

Programme Outcome/Programme Specific Outcome/ Course Outcome of M.Ed (Master of Education):

**Affiliated To West Bengal University Of Teachers' Training, Education Planning &
Administration.**

Rajendra Academy for Teachers Education is NAAC accredited composite Teacher Training College. The College runs teacher training courses on D.El.Ed, B.Ed and M.Ed for catering the needs of qualified and competent teachers in India which is duly recognized by NCTE (National Council for Teacher Education) and affiliated to West Bengal Board of Primary Education, The University of Burdwan and West Bengal University of Teachers' Training, Education Planning & Administration. Various outcomes of M.Ed programme can be depicted in the following manner.

Programme Outcome of M.Ed (Master of Education): On successful completion of the two year M.Ed programme, the prospective Teacher Educator will get the opportunity to excel in the field of education with multiple skills. It prepares the individual to introspect into the nature of educational problems and generate diversified knowledge with dynamic educational plans and policies. They shall be dedicated and motivated towards continuous learning with a clear vision and mission.

Programme Specific Outcome of M.Ed (Master of Education): In terms of programme specific context of Master of Education the outcomes are as follows.

- To build perspective and understanding of concepts, theories, ideas and practices across various fields of Education.
- To understand the historical, political and economical aspect of education.
- To provide research related experiences with the competency to independently develop dissertation and research work.
- To interpret the schools of philosophy and their educational significance.
- To get an insight into various educational policies and practices.
- To enable proper understanding and critical perspective about specialized areas of Education.

Course Outcome of M.Ed (Master of Education): Preparing an individual as a Teacher Educator with a reflective outlook by articulating the emerging challenges is the core of M.Ed course. The course specific outcomes of M.Ed are as follows.

Semester-I

Educational Studies (2.1.1)

- To understand the theoretical perspectives of Education.
- To examine Education as a Discipline and Inter disciplinary knowledge.
- To understand the socio cultural context of Education.
- To reflect upon the multiple contexts of Teacher Education.

Historical, Political and Economic Perspectives of Education (2.1.2)

- To know about the historical, political and economic perspective of Education.
- To understand about Human Resources and Human Development Index.
- To reflect upon group diversities

Psychology of Learning And Development (2.1.3)

- To understand the process of learning and human development.
- To analyse various theories of learning.
- To comprehend the impact of culture and diversity in the learning process.
- To understand about transfer of learning.

- To reflect upon memory and its psychological implication.

Pre-Service And In-Service Teacher Education (2.1.4)

- To understand about components of Teacher Education Curriculum.
- To analyse the relevance of pre-service and in-service teacher training courses.
- To review the dynamics of various teacher education programmes

Communication & Expository Writing (2.1.5)

- To organize academic representation with effective writing skill.
- To sensitize about perspective based write up.
- To articulate and organise ideas with clarity and relevance.

Self Development through Yoga (2.1.6)

- To know the significance of yoga for integrated personality.
- To practice stress relieving measures.
- To understand the concept of self development and human values.

Semester-II

Philosophical Perspective of Education (2.2.1)

- To understand the context of philosophy of education.
- To interpret the educational philosophy of great thinkers.
- To correlate sociology and education.
- To establish the relevancy of philosophical theories in modern education.

Sociological Perspectives of Education (2.2.2)

- To analyze the social perspective of education.
- To interpret the role of education in social context.
- To understand sociology of education.
- To recognize the socio cultural aspects of education

Introduction to Research Methodology (2.2.3)

- To understand about educational research and it's designing.
- To know about various data collection tools and sampling.
- To understand about descriptive and inferential statistics

Inclusive Education and Gender (2.2.4)

- To understand about inclusive society and the educational reforms.
- To reflect upon various assessment and teaching learning strategies for the disabled.
- To acquaint with various perspectives of gender issues.
- To know the relation between gender issues and curriculum.

Curriculum Studies (2.2.5)

- To understand the concept and types of curriculum.
- To know the foundations of curriculum planning and curriculum construction.
- To reflect upon the strategies of successful curriculum transaction.

Internship in Teacher Education Institutions (2.2.6)

- To develop the competencies in organising various types of teacher education activities.
- To reflect upon the various areas of in-service training.
- To analyse the significance of co-curricular and extra-curricular activities.
- To get an insight about the status of pupil teachers.

Semester-III

Specialization Courses in Secondary Education (2.3.1.S.C) Institutions, Systems and Structures -2.3.1.S(a)

- To get an insight about the status of secondary education.
- To analyse the various issues of secondary and higher secondary education in different aspects

Stage Specific Status, Issues & Concerns -2.3.1.S(b)

- To understand about the management policies of school education.
- To introspect on the perspective of secondary education.
- To investigate on the areas of teacher education for secondary level

Policy and Practice Relating to Curriculum, Pedagogy and Assessment -2.3.1.S(c)

- To analyse the functioning of various institutions and agencies of secondary education.

