Ed**

<b>Programme Outcome</b>	<b>Specific Programme Outcome</b>	<b>Course Outcome</b>
<ul style="list-style-type: none"> <li>• Meeting the challenges of education in a knowledge society</li> <li>• Development of Teacher Competencies among student-teachers</li> <li>• Development of Professionalism among prospective teachers</li> <li>• Capacity building of prospective teachers</li> <li>• Moulding technopedagogically competent teachers</li> <li>• Entrepreneurship in education</li> <li>• Teacher as a Relationship Manager</li> <li>• Evidence-based performance assessment in education.</li> </ul>	<p><b>PSO 1</b> To equip the prospective teachers capable to meet the challenges of education in a knowledge society.</p> <p><b>PSO 2</b> To acquire and practice various teacher competencies through qualitative multi-level strategies and practices and the development of professionalism among them.</p> <p><b>PSO 3</b> To identify and resolve the major social, intellectual and environmental issues / challenges faced by our pluralistic society and make use of the knowledge in nurturing/equipping the classroom learner to face those challenges.</p> <p><b>PSO 4</b> To develop a proper value system based on the cultural, social, political and moral bases of Indian society.</p> <p><b>PSO 5</b> To develop teacher-identity required of a professional through theoretical discourses, college- school – community based experiences, and reflective practices that continually evaluate the effects of his/her choices and actions.</p> <p><b>PSO 6</b> To understand the central concepts, tools of inquiry, and structures of individual disciplines in the course and develop the ability to evolve meaningful learning experiences.</p> <p><b>PSO 7</b> To imbibe knowledge</p>	<p><b>A. Perspectives of Education (core Papers).</b></p> <p>Nine areas/papers (EDU – 01, 02, 03, 06, 07, 08, 11, 12 and 14) have been included under this heading in order to develop among the student-teachers a realistic outlook about education and teacher in the Indian society. The outcome of this program include: The prospective teacher</p> <ul style="list-style-type: none"> <li>• Understands the meaning, significance and perspectives of education in the sociocultural context.</li> <li>• Understands the history, current issues and challenges of Indian Education and becomes capable of solving various problems of the society.</li> <li>• Understands the developmental processes and needs of children and adolescents, the role of teacher in facilitating them.</li> <li>• Acquaints with prominent Psychological principles, theories of development and learning, and allied matters and make use of them in educational contexts.</li> <li>• Understands the assumptions of ICT, Assessment and Evaluation, Management, Environment etc and makes use of them in practical life and classroom instruction.</li> <li>• Acquires democratic and social values of an ideal teacher and develops skills and competencies in teaching and classroom management.</li> </ul> <p><b>B. Curriculum and Pedagogic Courses (Optional subjects)</b></p> <p>Theoretical Base of the optional subject, (Techno) Pedagogic Content Knowledge Analysis, Curriculum and Resources in Digital Era, Emerging Trends and Practices</p>

		<p>&amp; Advanced Studies in the subject area are the Optional Papers included under</p>
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<ul style="list-style-type: none"> <li>• Development of Aesthetic qualities among the prospective teachers</li> <li>• Health and fitness for future of the younger generation.</li> </ul>	<p>and develop understanding of the various psychological, sociological, philosophical, environmental and technological principles and practices in respect of learners of different stages/multi level and develop the ability to facilitate effective learning.</p> <p><b>PSO 8</b> To make use of the pedagogical knowledge for effective verbal, nonverbal and media-based information and communication technologies in all facets of learning to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p><b>PSO 9</b> To conceptualize various formal and informal evidencebased performance assessment strategies and develop an ability to evaluate contextually the multidimensional development of the learner.</p> <p><b>PSO 10</b> To generate adequate professional capacity for performing multiple roles entrusted on him/her, enabling him/her to compete in the national and international scenario.</p> <p><b>PSO 11</b> To develop his/her managerial capacities in human relations for promoting human resources for national development.9</p> <p><b>PSO 12</b> To internalize appropriate theoretical and practical inputs in order to render an integrated-holistic understanding about physical fitness, developing positive attitudes, values, skills and behaviour related to health and physical education and to promote health and fitness for</p>	<p>Curriculum and Pedagogic courses. Due consideration has been given to incorporate the latest trends in learning and pedagogical theories that touches various domains of the subject concerned. Keeping in mind the local-cultural-historical-environmental and educational dimensions of Kerala an earnest effort has been undertaken to incorporate the spirit of the 21<sup>st</sup> century knowledge based economic circumstances and its divergent demands in the teacher education process through the respective course work of the optional paper. A clear demarcation of the methodology and the corresponding pedagogical analysis papers with respect to the respective optional subjects have been worked out which help for meaningful transaction of the optional curriculum. Revamping the concept of Pedagogical analysis to Pedagogic Content Knowledge (PCK) and its contemporary version of Techno-Pedagogic Content Knowledge (TPCK) Analysis have been accommodated to give a practical face to the curriculum. The objectives of optional education include:</p> <ul style="list-style-type: none"> <li>• To make the novice teacher understand the scope and nature of teaching the subject at different levels of learning.</li> <li>• To introduce the challenging career of a teacher with a futuristic perspective, as an agent of social change.</li> <li>• To develop practical field based skills and experience in resource development and learning experience designing while transacting the curriculum.</li> <li>• To provide the required research based learning experience so as to undertake a habit of self development through inquiry and investigation,</li> <li>• To enrich the vision and capabilities of prospective teachers as reflective practitioners during and after the pre-service education.</li> <li>• To design instructional and learner support mechanism-print, non-print, electronic and digital-appropriate for the learner needs and contextual requirements.</li> <li>• To get a field based understanding of theories and principles of pupil assessment</li> </ul>
