

Programme Educational Objectives (PEO)

Our graduates would transform into:

1. Competent and committed academicians, curriculum developers, educational administrators, educational techno designers and edupreneurs integrating self-managed learning techniques through professional networking and research activities.
2. Empowered team leaders, culturally responsive, ethically conscious, reflective women teachers with social and human sensibility meeting local, national and global standards in pursuit of holistic development of their pupils.
3. Facilitators with professional attitude having a sense of consideration for the society, teacher ethics, life-long learning; simultaneously re-conceptualising citizenship education in terms of human rights and approaches of critical pedagogy.

Programme Learning Outcomes (PLO)

The student teacher will develop:

1. **Disciplinary Knowledge:** Acquire professional, technical knowledge and understanding, knowledge from a range of disciplines. Constructing and connecting knowledge, ideas and experiences and relating it to daily life.
2. **Communication skills:** Demonstrate communication skills required to articulate thoughts and ideas effectively to present information and explanations in a well-structured and logical manner;
3. **Critical Thinking, Reflective thinking and Problem-Solving skills:** Ability to employ critical thinking and efficient problem-solving skills through development of new strategies, making judgements of the relevance and quality of information assessing assumptions and considering alternative perspectives and solutions, reflecting with critical sensibility to lived experiences with self-awareness and reflexivity to emerge as reflective practitioners.
4. **Sense of Inquiry with Scientific reasoning:** Skill of asking relevant/appropriate questions relating to the issues and problems in the field of education and emerging problems in the society. Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective through experiential and project-based learning.
5. **Research-related skills:** Infusing scientific attitude to initiate research aptitude by engaging in active research. A sense of inquiry, problematising, synthesizing, articulating and drawing conclusions.
6. **Leadership & Team Work:** Capable of leading and working effectively and respectfully with diverse teams, emphasising on the relationship between theoretical and practical aspects of leadership and administrative responsibilities in the interest of a common cause. Identifying and mobilizing appropriate resources required for

organizing effective curricular and co – curricular programmes in a dynamic and evolving environment.

7. **Digitally Literate:** Competent in integrating current technological innovations into instructional strategies, assessment, portfolio development and data analysis.
8. **Ethical Awareness and Reasoning:** Maintains ethical standards; effective decision making and displays integrity. Ethically committed towards the teaching profession adhering to the human values in Indian and global cultural context.
9. **Lifelong Learning with a Pursuit for Excellence:** Capable of self-paced and self-directed learning aimed at personal development. To have a positive attitude toward one's own potentials to nurture identity development with humane dispositions.
10. **Sense of Justice and Equity with respect for diversity:** Ability to empathise with other's views and needs as well as respect for cultural diversity in and outside the classroom. Recognizing social and environmental justice and acting justly with a sense of fairness in all the life situations imbuing social resilience.

Programme Specific outcome: M.Ed

1. **PSO1 Specialised professional Skills:** Specialisation into areas of curriculum and pedagogical studies with an interdisciplinary approach integrating academic knowledge and professional learning engaging theory along with field engagement for inclusivity. Reflecting through independent study to critically examine curriculum, syllabi and textbook with focus on reflective learning.
2. **PSO2 Advanced research skills.** Understand different research methods, equipping scholars with conceptual understanding, using relevant tools and techniques, data collection and analysis by using statistical measures in practical research work and documenting and disseminating the research report using academic writing skills
3. **PSO3 Management skills & entrepreneurial skills:** Competent in developing and implementing leadership and management skills, with a systematic framework for understanding the institutional management. Develop skill sets of an entrepreneur there by exploring and resolving different challenges of real-life situations.