Statistical Techniques in Advance Research Methodology -2.3.2

- To analyse the quantitative and qualitative data for research.
- To enhance the competencies of synthesising research work.
- To develop the skill of preparing a complete research report.

Internship -2.3.3

- To sensitize about various activities of in service teacher training.
- To reflect upon the curricular aspect of teacher education programmes.
- To understand the instructional and evaluation practices of teacher education programmes.
- To orient and acquaint with the overall working of the teacher training institutes.

Educational Technology and ICT in Education -2.3.4

- To develop the skill of using ICT in teaching and learning.

- To understand about digital technology in socio-economic context.
- To build competency on techno pedagogic and info savvy skills.

Preparation of Dissertation Proposal -2.3.5

- To learn about review of related literature, analyse the existing studies.
- To develop the skill of tabulating data s per the objectives of study.
- To identify the criteria for selection from standardized tools.
- To classify research abstracts under different variables of study.

Perspectives and Issues and Research in Teacher Education-2.4.1

- To frame a holistic approach of teacher education.
- To analyse the problems of teacher education.
- To comprehend on the educational policies of teacher education.
- To introspect the significance of research in teaching and teachers' perspective.

Semester-IV

Specialization(Secondary Education)

Educational Policy, Economics of Education and Educational Planning in the context of Secondary Education- 2.4.2 (a)

- To learn about the determinants of educational policy in India.
- To understand the problems of secondary education.
- To comprehend the process of generation and utilisation of financial resources.
- To know about the cost and benefit analysis of education.
- To analyse the significance of manpower planning and human capital.
- To reflect upon the different approaches of education.

Educational Administration, Management and Leadership in the context of Secondary Education.- 2.4.3 (b)

- To know about the educational administration.
- To reflect upon the various problems of educational administration in India.
- To get an insight into educational management.
- To acquaint with various types of leadership patterns.

Educational Technology and ICT in Secondary Education -2.4.3(c)

- To understand the various approaches of educational technology.
- To integrate technology for professional development.
- To analyse the practices of technology based learning.

Dissertation(Report Writing and Viva Voce) -2.4.4

- To effectively execute research projects.
- To develop the link between educational theory and research.
- To articulate and formulate the research problem.
- To scientifically design the research plans.
- To analyse and interpret data quantitatively and qualitatively.

Programme Outcome of B.Ed (Bachelor of Education): On successful completion of the two year Bachelor of Education (B.Ed) programme the teacher trainee (herein Educand) can effectively apply learner centric methods for the task of teaching. They can understand the paradigm shift of various disciplines in the context of curriculum. Apart from applying the pedagogical skills and managing classroom conflicts, they can also conduct action research in order to solve classroom problems. This programme prepares the prospective teachers to understand the psychological and sociological aspects of learners' development along with individual differences. The course work combined with rigorous school internship prepares the teacher trainees to master the art of teaching along with social resilience as well as transforms them into responsible and accountable change agents for addressing the concerns of human development.

Programme Specific Outcome of B.Ed (Bachelor of Education): In terms of programme specific context of Bachelor of Education (B.Ed) the outcomes are as follows.

- To understand the basic concepts and premises of educational theory.
- To enable the teacher trainees' to manage diverse learning under inclusive classroom.
- To comprehend the role of governance and the structural provisions for supporting school based education.
- To inculcate the real experiences of classroom teaching, pedagogical approach, school management and community services.
- To develop multiple skills and abilities of communication, reflection, art, aesthetics, self expression and ICT (Information & Communication Technology).
- To comprehend the educational policies and contemporary issues in Indian Education System.

Course Outcome of B.Ed (Bachelor of Education):

Preparing an individual for the teaching profession and upgrading the in service teacher with the various challenges is the core of B.Ed course. The course specific outcomes are as follows.

First Semester

Childhood And Growing Up- C-I

- To know about the various developmental stages.
- To create an awareness about the heredity, environment, social and cultural factors of development process.
- To acquaint with the various theories of motivation, attention and interest.
- To understand the nature of intelligence with theoretical implications.
- To develop the skills for identifying and nurturing creativity.

Contemporary India and Education - C-II

- To understand the Constitutional provisions and major recommendations of Education Commissions of India.

- To understand the National values.
- To understand the issues of inequality, discrimination and marginalisation.
- To comprehend the contemporary issues in Education along with the policy framework for education in India.
- To understand the role and functions of different monitoring agencies of Education in India.
- To introspect about educational planning and administration.

