

2.6.1 Student Performance and Learning Outcome

DSR College of Education

M.Ed. First Year

Syllabus framed by Dr. Babasaheb Ambedkar Marathwada University, implemented
from 2021

Academic Year 2024-25

Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs)

Programme Outcomes (POs)

1. **Develop Advanced Understanding** of educational theories, philosophies, policies, and practices.
2. **Engage in Research and Innovation** to contribute to the body of knowledge in education.
3. **Foster Reflective Practices** among teacher educators and educational leaders.
4. **Promote Inclusive and Equitable Education** for diverse learners.
5. **Demonstrate Leadership Skills** in academic and educational management settings.
6. **Strengthen Ethical and Social Responsibility** in professional conduct.

Programme Specific Outcomes (PSOs)

1. **Pedagogical Expertise:** Equip students with advanced skills to design, implement, and evaluate effective teaching strategies.
2. **Research Competency:** Develop abilities in educational research methodologies including quantitative and qualitative methods.
3. **Curriculum and Assessment Mastery:** Gain expertise in curriculum development and assessment systems.
4. **ICT Proficiency:** Apply modern technologies in teaching, learning, and research.
5. **Policy and Planning Insight:** Analyze educational policies and contribute to institutional planning and development.

Course Outcomes (COs)

1. Philosophical Foundations of Education

- CO1: Understand the role of philosophy in shaping educational aims and curriculum.
- CO2: Compare Indian and Western schools of philosophy and their educational implications.
- CO3: Reflect on the value systems and ethical dimensions in education.

2. Sociological Foundations of Education

- CO1: Analyze the relationship between education and society.
- CO2: Understand sociological theories and their relevance to education.
- CO3: Evaluate the role of education in social change, equity, and social mobility.


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3. Psychological Foundations of Education

- CO1: Comprehend the theories of learning and motivation.
- CO2: Apply psychological principles in teaching and learner development.
- CO3: Develop strategies to support learners' cognitive and emotional development.

4. Methodology of Educational Research

- CO1: Understand research paradigms and designs.
- CO2: Develop skills in formulating research problems and hypotheses.
- CO3: Gain proficiency in sampling, tool construction, and data analysis techniques.

5. Teacher Education

- CO1: Examine the historical and contemporary perspectives of teacher education.
- CO2: Critically evaluate teacher education policies and practices in India.
- CO3: Analyze the roles and responsibilities of teacher educators.

6. ICT in Education

- CO1: Identify and use ICT tools for teaching and learning.
- CO2: Create and evaluate digital content for educational use.
- CO3: Integrate technology effectively into curriculum and assessment practices.

7. Self-Development and Yoga

- **CO1:** Understand the concept and significance of self-development in personal and professional contexts.
- **CO2:** Practice yogic techniques to enhance physical well-being, mental clarity, and emotional stability.
- **CO3:** Apply principles of yoga and mindfulness for stress management and concentration improvement.
- **CO4:** Reflect on personal values, beliefs, and attitudes to nurture ethical and empathetic teacher identity.
- **CO5:** Develop interpersonal communication and leadership skills for effective educational practice.

8.: Constitution of India

- **CO1:** Understand the historical background and philosophical foundations of the Indian Constitution.
- **CO2:** Identify and explain key features such as Fundamental Rights, Duties, and Directive Principles.
- **CO3:** Analyze the role of education in promoting constitutional values like justice, equality, and fraternity.
- **CO4:** Develop awareness of the legal rights and responsibilities of citizens and educators.
- **CO5:** Evaluate the impact of constitutional provisions on educational policy and governance in India.


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Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs)

Programme Outcomes (POs) – M.Ed. Second Year

1. **Advanced Educational Understanding:** Equip students with an in-depth understanding of advanced pedagogical theories, practices, and research methodologies.
2. **Leadership and Policy Awareness:** Prepare students to take leadership roles in educational institutions and contribute meaningfully to policy-making.
3. **Research and Innovation:** Encourage the development of a strong research foundation enabling students to address contemporary educational challenges.
4. **Ethical and Inclusive Education:** Promote ethical practices and inclusive education that respects diversity and ensures equitable learning for all.
5. **Professional Development:** Enhance critical thinking, problem-solving, and communication skills needed for academic and professional excellence.

Programme Specific Outcomes (PSOs)

1. **Educational Research Expertise:** Demonstrate the ability to design, conduct, and analyze educational research effectively.
2. **Specialized Knowledge:** Develop domain-specific expertise in areas like curriculum development, teacher education, guidance and counselling, and educational administration.
3. **Application of Educational Technology:** Utilize modern ICT tools to improve instructional design and academic outcomes.
4. **Critical Policy Analysis:** Analyze educational policies critically with a focus on national goals and global trends.
5. **Reflective Practitioner Skills:** Engage in reflective practices for continual improvement in educational settings.

Course Outcomes (COs)

Curriculum Studies

- CO1: Understand different models of curriculum development and their implementation.
- CO2: Critically analyze the curriculum in the light of educational aims and learner needs.
- CO3: Develop and assess curriculum plans that align with contemporary academic standards.

