

## **OBJECTIVES OF THE TWO YEAR B. Ed PROGRAMME**

The prospective teacher:

1. Understands and explores the meaning, need and significance of education
2. Understands the various perspectives on education.
3. Identifies and questions one's own long-established presumptions on knowledge, learner, teacher, and education, and develop a more informed, meaningful understanding of them.
4. Understands education in the socio-cultural context.
5. Familiarizes with the socio-political economic dimensions of Indian Society and appreciating its diversity.
6. Develops an understanding of the trends, issues, and challenges facing contemporary Indian Society.
7. Facilitates student teachers understanding of the psychological basis of teaching and learning.
8. Understands the developmental processes and needs of children and adolescents and role of teachers in facilitating developments.
9. Understands the various theories of personality, factors affecting individual differences and the special problems of exceptional children.
10. Acquaints with the prominent theories of learning, retention, and transfer of training and the strategies to facilitate each one of these.
11. Familiarizes with the psychological principles underlying \_curriculum transactions, psychological testing, management and guidance and counseling.
12. Understands the essentials of assessment for learning, democratic education, school management, and physical & health education.
13. Helps them in understanding the relation between language, mind and society.
14. Develops a comprehensive and critical understanding on disability, marginalization and inclusive education.
15. Addresses the learning needs of all children, including those who are marginalized and disabled
16. Understands basic assumptions of ICT its scope in the area of teaching and learning.
17. Imbibes knowledge and develops an understanding of methods and strategies of teaching in Middle, High schools and Higher Secondary schools, and evaluating its outcome.
18. Acquires adequate knowledge of the content of the school subjects concerned, of middle, secondary and higher secondary classes.
19. Develops positive attitude to teaching profession and to the coming generation
20. Acquires the democratic and social values of an ideal teacher thereby to inspire his/her students.

21. Develops interest in facilitating learning and development and enjoys teaching and organizing curricular and co-curricular activities.
22. Readiness to accept the progressive changes in the field of education
23. Generates sensitivity towards local and global environment to emphasize living in Harmony within oneself and with natural and social environment.
24. Recognizes the need of integrating and inculcating life skills and values in school Curriculum and its implementation.
25. Develops skills in dealing with the problems of maladjustment, indiscipline and learning disability.
26. Becomes capable in rendering counseling and guidance for the needy students.
27. Develops skills in planning, transacting and evaluating curricular contents of secondary and higher secondary classes.
28. Develops various sub skills and competencies in teaching and classroom management through microteaching.
29. Acquires skills in developing and using audiovisual devices and ICT for classroom teaching.
30. Acquires skills in discharging the duties of a competent teacher in the prevailing socio cultural and political system and to meet the challenges of the transforming society.
31. To acquaint with professionalization of teacher education
32. Attains a sound knowledge base and proficiency in language
33. Develops an artistic and aesthetic sense in children through art education
34. Learns how to make productive work a pedagogic medium for acquiring knowledge in various subjects, developing values and learning multiple skills
35. Helps student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
36. Helps student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
37. Develops the capacity to facilitate personal growth and social skills in their own students.
38. Enables student teachers to generate an understanding of the principles of yogic practices so as to improve quality of life.
39. Develop the ability to perform appropriate yogasanas so as to improve physical and mental conditions and emotional equilibrium.
40. Be sensitive to the social, professional and administrative contexts in which they need to operate
41. Identifies their own personal expectations, perceptions of self, capacities and inclinations
42. Learns about the requirements of professional work and makes contribution to the schools providing internship opportunity.

43. To be a professional and humane teacherVision

### **Purpose of the M. Ed programme (2 year )**

Purpose of the M. Ed programme is to prepare professionally committed and competent teacher educators, curriculum developers, educational policy analysts, supervisors, school counselors, school principals, educational researchers, educational administrators, and educational planners who can develop education according to the national aspirations and global trends. It seeks to prepare educational experts capable of generating knowledge and to find solutions to the problems and issues relating to the theory and practice of the varied fields of education. It also focuses on comprehensive and integrated professional development of personnel engaged in educational management and administration

### **Programme Objectives**

The M. Ed programme aims at preparing truly professional teacher educators and other personnel specialized in different areas of education. The programme intends to achieve the following objectives:

1. To conceive the nature of education as a discipline
2. To understand how concepts/ theories/issues drawn from disciplines cognate to education
3. To develop specialized knowledge and understanding of the bases of education
4. To create national and international perspectives on educational theory and practice
5. To develop understanding of human behavior and personality for guiding efficient and effective learning
6. To acquire skills required to take up leadership roles in the areas of education
7. To develop a rational conceptualization of educational research
8. •To enhance essential ICT skills required for educational practice and professional empowerment
9. To develop competence in specialised areas such as Elementary and Secondary Education
10. To sharpen epistemological, axiological and ontological perspectives of school education and teacher education for enhancing conceptual understanding of education
11. To reflect on the multiple contexts in which the schools and teacher education institutions are working

12. To integrate information and communication technology to teaching-learning and training transaction
13. To develop skills among students to manage internships, practicals and field attachment
14. To develop competency in the development of curriculum, syllabus, textbooks, and instructional materials, evaluation and assessment
15. To develop ability to analyze and reflect upon one's professional experience
16. To appreciate the challenge of theorizing education and identify relationship between theory and practices
17. To learn the skills required for playing a leadership role in different areas of school education

#### Reference

Syllabus of University of Calicut