M. Ed Course outcome

Course Code	Title of the Paper	Course outcome After completing the course, the student teachers will be competent in
MEDN 101- Paper I	Introduction to Research Methods in Education	<ol style="list-style-type: none"> 1. applying key concepts and issues of research to emerging problems in education 2. analysing problems to identify the variables, defining operationally and hypothesising. 3. classifying and comprehending research articles, thesis, related literature and developing a positive attitude towards research 4. scientifically analysing quantitative, qualitative and mixed methods of educational research 5. categorising different sampling techniques and

		<p>standardised tools for data collection</p> <p>6. designing a research proposal for a novel problem in APA format</p>
MEDN 102- Paper II	Philosophy of Education	<p>1. critically analyzing concepts and philosophical assumptions about educational phenomena.</p> <p>2. applying philosophical basis for resolution of educational issues.</p> <p>3. appraising the contributions of great philosophers to the field of education.</p> <p>4. evaluating the philosophical perspectives of Indian and Western schools of thoughts.</p> <p>5. Synthesizing the various philosophies of education for developing an independent insight.</p> <p>6. reflecting on philosophical thoughts that have made an impact on the self and its manifestation in their teaching styles and strategies.</p>
MEDN 103- Paper III	Psychology of Learning and Development	<p>1. discovering the human nature and assuming the growth and maturation in relation to the effect on the child as a learner from the point of their self-development.</p> <p>2. critically analyzing the process of acquiring knowledge and the performance from the point of view of cognitive psychology.</p> <p>3. reflecting and judging the process of learning from the theoretical perspectives and the need to adopt suitable approaches.</p> <p>4. evaluating various theories of learning in terms of desirable behavior to maintain progressive teaching procedures and guidance programs.</p> <p>5. categorizing and interpreting multiple assessment strategies to develop professional competencies and be a responsible citizen of the 21st century.</p> <p>6. conceptualizing and modifying personality structure to facilitate adjustment and growth of personality.</p>
MEDN 104- Paper IV	Academic Writing	<p>1. demonstrating academic writing skills using elements of academic writing in composing academic text.</p> <p>2. analyzing academic text using elements of academic writing as basis.</p> <p>3. critically evaluating academic text and developing scientific writing skills</p> <p>4. reviewing writing models and internalizing their structural aspects.</p> <p>5. designing a digital portfolio reflecting on activities pertaining to field engagement.</p> <p>6. evaluating articles, editorials, paper presentation according to the APA manual.</p>
MEDN 105-	Pre - Primary Teacher	<p>1. judging the relevance of health, nutrition, and first aid to prevent common diseases.</p>

Paper V (a)	Education	<ol style="list-style-type: none"> 2. incorporating foundational literacy and numeracy activities to promote logical thinking, problem solving and creative skills. 3. integrating activity-based learning into the curriculum to facilitate individual, group and differentiated learning. 4. creating a joyous, theme-based safe learning environment with child friendly equipment.
MEDN 106- Paper V(b)	Self- Development and Professionalism	<ol style="list-style-type: none"> 1. applying strategies to deal with stress, emotions and dysfunctional thoughts at personal and professional front. 2. evaluating the influence of personality, self-development and self-esteem on professionalism. 3. reflecting on teaching profession with respect to responsibility, reliability, integrity, transparency and accountability. 4. internalizing professional code of ethics and 21st Century Skills and competencies through Continuous Professional Development.
MEDN 107- Paper V(C)	Pre-Service and In-Service Teacher Education	<ol style="list-style-type: none"> 1. analyzing the relevance, structure and models of pre-service and in- service teacher education programmes. 2. critically evaluating the issues and concerns in secondary teacher education, and examining the role of various agencies and regulating bodies in enhancing the quality of teacher education. 3. critically reflecting on NCTE framework, NEP 2020 and position papers perspectives on Pre-service and In- service teacher education. 4. designing a pre - service and in-service teacher education programme catering to the differential learning needs.
MEDN 108- Paper VI(a)	Women Studies and Education	<ol style="list-style-type: none"> 1. exploring the historical perspective of women(s) studies, analyzing the theoretical basis of Feminist Movement. 2. analyzing various factors and strategies affecting women entrepreneurship 3. judging impact of globalization and Structural Adjustment Policies (SAP) in the education of Indian women 4. defending the rights of Indian women with respect to challenges at personal and professional front and legal provisions for women protection.
MEDN 109- Paper VI (b)	Human Rights and Value Education	<ol style="list-style-type: none"> 1. applying approaches and strategies in teaching human rights and value education. 2. classifying human rights of women and children from the perspective of legal and constitutional provisions. 3. evaluating the role of formal and informal agencies in promoting human rights and values. 4. integrating values in the curriculum from various perspectives
MEDN 110- Paper VI (C)	Early Childhood Care and Education	<ol style="list-style-type: none"> 1. exploring the developmental aspects of early childhood, analyzing the significance of educational programme and teacher preparedness. 2. analysing the theoretical, philosophical basis, policies and legal provisions to evaluate the current educational programmes of