Teacher Education

- CO1: Understand the historical development, policies, and reforms in teacher education in India.
- CO2: Analyze the structure, curriculum, and issues in pre-service and in-service teacher education programs.
- CO3: Evaluate innovations and practices in teacher preparation and professional development.
- CO4: Design strategies to improve quality assurance in teacher education institutions.


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Advanced Educational Research

- **CO1:** Develop comprehensive knowledge of qualitative, quantitative, and mixed-method research designs.
- **CO2:** Construct research tools and apply appropriate techniques for data collection and analysis.
- **CO3:** Critically evaluate existing research literature and formulate relevant research questions.
- **CO4:** Prepare a structured research proposal adhering to ethical guidelines.

Environmental Education

- **CO1:** Understand the concept, scope, and importance of environmental education.
- **CO2:** Analyze environmental issues from local to global levels and their impact on education.
- **CO3:** Develop instructional strategies and curriculum materials for promoting environmental awareness.
- **CO4:** Implement environmental education initiatives with a focus on sustainable development.

ICT in Education

- **CO1:** Explore the scope and role of ICT in enhancing the teaching-learning process.
- **CO2:** Design and develop ICT-enabled instructional content and learning environments.
- **CO3:** Evaluate the integration of ICT in curriculum planning and classroom practices.
- **CO4:** Apply digital tools and platforms for educational research and communication.

Women Education in India

- **CO1:** Examine the historical evolution and policy framework of women's education in India.
- **CO2:** Analyse gender disparities in education and the sociocultural factors influencing them.
- **CO3:** Develop gender-sensitive pedagogical practices and curriculum interventions.
- **CO4:** Propose educational strategies for the empowerment of women through education.

Service Course (Generic or Interdisciplinary Courses)

- **CO1:** Develop interdisciplinary perspectives by integrating knowledge from various service domains.
- **CO2:** Enhance communication, leadership, and professional collaboration skills.
- **CO3:** Apply theoretical concepts in real-life and institutional contexts through field-based learning.
- **CO4:** Cultivate ethical, reflective, and socially responsible attitudes in professional practice.

Dissertation

- **CO1:** Identify a research problem based on field needs and literature review.
- **CO2:** Formulate research design and apply appropriate data collection and analysis methods.
- **CO3:** Write and present a well-structured academic dissertation contributing to educational knowledge.


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2.6.1 Student Performance and Learning Outcome

DSR College of Education, B.Ed. & M.Ed. B.Ed. First Year



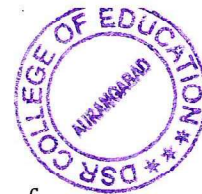
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Programme Outcomes (PO):

- View knowledge as personal experience constructed in the shared context of teaching-learning, rather than embedded in the external reality of textbooks;
- Facilitating student in acquiring knowledge in its truest sense
- Be sensitive to the social, professional and administrative contexts in which they need to operate;
- Develop appropriate competencies to be able to not only seek the above-mentioned
- Understanding in actual situations, but also to create them;
- Identify their own personal expectations, perceptions of self, capacities and inclinations:
- Consciously attempt to formulate one's own professional orientation as a teacher in situation specific contexts:
- View appraisal as a continuous educative process;
- Develop an artistic and aesthetic sense in children through art education:
- Address the learning needs of all children, including those who are marginalised and disabled:
- Develop the needed counselling skills and competencies to be a facilitator for and helper of children needing specific kinds of help in finding solutions for day-to-life.
- Professional Competence: Develop sound knowledge of core subjects and pedagogical methods for effective classroom management.
- Pedagogical Expertise: Acquire practical skills to design, plan, and deliver learner-centric instruction.
- Ethical and Value-Based Teaching: Instil human values, professional ethics, and commitment towards national goals and social inclusiveness.
- Use of Technology: Integrate ICT in teaching-learning processes to enhance educational outcomes.
- Reflective Practices: Cultivate reflective thinking to evaluate and improve one's teaching practices continuously.
- Research Orientation: Develop an understanding of educational research to inform instructional decisions.
- Inclusiveness and Sensitivity: Understand diverse learner needs and promote inclusive education.

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- View knowledge as personal experience constructed in the shared context of teaching-learning, rather than embedded in the external reality of textbooks:
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- Be sensitive to the social, professional and administrative contexts in which they need to operate;
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- Understanding in actual situations, but also to create them;
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Programme Specific Outcomes (PSOs)

1. **Disciplinary Knowledge:** Apply knowledge of educational theories, psychology, and philosophies in classroom settings.
2. **Pedagogical Content Mastery:** Demonstrate mastery in teaching subjects like language, science, mathematics, and social studies.
3. **Effective Communication:** Develop strong verbal and non-verbal communication skills to engage and motivate students.
4. **School Experience Competency:** Apply theoretical knowledge in real classroom settings during internships and practice teaching.
5. **Assessment Literacy:** Design, implement and analyze various assessment tools for evaluating student learning.

