

SNDT College of Education, Pune

PLO's and CLO's of M.Ed. Program

M.Ed. Program Objectives:

1. To acquire advance knowledge about philosophy, sociology and psychology of education.
2. Develop knowledge and understanding of the process of educational research and skill in the conducting research in the field of education.
3. Explore, reflect on and develop one's own teaching practice.
4. Develop insight into one's knowledge of and update oneself about one's academic discipline or other areas of curriculum.
5. Prepare for other roles professionally linked to education/teaching, such as teacher education, curriculum development or counselling.

M.Ed. Program's Outcomes:

1. Students studied advance knowledge about philosophy, sociology and psychology of education and used it in internship and some are using it in education field after passing M.Ed.
2. Student conducted educational research, faced viva and successfully completed M.Ed. degree with dissertation.
3. Students reflected on and developed their own teaching practice during internship and some are using it in education field after passing M.Ed.
4. Students developed insight and their own teaching style of the subject they teach, (Employers of our alumni shares this with us)
5. Some students are working as teacher trainers, research assistants, and some are working as free lancer counsellors.

Course Objectives and out comes

M.Ed. Program				
Sr. No	Semester	Paper/ course	Objectives	Outcome
1	Sem I	Perspective Course I (Area A) History and Philosophical perspective of Education	The learner will be able to • Discuss the development of education. • Discuss the role of different commission in education Understand concepts in philosophy of Education. • Discuss the education system in different periods. • Understand concepts in philosophy of	<ul style="list-style-type: none">• Student teachers are able to discuss roles and recommendations of different commissions on education.• Student teachers are able to discuss education system in different periods.• Student teachers are able to discuss different

			Education.	concepts in philosophy of Education..
2	Sem I	Perspective Course II (Area A): Psychology of Learning and Development	The learner will be able to • Apply theories of learning in classroom situation • Apply cognitive theories in classroom situation • Suggest application of theories for personality development	<ul style="list-style-type: none"> • Student teachers are ready to use different theories of learning in classroom situation • Student teachers can work on own and their students' personality development
3	Sem I	Perspective Course III (Area A) Education studies	The learners will be able to • Discuss the nature of education as a discipline/an area of study. • Analyse basic concepts of education .	<ul style="list-style-type: none"> • Student teachers can discuss on education in different perspectives and check whether policies are implemented in schools properly.
4	Sem I	Tool Course I(Area B) Quantitative Research Methodology in Education	Course Objectives: Learners will be able to • Differentiate between approaches to research • Apply appropriate methods of research • Select sample using proper sampling methods • Construct tool for data collection	<ul style="list-style-type: none"> • Student teachers can decide method of research, select sample and construct tool for data collection for a specific research.
5	Sem I	Tool Course II(Area B): Self Development Skills	The learner will be able to • Write an academic article, report, research paper, newspaper article, summary and present it. • Write an article based on expository form of writing • Demonstrate presentation skills • Perform exercises (breathing, saunas)	<ul style="list-style-type: none"> • Student teachers can write Academic article, report, research paper, newspaper article and evaluate it with the help of rubric. • Student teachers can use expository form of writing. • Student teachers can perform yoga and breathing exercises and make others do the same with accuracy
6	Sem II	Perspective Course IV (Area A) Advanced Sociology of Education	Learners will be able to • Explain the concept, nature and scope of Sociology of Education • Explain Classical Theoretical Perspective on Sociology of education. • Explain New Theoretical Perspective on	<ul style="list-style-type: none"> • Student teachers can apply sociological concepts in education • Student teachers can use different new perspectives in education • Student teachers can implement different

			<p>Sociology of education • Explain different approaches to the Study of Society. • Analyze gender in Indian Context. • Discuss Status of Women in India</p>	<p>approaches in studying society.</p> <ul style="list-style-type: none"> • Student teachers can study gender in Indian context • Student teachers can talk on status of women in India
7	Sem II	Perspective Course V (Area A) Political Economy of Education	<p>Learners will be able to • Explain the concept of Political Economy • Explain political and economic aspects of policy • Explain Political and economic determinants of education • Explain approaches to educational planning • Identify issues related to education policies</p>	<ul style="list-style-type: none"> • Student teachers can explain concept of Political Economy • Student teachers can explain political and economic aspects of policies • Student teachers can explain Political and economic determinants of education • Student teachers can explain approaches to educational planning • Student teachers can Identify issues related to education policies
8	Sem II	Perspective Course VI (Area A) Curriculum development	<p>Learners will be able to • Explain the concept of curriculum and process of curriculum development • Apply models in the development of curriculum • Identify the methods and media to be used for curriculum transaction. • Evaluate the curriculum on the basis of appropriate model.</p>	<ul style="list-style-type: none"> • Student teachers can Identify issues related to education policies • Student teachers can explain the concept of curriculum and process of curriculum development • Student teachers can apply model in the development of curriculum • Student teachers can identify the methods and media to be used for curriculum transaction. • Student teachers can evaluate the curriculum on the basis of appropriate model.
9	Sem II	Tool Course III (Area B)	<p>Learners will be able to • Design Research proposal</p>	<ul style="list-style-type: none"> • Student teachers can design Research proposal