		<p>early childhood stage.</p> <ol style="list-style-type: none"> 3. Selecting appropriate innovative practices for cognitive simulation. 4. designing curriculum integrating pedagogical and co-curricular aspects of Early Childhood Care and Education.
MEDN 111 Paper VII	Communication skills in English	<p>The students will develop competency in</p> <ol style="list-style-type: none"> 1. applying appropriate communication skills across settings, purposes and audiences 2. analysing media content to enhance communicative competence. 3. assessing personal communication skills through digital presentations. 4. articulating ideas for academic discourse and research.
MEDN 112 Paper VIII	Community Engagement Programme	<ol style="list-style-type: none"> 1. conducting a survey related to social mappings, evaluating the issues and concerns of the community. 2. designing a program to address specific areas of concern. 3. integrating Information and Communication Technology in conducting awareness programmes in the community. 4. documenting a report and reflecting on the project undertaken.
Semester II		<p>Course Outcome</p> <p>After completing the course, the student teachers will be competent in</p>
MEDN 201 Paper IX	Advanced Research Methods	<ol style="list-style-type: none"> 1. analyzing and interpreting data both quantitatively and qualitatively. 2. selecting and applying appropriate descriptive and inferential statistical techniques. 3. computing data using excel and SPSS software. 4. developing tools and technique for qualitative data collection. 5. organising and presenting qualitative data 6. engaging in meta-analysis of research papers and articles.
MEDN 202 Paper X	Sociology of Education	<ol style="list-style-type: none"> 1. critically analyzing sociological perspectives and concepts of social reality relevant to education. 2. appraising the role of education in modernization, social reconstruction and sustainable development. 3. analyzing the international and national interventions towards gender bias and gender discrimination. 4. exploring the role of formal and informal institutions in the provision of equal opportunities in education 5. integrating technology to promote social transformation.

		6. evaluating the role of education in social change and reflecting on educational issues.
MEDN 203 Paper XI	Advanced Educational Psychology	<ol style="list-style-type: none"> 1. examining the recent trends in educational psychological research and applying theoretical knowledge to the field of education 2. critically analysing the educational implications of various psychological perspectives of learning. 3. Evaluating the behavioural approaches to personality development. 4. Evaluating the impact of neurotic, psychotic, somatic disorder and substance abuse on personality development 5. designing technologically mediated inclusive curriculum addressing specific challenges of learners. 6. integrating various dimensions of psychological development of learners for personality development.
MEDN 204 Paper XII	Educational Planning, Management and Leadership	<ol style="list-style-type: none"> 1. compiling human and material resources effectively and efficiently. 2. deciding to maintain a responsive, healthy learning environment and delegate responsibility to achieve a vision of academic success. 3. critically evaluating the quality of education to ensure excellence in realizing the learning outcomes. 4. Prioritizing the use of information and communication technology to facilitate a conducive learning environment. 5. justifying quality in education by collaborative approach and innovative learning platforms for pedagogical upgradation. 6. critically analyzing the new policies in higher education and its contribution to national development
MEDN 205 Paper XIII(a)	Elementary Teacher Education	<ol style="list-style-type: none"> 1. exploring the historical perspectives, policies, structures and systems of elementary teacher education 2. appraising the contributions of M.K. Gandhi and Rabindranath Tagore towards elementary teaching methodologies. 3. analysing the issues in Pre-Service and In-Service reviewing quality and teacher competencies 4. assessing inclusive environments and teacher preparedness to meet the diverse needs of the learner.
MEDN 206 Paper XIII (b)	Expository Writing	<ol style="list-style-type: none"> 1. applying the writing process to compile academic work appropriate to a variety of subjects, audience and purpose. 2. synthesizing the writing process and rhetorical patterns to produce academic writing. 3. evaluating popular text to acquire an introductory familiarization with methods of research documentation; integrating multimedia. 4. creating contextualized academic compositions adhering to plagiarism.
MEDN 207	Gender Education and	<ol style="list-style-type: none"> 1. critically analyzing key concepts in gender education reflecting on the paradigm shift in gender studies and evolving self-

