

Pre-service Student Teachers Pedagogical Process of Achieving Learning Outcomes

Dr. Kadem Srinivas*

Abstract

Improving quality school education is a long overdue demand in India. The National Council of Educational Research and Training (NCERT) prepared a document on learning outcomes. Learning outcomes are referred as expected levels of learning of learners to achieve holistic development of a child. The pre-service Bachelor of Education (B.Ed.) student teachers have to perform various curricular and co-curricular activities during their pre-internship programme. The study aimed to explore student teachers pedagogical practices of achieving learning outcomes. Descriptive survey method and convenience sampling followed. Observation Schedule was used as an instrument to collect data. The data were analysed by qualitatively, i.e. content analysis. The study findings revealed that the student teachers achieved learning outcomes based on pre-designed lesson plans. Majority of the student teachers pedagogical process were designed with activities given in NCERT textbook to achieve learning outcomes. All the student teachers were assessed learning outcomes at each stage of lesson by asking questions with regard to content of the lesson. Most of the student teachers used ICT in classroom to achieve learning outcomes by using with e-smart classes, power point presentations, short films, videos.

Keywords:

Pre-service Bachelor of Education;
Learning outcomes;
Pedagogical Practices.

Copyright © 2019 International Journals of Multidisciplinary Research Academy. All rights reserved.

1. Introduction

The pre-service B.Ed. programme is designed with various theoretical and practical components. Practicing of teaching lesson is one of the important practical aspects of any pre-service teacher training programme.

Learning outcomes are referred to as expected levels of learning of learners inside and outside of the classroom. The National Council of Educational Research and Training (NCERT) and State Council of Educational Research and Training (SCERT) of different states of India were seriously working on learning outcomes to improve quality in school education.

2. Need and Significance of the Study

According to NCERT¹, the learning outcomes are generally treated as assessment standards and equated with the expected levels of learning on the part of children. Learning indicators are expected to provide evidences of learning and other changes taking place in child's behaviour. These indicators can be used as check points to assess child's learning at different points of time. However learning indicators, when given along with the pedagogical processes, are likely to help teachers and children to achieve these curricular expectations as well as learning outcomes. The learning indicators are expected to help stakeholders in a number of ways such as:

- Understanding that learning is a process.

*Assistant Professor in Education (Contractual), Department of Education, Regional Institute of Education (NCERT), Ajmer.

- Focusing on children's progression on a learning continuum.
- Responding positively to diversity and helping all children to participate fully and achieve well.
- Providing simple guiding points for parents, children and others for understanding the learning by every child.
- Developing a framework for monitoring, learning and reporting the progress of all children.

The learning outcomes defined by NCERT² as “class-wise are process-based which provide the check-points that are measurable in a qualitative or quantitative manner to assess the progress of a child as per the expected holistic learning for the overall development of a child”.

NCERT² developed a document which includes learning outcomes mentioned distinctly for each class in Languages (Hindi, English and Urdu), Mathematics, Environmental Studies, Science and Social Science up to the Elementary Stage. Some features of the document are given below:

- To help the teachers understand and achieve the learning outcomes as per the curricular expectations, some suggestive pedagogical processes are provided in the columns adjacent to that of learning outcomes.
- Using contextual resources and appropriate learning processes, the teachers can design and provide a variety of learning situations/opportunities as per the need of different learners in an inclusive classroom.
- The pedagogical processes are suggestive and do not correspond one-to-one with the learning outcomes mentioned in the adjacent column but may be looked at holistically. The teachers may adopt/adapt and can even design many more as per the availability of resources and local context.
- To help the teachers understand and achieve the learning outcomes as per the curricular expectations, some suggestive pedagogical processes are provided in the columns adjacent to that of learning outcomes.
- Using contextual resources and appropriate learning processes, the teachers can design and provide a variety of learning situations/opportunities as per the need of different learners in an inclusive classroom.
- The pedagogical processes are suggestive and do not correspond one-to-one with the learning outcomes mentioned in the adjacent column but may be looked at holistically. The teachers may adopt/adapt and can even design many more as per the availability of resources and local context.

Keeping in view in this regard, some research questions were raised with respect to learning outcomes to use effective pedagogical process in pre-service B.Ed. Programme.

3. Research Questions

1. What types of pedagogical practices are being followed by student teachers to achieve learning outcomes?
2. How for Information and Communication Technology (ICT) employed by student teachers to achieve learning outcomes?
3. What kind of assessment techniques adopted by student teachers to achieve learning outcomes?