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	<p>current and future lifestyles among student teachers.</p> <p><b>PSO 13</b> To develop the aesthetic quality of the prospective teachers through Art Education, theatre practices.</p>	<p>and evaluation.</p> <ul style="list-style-type: none"> <li>• To undertake a self-empowerment initiative in transacting the curriculum from a TechnoPedagogic content Knowledge perspective.</li> <li>• To identify the Entrepreneurial opportunities of futuristic significance associated with the subject.</li> <li>• To develop a neo-humanistic attitude among the student-teachers in the light of Science-Technology-Society/CultureEnvironment interaction paradigm.</li> </ul>
<p><b>Programme Outcome, Specific Programme Outcome and Course Outcome - M.Ed</b></p>		

<ul style="list-style-type: none"> <li>• Gain insight and reflect on the concept and the status of preservice and inservice teacher education</li> <li>• Get acquainted with the content, and organisation of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation.</li> <li>• Design in-service teacher professional development program/activities based on the needs of teachers</li> <li>• Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.</li> <li>• Understand and</li> </ul>	<p><b>a) Perspective Courses</b>  The main thrust of the M.Ed. programme is visualised as a professional programme to prepare teacher educators; however in the current developing scenario in education it should also cater adequately to academic pursuits like curriculum and textbook development, research, policy analysis, and educational administration. The profession of the teacher educator has to be visualised keeping this broadened view of a teacher educator. There are many characterizations of a profession, some emphasising socio-political aspects of it and others keeping academic aspects at the centre. Expertise emanating from a broad base of knowledge and understanding, skill and judgment being guided by theoretical considerations, public function, integrity and independence of professional judgement are generally accepted as necessary characteristics of a profession. Teacher education as a discipline might have some special characteristics of its own as far as the required knowledge base is concerned. But teacher education as a profession may</p>	<p><b>a) Resource-based Learning</b>  Resource-based Learning involves use of a wide array of print, non-print, new media, and human resources to assist students in learning. It offers students opportunities to choose, to explore, and to discover from a variety of resources both within and outside of their community.  Resource-based Learning is a means by which teachers can greatly assist students to develop knowledge, attitudes, and abilities for independent, lifelong learning.  For a teacher education course the resources may be collected from</p> <ul style="list-style-type: none"> <li>• Library- and Online-based Learning</li> <li>• Educational institutions or school-based ( School- as- laboratory) Learning</li> <li>• Govt. data bases, media &amp; other relevant sources</li> </ul> <p><b>b) Reflective Learning</b>  Working with experience is called reflective practice and that is most important in learning. The reflection helps them formulate hypotheses or assumptions to solve the problem.</p> <p><b>c) Reflective practicums</b>  Case analysis/case study presented as ‘problems’ for the student teacher at the initial stage of the course which they need to analyse in the light of theoretical frames associated with it as the course progresses and collect data if needed from educational institutions</p>
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<ul style="list-style-type: none"> <li>• appreciate the research perspective on various practices in teacher education. Develop professional attitudes, values and interests needed to function as a teacher educator. understand the Socio-economic-cultural and academic background of entrants to B.Ed course. master the methods and techniques of developing competencies, commitments and performance skills of teachers. explain the nature of issues and problems faced by the state system of education and suggest some innovative remedies or policies to solve them appreciate as well as evaluate the</li> </ul>	<p>additionally demand:</p> <p>I. Certain knowledge of pedagogy to help others acquire knowledge and capabilities.</p> <p>II. A general perspective on society, social needs and concerns and well-being of human beings will also be essential to be an educator.</p> <p>III. A wider understanding of human knowledge, and an idea of the epistemic structure of disciplines other than one's own also will be necessary for a teacher educator to fix her own work in the curriculum, and educational perspective.</p> <p>IV. An in-depth understanding regarding the education of teacher educators is necessary and should match liberal studies; otherwise it would restrict the further development of knowledge of the teacher educator.