		Qualitative Research Methodology in Education	for qualitative research • Select appropriate research design • Construct appropriate tool for data collection • Analyze and interpret data and write a report	for qualitative research • Student teachers can select appropriate research design • Student teachers can construct appropriate tool for data collection • Student teachers can analyse and interpret data and write a report
10	Sem III	Teacher Education Course I Perspectives Research and Issues in Teacher Education	Learner will be able to: • Examine the existing pre-service and in-service teacher education programmes and its relevance to the demands of present day school realities • Critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher education • Reflect on the issues and problems related to teacher education • Develop competence in organization and evaluation of various components of a pre-service and in-service teacher education programmes • Discuss the research perspective on various practices in teacher education	<ul style="list-style-type: none"> • Student teachers can examine the existing pre-service and in-service teacher education programmes and its relevance to the demands of present day school realities • Student teachers can critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher education • Student teachers effect on the issues and problems related to teacher education • Student teachers show competence in organization and evaluation of various components of a pre-service and in-service teacher education programmes • Student teachers can discuss the research perspective on various practices in teacher education
11	Sem III	Teacher education course II *Policies in Teacher Education	Learner will be able to: • Explain the policies of teacher education • Explain the impact of recommendations of commissions on teacher	<ul style="list-style-type: none"> • Student teachers can explain the policies of teacher education • Student teachers can explain the impact of recommendations of

			<p>education • Explain quality indicators of teacher education • Discuss the issues and problems related to teachers • Analyze the role of stake holders in policy framing • Identify issues related to education policies • Suggest ways of improving conditions for successful policy implementation</p>	<p>commissions on teacher education</p> <ul style="list-style-type: none"> • Student teachers can explain quality indicators of teacher education • Student teachers can discuss the issues and problems related to teachers • Student teachers can analyse the role of stake holders in policy framing • Student teachers can identify issues related to education policies • Student teachers can suggest ways of improving conditions for successful policy implementation
12	Sem III	Specialization Course I Perspectives in Secondary and Senior Secondary Education	<p>Learner will be able to: • Explain the context of secondary and senior secondary education • Explain the concept, objectives, rationale, challenges and extent of success of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) • Reflect on the relevance of strategies and programmes of RMSA • Reflect on the issues and concerns of secondary and senior secondary education. • Explain the structure and curriculum of secondary and senior secondary education of different boards • Critically analyse current status of RMSA • Explain the RMSA with respect to : objectives, guidelines, norms and action plans</p>	<ul style="list-style-type: none"> • Student teachers can explain the context of secondary and senior secondary education • Student teachers can explain the concept, objectives, rationale, challenges and extent of success of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) • Student teachers can reflect on the relevance of strategies and programmes of RMSA • Student teachers can reflect on the issues and concerns of secondary and senior secondary education. • Student teachers can explain the structure and curriculum of secondary and senior secondary education of different boards • Student teachers can critically analyse current status of RMSA

				<ul style="list-style-type: none"> • Student teachers can explain the RMSA with respect to : objectives, guidelines, norms and action plans
13	Sem III	Specialization Course II Administration , Management and Leadership in Secondary and Senior Secondary Education	<p>Learners will be able to: • Explain the concept of administration and management of secondary and senior secondary education • Analyze role of leader in organization • Explain the process of institutional planning • Suggest Strategies to develop HRD for secondary and senior secondary education • Explain the concept of total quality management in secondary and senior secondary education • Conduct SWOT analysis of educational institute • Reflect on quality issues in secondary and senior secondary education • Develop a plan for organizational development</p>	<ul style="list-style-type: none"> • Student teachers can explain the concept of administration and management of secondary and senior secondary education • Student teachers can analyse role of leader in organization • Student teachers can explain the process of institutional planning • Student teachers can suggest Strategies to develop HRD for secondary and senior secondary education • Student teachers can explain the concept of total quality management in secondary and senior secondary education • Student teachers can conduct SWOT analysis of educational institute • Student teachers can reflect on quality issues in secondary and senior secondary education • Student teachers can develop a plan for organizational development
14	Sem IV	Specialization Course III Assessment and Evaluation in Secondary and Senior Secondary Teacher Education	<p>To enable student teachers to • Discuss the role of Assessment and Evaluation in improving school education • Discuss the different Approaches to Assessment • Suggest an appropriate Assessment Approach • Develop instrument for Assessment •</p>	<ul style="list-style-type: none"> • Student teachers can develop a plan for organizational development • Student teachers can discuss the role of Assessment and Evaluation in improving school education • Student teachers can