Course Outcomes (COs)

Course 1: Childhood and Growing Up

- CO1: Understand the characteristics and developmental stages of learners.
- CO2: Analyze the influence of family, school, and society on child development.
- CO3: Identify psychological theories and their classroom applications.

Course 2: Contemporary India and Education

- CO1: Explain the constitutional provisions and policies shaping Indian education.
- CO2: Evaluate the role of education in addressing contemporary social issues.
- CO3: Analyze educational challenges like inequality, diversity, and access.


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Course 3: Assessment for Learning

- CO1: Design appropriate assessment tools and techniques.
- CO2: Analyze student performance using qualitative and quantitative methods.
- CO3: Apply feedback strategies to support student growth.

Course 4: Pedagogy of a School Subject (e.g., Science, Math, Social Studies)

- CO1: Understand the structure and content of the chosen school subject.
- CO2: Design effective lesson plans using subject-specific methods.
- CO3: Use teaching aids and technology for subject delivery.

Course 5: Language Across the Curriculum

- CO1: Understand the role of language in the teaching-learning process.
- CO2: Develop strategies to improve reading and writing skills across subjects.
- CO3: Facilitate meaningful classroom discourse.

Course 6: Knowledge and Curriculum

- CO1: Understand the nature, types, and sources of knowledge.
- CO2: Evaluate curriculum development processes and designs.
- CO3: Reflect on curriculum's socio-political context.

Course 7: School Internship

- CO1: Demonstrate effective classroom management skills.
- CO2: Apply theoretical knowledge to real-life teaching scenarios.
- CO3: Develop reflective journals and reports based on field experience.


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Programme Outcomes (POs)

1. **Apply Teaching-Learning Theories:** Demonstrate foundational understanding of psychological, philosophical, and sociological bases of education.
2. **Practice Professional Pedagogy:** Use effective instructional strategies tailored to diverse learning needs.
3. **Foster Inclusive Classrooms:** Promote equity and inclusion for differently-abled and marginalized students.
4. **Utilize ICT in Education:** Employ technology and media in curriculum planning and execution.
5. **Understand Educational Policies:** Analyze the structure, policies, and reforms in Indian and global education systems.
6. **Demonstrate Ethical Values:** Practice professional ethics and values in the teaching profession.
7. **Undertake Reflective Practice:** Continuously reflect on and improve their teaching methodology and effectiveness.
8. **Promote Lifelong Learning:** Encourage critical thinking and independent learning among students.

Programme Specific Outcomes (PSOs)

11. **Master Subject-Specific Pedagogy:** Be proficient in pedagogical methods specific to their school subject (Maths, Science, English, Social Science, etc.).
12. **Conduct School-Based Experiences:** Plan, organize and conduct real classroom teaching and school internships.
13. **Develop Assessment Competency:** Design and implement formative and summative assessments using modern tools.
14. **Exhibit Leadership & Communication:** Display leadership, collaboration, and communication skills in educational settings.
15. **Promote Citizenship & Human Rights:** Instil values of democracy, secularism, and responsible citizenship in students.

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Course Outcomes (COs)

2. Learning and Teaching

- CO1: Understand the nature and process of learning.
- CO2: Compare traditional and constructivist models of teaching.
- CO3: Design learning experiences based on learner differences.
- CO4: Explain the nature, types, and principles of learning.
- CO5: Analyse behaviourist, cognitivist, and constructivist learning theories and their classroom implications.
- CO6: Understand the concept of motivation, attention, memory, and their role in the learning process.
- CO7: Develop learner-centred teaching strategies using multiple instructional methods.
- CO8: Reflect upon teacher-learner relationships and build inclusive learning environments.

Course: Gender, School and Society

- CO1: Understand the concepts of gender, gender roles, and gender identity in Indian society.
- CO2: Analyse how school culture, curriculum, and textbooks reinforce gender stereotypes.
- CO3: Explore issues of marginalization related to gender, caste, and minority status.
- CO4: Critically examine the impact of patriarchy and socialization on boys and girls in school.
- CO5: Develop gender-sensitive pedagogical practices and learning materials.

Creating an Inclusive School

- CO1: Define inclusion and identify barriers to inclusive education.
- CO2: Implement strategies to support students with diverse needs.
- CO3: Promote inclusive values among peers and students.

School Internship

- CO1: Conduct full-length practice teaching in real school settings.
- CO2: Maintain teaching logs, reflective journals, and lesson plans.
- CO3: Participate in school-based activities and community programs.

Environmental Education

- CO1: Understand the concept, scope, and need for environmental education in schools.
- CO2: Explore major environmental issues such as pollution, biodiversity loss, and climate change.
- CO3: Analyse the role of education in fostering environmental awareness and sustainable development.
- CO4: Plan and organize environmental activities and projects for students.
- CO5: Integrate environmental concepts across subjects and classroom practices.


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