Paper XIII(c)	Development	<p>awareness to develop practical and implementable initiatives.</p> <ol style="list-style-type: none"> discussing on sexual harassment and gender discrimination at different levels of institutions & relating these to theory, policy and procedure. designing culture specific digital interventions and instructional modules to raise awareness on gender issues and promote gender sensitive curriculum at both institutional and community level. assessing the impact of the developmental interventions on issues of gender equity and empowerment
MEDN 208 Paper XIV(a)	Open Distance Learning	<ol style="list-style-type: none"> analyzing philosophical bases and historical perspectives of open and distance education. critically evaluating the student support services of open distance learning programs exploring the socio academic logistics and technological advancements in expanding scope of MOOCs at national and global levels designing a certificate course based on the format of SWAYAM course
MEDN 209 Paper XIII(b)	Drama and Art in Education	<ol style="list-style-type: none"> acquiring cognizance of Indian art, artists, craft traditions and festivals to design a sensitivity pyramid. reflecting and critically evaluating the practical aspects of performing arts assimilating the philosophy of aesthetics and expression through different art forms. designing a technology integrated innovative teaching learning materials to teach school subject facilitating the development of higher order skills implementing the art integrated teaching learning materials in classroom practice and evaluating its success in developing meta cognitive abilities and promoting value - based education.
MEDN 210 Paper XIV (C)	Health and Physical Education	<ol style="list-style-type: none"> critically analyzing the basic concepts and approaches to health and physical education. designing appropriate interventions/rehabilitative measures identifying addictive behavior, unhealthy life styles, hazards of communicable and non-communicable diseases. orchestrating health education drives and awareness programs with technological interventions in & off campus. evaluating government initiatives related to health and physical education.
MEDN 211 Paper XV	Internship	<ol style="list-style-type: none"> critically analysing observations of peer teaching sessions and innovative teaching sessions designing instruction and planning based on models and theories of learning integrating academic knowledge effectively.

		<ol style="list-style-type: none"> communicating and presenting using information and communication technology to create a conducive learning environment. planning and implementing the assessment framework to match learning outcomes, content, and instructional design to efficiently engage students.
MEDN 212 Paper XVI	Dissertation Part I	<ol style="list-style-type: none"> exploring the gaps in educational research studies and identifying the research problem. drafting a research proposal in the APA format after conceptual understanding through review of literature. Demonstrating a research attitude while presenting the research proposal. Designing and standardization of the research tool appropriate to the area of study.
SEMESTER III		Course Outcome After completing the course, the student teachers will be competent in
MEDN 301 Paper XVII	Dissertation Part A	<ol style="list-style-type: none"> critically analysing literature related to specific topic scientifically. conceptualising theoretical basis and operationally defining variables related to the study. formulating research design for different types of educational research. designing and standardizing the tools based on the identified components of the variables scientifically designing the sample and collecting data. statistically analysing and interpreting preliminary data based on hypothesis.
MEDN 302 Paper XVIII	Curriculum Development	<ol style="list-style-type: none"> applying epistemological aspects of curriculum development in teaching learning process. appraising the role of national statutory bodies in curriculum development. evaluating models of curriculum design and identifying the gaps. designing and implementing multi-cultural curriculum. analysing curriculum evaluation models and identifying their limitations. Integrating technology into curriculum designing models to enhance the teaching learning process.
MEDN 303 Paper XIX	Inclusive Education	<ol style="list-style-type: none"> applying the concept of inclusiveness to meet the diverse educational needs of children. exploring diversity and appreciating pupils' educational achievements in mainstream settings.