</p> <p><b>b) Tool Courses</b> The tool courses are envisioned to provide students with certain skills that enable them to work as professionals and scholars in the field. Located in the common core of the M.Ed. programme that will be taught to all students irrespective of the specialisations they choose, these tool courses have been conceptualised in a broader fashion (to encompass research, communication and writing skills) rather than restricting them to a specialised domain of say policy analysis or curriculum development. Ideally these tool courses should be transacted through or be supplemented by workshops. These workshops should engage the students in reflecting on the linkages between the self and one's professional practice. Themes such as gender, society and education, 'disability',</p>	<p>(labs) and submit by the end of the semester in the form of a brief report not exceeding 10 pages (preferably hand written). <b>d) Bridge theory-practice gap</b> The new curriculum explores the possibilities to bridge theory-practice gap existing in the present teacher preparation programmes. Theory for practice should be the modus operandi for helping student teachers to become teachers of students.</p> <p><b>e) Pragmatic mind-set and learning culture</b> A pragmatic mindset will help the teachers cope up with the flux of changes happening in the field and to upgrade the standard of teacher education, enhance the professional social status of teachers and develop amongst them a sense of commitment. With a pragmatic mind set the 14 teacher educators' role can be shifted from a teacher to a knowledge worker, consultant and counselor.</p> <p><b>f) Field based and community based experience</b> Engagement with field practice forms an integral part of this programme. The objective is to expose students to a variety of field settings in Indian educational contexts in order to sensitize them to issues related to the practice of education. The multiple opportunities for field engagement, starting from the first semester onwards, would allow students to introspect on their own role and work. It is hoped that the experience will build humility, empathy, optimism and conviction in their intervention.</p>
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<p>national education policies and provision s made in the plan documents of state and central governments to spread quality education at all</p>		
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<ul style="list-style-type: none"> <li>• levels in the country propagate the ways and means to inculcate intellectual, emotional and performance skills among the different categories of pupils in order to execute their responsibilities as “Global citizens”</li> <li>• realize the importance of leadership in education and how it can be developed imbibe the attitudes and skills required of ‘life-long learners’ on the ‘ICT influenced world’ of today</li> <li>• and tomorrow acquire the skills required of a ‘consumer’ and a ‘practitioner’ of educational research and innovations acquire skills to design a curriculum for research</li> </ul>	<p>psycho-social dimensions of exclusion, and inclusive education, should be central to these workshops. Sessions on mental and physical well-being (through modalities such as Yoga), should also be interwoven in the sessions.</p> <p><b>c) Teacher Education Course</b> The master of education programme is viewed primarily as a programme that prepares teacher educators who would be involved in either initial teacher preparation or in-service teacher professional development or both. Even though all courses in the M.Ed. Programme will contribute to the making of a teacher educator, it is necessary to provide focused exposure and experiences in teacher education. This component on teacher education hence will be compulsory for all students. It would consist of two taught courses transacted on-campus and an internship transacted in an institution of teacher education. In keeping with learner-centred approaches to teaching leading to autonomy, it is necessary for the teacher educator to employ learner centered approaches in the teacher education classroom. A teacher education course would need to equip a teacher educator to this end. The would be teacher educator needs space and time in the curriculum to realistically understand the roles and functions expected of them by observing and analysing the activities performed by the teacher educators in an institutional context. They also need opportunities to put into action the theoretical understandings about teacher preparation gained through 2</p>	
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embedded  
instruction.

	<p>Year M.Ed. Curriculum.</p> <p><b>d) Specialization in Core Subject</b></p> <p>The component <i>specialization in core subject</i> has 8 credits. The idea is to develop a programme that prepares teacher educators who not only have a thorough understanding of a specific school stage (such as elementary/secondary and senior secondary/ Higher Education) but also specialise in one such area as curriculum, pedagogy and assessment; policy, planning and economics; administration and leadership; inclusive education, and the like. Keeping this in mind, the component <i>specialization in core subject</i> has been organised in the following fashion:</p> <p>Context and issues in elementary / secondary/senior secondary and higher education. (Sem. I).</p> <p>Curriculum Pedagogy and assessment (Sem. II). Thus, the students would make a choice from among the following stage/level based specializations:</p> <p>a. Elementary Education, or b. Secondary and Senior Secondary or c. Higher Education.</p> <p><b>e) Self - development courses</b> The course aims to develop the mental and physical well being through modalities such as yoga, gender issues, eco-friendly perspectives, art and literature.</p> <p>These programmes should engage the students in reflecting on the linkages between the self and one's professional practice. The theme emphasizes the development of personal and professional competencies and to become healthy individuals.</p>	
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