4. Statement of the Problem

Pre-service Student Teachers Pedagogical Process of Achieving Learning Outcomes

5. Objectives of the Study

1. To study the pedagogical process of student teachers to achieve learning outcomes during pre-internship programme.
2. To study the ICT pedagogical practices followed by student teachers during pre-internship programme.
3. To study the assessment techniques followed by student teachers during pre-internship programme.

6. Explanation of the Terms

1. Learning Outcomes: It is expected levels of learning of learners to make holistic development.

2. Pedagogical Process: To achieve learning outcomes every student teachers has to identify and design various activities. The student teachers will be plan and transact different innovative pedagogy methods and materials. The student teachers also expected to assess the teaching learning process at each stage of the lesson.

3. Assessment of Learning: It is a continuous of assessment during transacting of the lesson by student teacher during pre-internship programme.

7. Delimitation of the Study

The study was delimited to Regional Institute Education (NCERT), Ajmer.

8. Methodology of the Study

The present study adopted descriptive survey method.

9. Sample

The investigator followed convenience sampling technique where investigator had been allotted by Regional Institute of Education (NCERT), Ajmer to do the supervision duty at different schools of Ajmer City during the academic year 2018 – 19 during pre-internship programme. The Bachelor of Education first year (02), B.Sc., B.Ed. Third year (18) and B.A., B.Ed. Third year (08) student teachers of Regional Institute of Education, Ajmer constituted sample of the study. The total sample of the study was 28.

Table 1: Sample of the Study

S. No.	Name of the School	Sample	Sample Unit
1.	Central Academy Senior Secondary School, Ajmer	B.Sc. B.Ed. 3rd year	06
		B.A. B.Ed. 3rd year	04
2.	Maheshwari International School, Ajmer	B.Sc. B.Ed. 3rd year	04
		B.A. B.Ed. 3rd year	02
		B. Ed 1st year	02
3.	Samrat Senior Secondary School, Ajmer	B.Sc. B.Ed. 3rd year	08
		B.A. B.Ed. 3rd year	02
Total Sample Unit			28

10. Tools and Techniques of the Study

1. Observation Schedule: This tool was prepared and used by the investigator to observe the learning outcomes practices by student teachers with respect to pedagogical process, use of ICT and assessment of learning.

11. Data Collection

The data were collected from the Bachelor of Education first year, B.Sc., B.Ed. Third year and B.A., B.Ed. Third year student teachers of Regional Institute of Education, Ajmer student teachers where they were allotted to do practicing of teaching lessons during pre-internship programme at three different schools located in Ajmer city, i.e. 1. Central Academy Senior Secondary School, 2. Maheshwari International School and 3. Samrat Senior Secondary School. The investigator observed 28 lessons taught by student teachers and collected data by using observation schedule.

12. Data Analysis

The investigator analysed the data qualitatively, i.e. content analysis.

13. Major Findings of the Study

1. All the student teachers planned lesson plans based on learning outcomes before transacting the lesson.
2. The student teachers achieved learning outcomes based on pre-designed lesson plans.
3. Majority of the student teachers pedagogical process were designed with activities given in NCERT textbook to achieve learning outcomes. It was observed that student teachers planned activities with following steps, i.e. objectives of the activity, materials required, procedure (Step wise), discussion points, analysis of discussion points, further action.
4. All the student teachers were assessed learning outcomes at each stage of lesson by asking questions with regard to content of the lesson.
5. Most of the student teachers used ICT in classroom to achieve learning outcomes by using with e-smart classes, power point presentations, short films, videos.
6. It was observed that very few student teachers were unable to achieved learning outcomes due to lack of proper designing of learning outcomes with respect to content of the lesson.

14. Conclusion

The novice pre-service student teachers have to plan variety of innovative strategies to achieve learning outcomes during school pre-internship programme. To develop holistic development of the child, one can pay attention on providing the quality education. So, it is high time to focus on learning outcomes to improve quality standards for school education in India and also design and develop of learning outcomes based lesson plans in pre-service teacher education.

Reference

- [1] National Council of Educational Research and Training. Learning indicators and learning outcomes at the elementary stage. New Delhi: NCERT; 2014
- [2] National Council of Educational Research and Training. Learning outcomes at the elementary stage. New Delhi: NCERT; 2017.