		<ol style="list-style-type: none"> critically analyzing national and international initiatives on inclusiveness to identify the barriers of education and suggest remedial measures. developing appropriate skills and materials for inclusive pedagogical transaction. creating equality and equity by addressing all forms of exclusion and marginalization. adapting support services that elevate the ability of a school as a system to respond to the diverse learning needs of children.
MEDN 304 Paper XX	Instructional Design & Technology	<ol style="list-style-type: none"> applying concepts of instructional designing to teaching learning process. critically analysing aspects of communication, media policies and programmes in instructional design. designing instructions based on objectives, skills, computer mediated and learning styles. selecting appropriate large and small group techniques in the process of instructional design and transaction. designing diagnostic teaching, individualised instructions and remedial teaching with a positive attitude towards the learners. exploring the different innovative evaluation processes emerging in education system
MEDN 305 Paper XXI (a)	Secondary Teacher Education	<ol style="list-style-type: none"> applying the principles of secondary teacher education in differentiating, integrated and subject specific curriculum. critically analysing the recommendations of NPE-1986, POA-1992 and National Education Policy 2020 on Secondary Teacher Education System. analysing the issues, challenges and concerns of secondary teacher education and implementation of universalization and alternate schooling at secondary stage designing instructional strategies for slow learners and differently abled children integrating activities based on multiple intelligence perspective.
MEDN 306 Paper XXI (b)	Education for Social Justice	<ol style="list-style-type: none"> applying educational environments that are socially just, diverse, inclusive, and equitable analysing and hypothesizing the issues related to social justice existing in the community and the challenges in its implementation. Ensuring accountability among students to practice social justice both inside and outside classroom. Evaluating the classroom transactional modules to promote social justice.
MEDN 307 Paper XXI(Guidance and	<ol style="list-style-type: none"> applying theoretical concepts of guidance and counselling into practice.

C)	Counselling	<ol style="list-style-type: none"> 2. Appreciating the role of the teacher in guidance and counseling. 3. evaluating tools and techniques giving prominence to ethical considerations. 4. designing and developing non-standardized tools and intervention programmes in guidance and counseling.
MEDN 308 Paper XXII (a)	Language Education	<ol style="list-style-type: none"> 1. exploring the historical perspective of Indian and western traditions in the origin of language 2. constructing and evaluating the instructional design of language teaching and learning 3. reviewing the relationship between language and literature 4. planning and designing the research process in language education
MEDN 309 Paper XXII (b)	Mathematics Education	<ol style="list-style-type: none"> 1. exploring the curriculum development and major curricular reforms based on NCF -2005, 2020, SCF - 2011 2. analysing the philosophical, psychological, sociological, anthropological, metaphysical, epistemological and ethno-mathematical basis 3. developing mathematics teaching based on models and theories of learning and addressing the research paradigm 4. integrating technology-based teaching to mathematics education.
MEDN 310 Paper XXII (C)	Science Education	<ol style="list-style-type: none"> 1. Critically analysing existing pedagogy of science curriculum in social and technological context 2. Applying innovative and creative techniques to transact pedagogy of science. 3. Designing learning experiences with emerging pedagogical practices and assessment techniques 4. Evolving as reflective practitioners through Self-assessment, peer assessment, feedback analysis, journal writing and portfolio development.
MEDN 311Paper XXII (d)	Social Science Education	<ol style="list-style-type: none"> 1. Critically analyzing the pedagogy of teaching social science from a historical perspective. 2. evaluating the existing social science curriculum and adapting to meet the requirements of the 21st century learners. 3. Designing and implementing innovative instructional plans using digital teaching learning materials. 4. designing diversified assessment tools to measure learning in social science education.
MEDN 312 Paper XXIII	Internship in Special Schools	<ol style="list-style-type: none"> 1. applying knowledge of varied areas of exceptionality in implementing strategies leading towards independent learning 2. integrating assistive technology in the teaching – learning

		<p>process.</p> <ol style="list-style-type: none"> 3. creating lesson plans that include specialized instruction, co-curricular activities and strategies based on students' goals and objectives. 4. designing accommodation and / or modifications strategies that are specific and are tailored to students' individual needs
MEDN 313 Paper XXIV	Dissertation Part II	<ol style="list-style-type: none"> 1. designing and creating a blue print of the research methodology. 2. designing a sample scientifically to collect data. 3. organising and tabulating data for analysis using statistical interpretation 4. drawing conclusions reporting the findings of the study.
SEMESTER IV		<p>Course Outcome</p> <p>After completing the course, the student teachers will be competent in</p>
MEDN 401 Paper XXV	Dissertation Part B	<ol style="list-style-type: none"> 1. analysing the selected problem from multiple dimensions. 2. Reflecting on the research design for enhancing the research quality 3. Statistically analysing and interpretation data based on hypothesis and corroborating the results with literature reviewed. 4. Extrapolating the research findings to formulate the implications. 5. Documenting the dissertation in APA format without plagiarism 6. Developing positive attitude and interest towards educational research with a wholistic perspective
MEDN 402 Paper XXVI	Advanced Educational Technology	<ol style="list-style-type: none"> 1. applying the concepts of education technology to e – learning 2. distinguishing between e – content development for ADDIE, ASSURE and ARS models of instructional designing. 3. critically analyzing the technological tools and techniques for construction of knowledge and dissemination. 4. exploring the different modern applications of technology in