			<p>Prepare the Assessment plan</p> <ul style="list-style-type: none"> • Discuss issues in Assessment and Evaluation 	<p>discuss the different Approaches to Assessment Student teachers can suggest an appropriate Assessment Approach</p> <ul style="list-style-type: none"> • Student teachers can develop instrument for Assessment • Student teachers can prepare the Assessment plan • Student teachers can discuss issues in Assessment and Evaluation
15	Sem IV	Specialization course IV Instructional Technology for Secondary and Senior Secondary Education	<p>At the end of this course student teachers will be able to:</p> <ul style="list-style-type: none"> • Prepare instructional design for the given content • Use group centred instructional strategies for classroom • Use models of teaching in the classroom • Integrate ICT in teaching learning process 	<ul style="list-style-type: none"> • Student teachers can prepare instructional design for the given content • Student teachers can use group centred instructional strategies for classroom • Student teachers can use models of teaching in the classroom • Student teachers can integrate ICT in teaching learning process
16	Sem IV	Specialization course IV Open and Distance learning in Teacher Education	<p>To enable student teachers to</p> <ol style="list-style-type: none"> 1. Explain the concept of Open and Distance learning for teacher education 2. Explain the structure and functioning of open universities 3. Establish need of study centres 4. Discuss nature of Student counselling in Indian ODL systems 5. Discuss theoretical basis of online learning 6. Describe model of online learning 	<ul style="list-style-type: none"> • Student teachers can explain the concept of Open and Distance learning for teacher education • Student teachers can explain the structure and functioning of open universities • Student teachers can establish need of study centres • Student teachers can discuss nature of Student counselling in Indian ODL systems • Student teachers can discuss theoretical basis of online learning

				<ul style="list-style-type: none"> • Student teachers can describe model of online learning
17	Sem II and Sem IV	Internship	<ul style="list-style-type: none"> • To enable student teachers to shape the trainees into an effective teacher educator of tomorrow. • To provide practice teaching and opportunities to participate in all activities of the school and colleges like a regular teacher/ teacher educator. • To be able to organise curricular and co-curricular activities like workshop, seminars, competitions, cultural programs and speeches of eminent persons • To study the opinions of teacher educators and pre-service teachers with respect to internship programme. • To study of school and college environment and how they should develop themselves to fit into education and be able to fulfil needs of the coming generation. • To present internship report including the activities they performed and the learning happened during the internship. 	<ul style="list-style-type: none"> • Student teachers learn and realises many things during internship and show change in their behaviour. • Student teachers attend regular full time school and college for one month each and at the end of it they show some change in attitude of attending lectures and communicating with each other. • Student teachers show ability to organise curricular and co-curricular activities like workshop, seminars, competitions, cultural programs and speeches of eminent persons • Student teachers can discuss on experiences they are having in the internship and its importance for them to become ready to enter into the field. • Student teachers notice the characteristics of present students in schools and colleges and they realise how they need to develop themselves to become enough competent to deal with them.
18	Sem III and Sem IV	Dissertation	<p>Students teachers will be able to -</p> <ul style="list-style-type: none"> • Define research and explain its meaning and importance. • Explain the need and importance of related research and related 	<ul style="list-style-type: none"> • Students teachers define research and explain its meaning and importance. • Students teachers explain the need and importance of related research and related

			<p>literature</p> <ul style="list-style-type: none"> • Identify the problem • Describe types of research and research designs • Explain assumptions • Frame objectives and hypothesis • Decide research method for specific problem • Select proper method sample selection for data collection • Select, improve or prepare tool for data collection • Analyse data and come to the conclusion • Give some recommendations to relevant agencies • Suggest research subjects for further research. 	<p>literature</p> <ul style="list-style-type: none"> • Students teachers identify the problem • Students teachers describe types of research and research designs • Students teachers explain assumptions • Students teachers frame objectives and hypothesis • Students teachers decide research method for specific problem • Students teachers select proper method sample selection for data collection • Students teachers select, improve or prepare tool for data collection • Students teachers analyse data and come to the conclusion • Students teachers can give some recommendations to relevant agencies • Students teachers suggest research subjects for further research. • Students teachers write report and can explain their report in short
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