Language Across The Curriculum- C-IV

- To understand the significance of use of first and second language with multilingualism.
- To acquire various verbal and non verbal communication skills.
- To acquaint with the various obstacles in language usage and the approaches to overcome them.

Understanding Discipline And Subjects - C-V

- To know the various basis of knowledge and emerging branches.
- To understand language, science, mathematics and social science as a discipline.
- To acquaint with inter discipline and multi discipline of subjects.

Reading And Reflecting On Texts- EPC-1

- To learn the skills of reading comprehension.
- To apply different techniques of reading.
- To acquaint with the problems of reading across the curriculum.
- To enhance the linguistic, grammatical, strategic and communicative competence.

Second Semester

Learning And Teaching - C-III

- To understand the theoretical perspectives of learning.
- To reflect upon the factors and paradigms of learning.
- To understand the process and task of teaching.
- To effectively use various models of teaching.
- To develop various skills of teaching.

Pedagogy of School Subject-Part –I

(Language, Science, Mathematics & Social Science).- C-VII- A

- To acquire the expertise in pedagogical analysis and behavioural competencies in the teaching skills.
- To understand the role of disciplinary knowledge in overall schema of curriculum.
- To familiar with various methods and approaches of teaching school subjects.
- To acquaint with various evaluation tools.
- To construct various test items for assessment and evaluation.
- To understand the effectiveness of teaching aids.
- To know the various objectives of teaching school subject with principle of curriculum framing.

Knowledge And Curriculum(Part-I) - C-VIII-A

- To understand the epistemological, philosophical and sociological bases of education.
- To comprehend the dynamics of curriculum development.
- To understand the significance of education from Constitutional, social and modern values.
- To realize the scope of curriculum and syllabus.

Assessment For Learning - C-IX

- To understand the basics of assessment and evaluation process.
- To construct various tests for learners.
- To know the domains of educational objectives.
- To use statistical measures in assessment of learning.
- To know the physical, infrastructural and human resources in a school.
- To understand the functional aspects of school.
- To understand the curricular process, school records and community services.

Drama And Arts in Education - EPC-2

- To understand the effectiveness of art, dance and painting.
- To develop creativity.
- To integrate singing, drama and drawing in teaching and learning.
- To use role play in the process of teaching.



Third Semester

Pedagogy of School Subject- Part –II

(Language, Science, Mathematics & Social Science).- C-VII –B

- To design teaching and learning content of school subjects.
- To develop various skills of learning.
- To critically examine all the aspects of the subject.
- To understand about simulated and integrated teaching.
- To design learning contents based on various models.
- To assess and evaluate with reference norms.

School Internship

- To ensure practical exposure to prospective teachers.
- To understand the working conditions of a teacher.
- To develop the requisite skills and attitude towards teaching profession.
- To comprehend about the emerging challenges.
- To acquaint with school based activities including educational administration.
- To identify the priority areas of a teacher.
- To know the significance of various community based activities.
- To enhance social maturity and interpersonal skills.
- To promote work based learning.

Fourth Semester

Gender, School & Society - C-VI

- To understand gender issues including gender sensitization.
- To know about the paradigm shift of gender studies.
- To understand about gender, power and abuse in terms of the curriculum and pedagogy.

Knowledge And Curriculum (Part-II) - C-VIII-B

- To understand about curriculum and syllabus.
- To comprehend the relationship among power, ideology and curriculum.
- To know how to design curriculum in the context of school.
- To understand the significance of curriculum in terms of process and practice.

Creating An Inclusive School - C-X

- To know about the concept of inclusion and exclusion.
- To familiarize with the legal and policy perspectives of inclusive education.
- To understand about different types of learners with special needs.
- To know about practice of inclusion in mainstream.
- To identify the teacher preparedness for an inclusive school.

Optional Course (Guidance & Counselling) - C-XI

- To get an overview of guidance and counselling.
- To understand the mental health.
- To articulate the strategy of adjustment and maladjustment.
- To understand the abnormal behaviour and mental illness.
- To acquire the skill for developing the tools and techniques of guidance and counselling.

Critical Understanding of ICT(Information & Communication Technology)- EPC-3

- To understand the policies of ICT.
- To know about the social, economic, security and ethical issues of ICT.
- To acquire the skill of applying ICT in teaching learning process.
- To get expertise in maintain the computer system along with trouble shooting through varied tools.

Understanding the Self- EPC-4

- To create awareness about self concept and self esteem.
- To develop inter personal intelligence.
- To develop personality through various practices.
- To sensitize about yoga and well- being.
- To understand about emotional intelligence for professional growth.