		<p>education</p> <ol style="list-style-type: none"> 5. developing a positive attitude and ethical approach towards use of emerging technologies in education 6. demonstrate skills in using technological tools in teaching learning process
MEDN 403 Paper XXVII	Psychological Testing and Measurement	<ol style="list-style-type: none"> 1.administering and assessing psychological tests used in an educational setting to determine pupil's personality. 2. discussing various ethical and professional issues in psychological testing. 3.applying the principles of reliability and validity in test construction and assessment. 4. critically evaluating the assessment procedures and recommending appropriate measures. 5.developing innovative proceduresfor conducting a good psychological test. 6. adapting the basic principles of psychological assessment in other allied areas.
MEDN 404 Paper XXVIII	Economics of Education and Finance	<ol style="list-style-type: none"> 1. applying concepts of economics to the field of education in order to enumerate it as a product of consumption. 2. assessing the costsand benefits of education and their role in individual and human development 3. evaluating the internal and external efficiency to assess modern developments in education 4. justifying educational policy management, planning and finances. 5. reflecting on the educational reforms adopted in India and exploring research areas from an economic perspective 6. budgeting and planning to optimal resource mobilization at school level.
MEDN 405 Paper XX IX(a)	Higher Education	<ol style="list-style-type: none"> 1. examinining the structural and functional aspects of higher education in India 2. reviewing the existing curriculum and evaluation reforms at higher education 3. critically analysing different policies and trendsin higher education 4. articulating the various CPD programmes

MEDN 406 Paper XXIX (b)	Yoga Education	<ol style="list-style-type: none"> 1. differentiating systems of yoga and their applications 2. appreciating the therapeutic value of yoga 3. Designing a module to integrate into school curriculum 4. Practicing yoga regularly for physical and mental health
MEDN 407 Paper XXIX(C)	Quality Assurance in Teacher Education	<ol style="list-style-type: none"> 1. analysing the Conceptual Framework of Quality in Education 2. reflecting on the initiatives to assure quality in teacher education. 3. selecting and applying tools for audit and benchmarking to ensure quality Sustenance. 4. designing quality benchmarks for teacher education.
MEDN 408 Paper XXX (a)	Environmental Education	<ol style="list-style-type: none"> 1. applying concepts of environmental education for sustainability at various levels of education 2. designing module to integrate concepts of environment into teaching-learning process 3. appreciate the role of environmental education in mitigating pollution and review the global initiatives on protection of the environment 4. critically analysing the interconnectedness between biotic and abiotic components of environment.
MEDN 409 Paper XXX (b)	Population Education	<ol style="list-style-type: none"> 1. examining the concept, need and importance of population education in terms of consequences of population growth in India. 2. analyzing the historical perspectives, determinants, trends and issues in population education. 3. reflecting on the policies and programmes implemented in India and the role of social agencies in promoting population education 4. designing and integrating population education into the teaching methodologies.
MEDN 410 Paper XXX(C)	Education and Disaster Management	<ol style="list-style-type: none"> 1. exploring the recent trends, role of technology and media in disaster management. 2. analysing the Concept of Disaster cycle and classifying types of disaster. 3. reviewing the initiatives of Government/NGO and corporate sector in disaster preparedness, response and rehabilitation. 4. evaluating the role of education in disaster management and designing instructional material to spread awareness
MEDN 411 Paper XXXI	Dissertation	<ol style="list-style-type: none"> 1. applying the skills acquired to carry out scientific research. 2. cultivating a research attitude by documenting and defending their research thesis.

		<ol style="list-style-type: none">3. evolving the ability to integrate interdisciplinary and intercultural perspectives to inform educational policies and set direction for future collaborative research4. documenting their research work for publication to facilitate dissemination of knowledge