Programme Outcome of D.El.Ed (Diploma in Elementary Education)

On successful completion of the two year D.El.Ed programme, the pupil teachers will be able to develop teaching competencies through the micro and macro teaching skills. They will also be capable in transforming knowledge through multiple modes of joyful learning. Communication ability in English and vernacular language shall increase for interacting with others in an effective manner. This teacher training programme would provide practical exposure to self directed learning with the ability to understand the child and the process of learning and development with a reflective approach. The teacher trainees shall also develop higher level of consciousness in a multi cultural environment.

Programme Specific Outcome of D.El.Ed (Diploma in Elementary Education): In terms of programme specific context of Diploma in Elementary Education the outcomes are as follows.

- Providing hands on experience for interacting with children of various age groups and effective classroom management with techno pedagogical skills.
- Using various assessment tools for evaluation with the objective of holistic development of learners. Developing the sensitivity towards multi lingual and inclusive classroom context.
- Understanding the educational philosophies in course of teaching and learning as well as personality development with the blending of curricular and co-curricular activities.
- Enabling in using innovative teaching practices along with leadership skills for structured educational management.

Course Outcome of D.El.Ed (Diploma in Elementary Education): Preparing an individual for the teaching profession and upgrading the teacher with the various challenges is the core of D.El.Ed course. The course specific outcomes are as follows.

First Year

Child Studies - CC-01

- To understand about the child and childhood.
- To comprehend the developmental process of child in terms of physical, motor, social, cultural and emotional development.
- To recognise various theories of learning and cognition.
- To develop the teacher trainees as supporter and facilitator of knowledge.
- To sensitize about developmental needs as well as the concepts relevant to social and cultural context.

Language One (Bengali) - CPS-1

- To understand the importance of mother tongue.
- To acquaint with various methods of learning a language.
- To get articulated with the four fold skills of language.
- To comprehend about the various stages of language learning by children.
- To understand functional aspects of grammar.

Language Two (English) - CPS-2

- To understand the pedagogy and content of language at elementary level.
- To understand the process of acquisition of language.
- To promote reflective teaching and constructivist approach for an inclusive class.
- To enhance to competency of communication.

- To develop proficiency in language.

Mathematics - CPS-3

- To develop insight into the content areas of mathematics at elementary level.
- To sensitise about the response of children towards mathematics.
- To recognize the importance of mathematics laboratory in the teaching and learning process.
- To facilitate in acquiring the skills and attitude for effective teaching of mathematics.

Environmental Science - CPS-4

- To understand the scope of environmental studies with different curricular perspectives.
- To create an awareness about environmental concerns.
- To correlate the contents with science and social science subjects.

Process Based Teaching-Learning Skill Enhancement - P-1

- To expose the teacher trainees about specific teaching skills and their behavioural implications.
- To enhance the professional development in terms of teaching competence.
- To assist in applying the process based teaching with the specific skills of child centric education.
- To understand about the necessity of integration, questioning, power of observation, child centric learning and related performing arts with the learning situation.

Creative Drama, Fine Arts, Physical and Health Education - P-2

- To ensure holistic development with professional competence.
- To create an enriching learning environment.
- To inculcate sense of value among the teacher trainees.
- To understand about integrating music, drama, fine arts, physical and health education.

Second Year

Educational Studies - CC-02

- To explore the philosophical, sociological and historical dimensions of education.
- To promote divergent educational thoughts, perspectives and practices for ideal learning.
- To explore the various aim of education.

Contemporary Studies - CC-03

- To make an awareness about the interdisciplinary concepts, ideas and concerns of education.
- To understand the historical perspective and development of Indian education.
- To get exposure about Indian Constitution along with pre and post independence structure of India.
- To know the various provisions of Right to Education Act, 2009 and contemporary contexts.

Pedagogy Across Curriculum- CC-04

- To understand the pedagogical aspects in the curriculum along with content knowledge.
- To create an awareness on interdisciplinary approach and integrated process of teaching and learning.
- To develop the competency of instruction for active learning.
- To understand the process of learning by children.
- To understand about various evaluation tools with the use of ICT.

Computer Application in Education- CC-05

- To develop the teacher trainees in using Information & Communication Technology (ICT) for curriculum transaction.
- To acquaint with the basic computer operations.
- To use computers for enhancement of learning.
- To facilitate in using Computer Aided Learning and Web Based Learning.

School Internship Including Practice Teaching - P-3

- To observe the teaching and learning process of children.
- To critically evaluate the learning resources with proper pedagogy.
- To get exposure to school activities both academic and administrative.
- To understand and develop the role of teacher with proper planning based on diverse need of students.
- To introspect about effective classroom management.
- To assess the various aspect of child learning.

School Based Activities - P-4

- To create a balance between the concepts and practices.
- To prepare the trainee teachers with the emerging challenges of elementary education.
- To realize the curriculum goals.
- To promote activity based learning for holistic development.
- To encourage innovative teaching practices.
- To understand the link between a school and community.

