



ABOUT THE COLLEGE

Vivekananda College of Education, Aligarh is a self-financing institution recognized by NCTE, affiliated to the Raja Mahendra Pratap Singh State University, Aligarh, managed by the N.L. Educational Society and accredited with 'B' grade by NAAC in 2011. The B.Ed. course was started in 2004 with an intake of 100 students in six optional subjects. M.Ed. course was launched in 2011 with an intake of 18 students which was enhanced to 35 seats in 2012, and again revised to 50 seats in 2015. This is the first Professional institution under the N.L. Educational Society. The institution aims at providing value based, quality education to all her students and making this institution a center of excellence. The college is committed to translate its motto of "Learn, Live and Teach" into action for the development of individuals and the society at large.

VISION OF THE COLLEGE

In the vibrant halls of our teacher education college, we do not just build teachers; we sculpt architects of young minds. We envision a future where classrooms pulse with innovation, where learning is a kaleidoscope of experiences and where educators are lifelong learners, adept navigators of a dynamic educational landscape. Our vision transcends standardized tests and rote memorization. Instead, we aim to ignite critical thinking, nurture creativity, and foster empathy within our students. We see them becoming not just dispensers of knowledge, but mentors, facilitators, and catalysts for intellectual and social growth. We envision classrooms humming with diverse voices, where technology empowers but never replaces the irreplaceable human touch. We believe in collaboration, not competition, where teachers and students journey together, discovering the endless possibilities within each other. Ultimately, our vision is to send forth educators who are not just qualified, but inspired, who carry the torch of knowledge with passion and compassion, shaping the next generation into citizens equipped for a world yet to be imagined.

Mission of the College

The mission of our teacher education college lies in nurturing the architects of tomorrow. It strives to cultivate not just competent educators, but inspiring mentors who ignite the minds and shape the characters of young learners. Its curriculum delves deep into the theory and practice of education, equipping future teachers with the knowledge and skills to navigate diverse classrooms, develop engaging lessons, and foster a love for learning in every child. Beyond intellectual prowess, the college instills a sense of moral responsibility, social awareness, and a commitment to inclusivity, ensuring that tomorrow's teachers guide their students not only in academics but also in becoming well-rounded, compassionate citizens. In essence, our college's mission is to empower the next generation of educators, preparing them to unlock the potential within each child and build a brighter future for all.

PROGRAM EDUCATIONAL OBJECTIVES (B.Ed.)

PEO-1: Graduates of B.Ed. shall take up successful career as teacher educators, reflective practitioners and be dynamic leaders in their organisation.

PEO-2: Graduates of B.Ed. shall develop global outlook and modern tools to bring innovative reforms in the education.

PEO-3: Graduates of B.Ed. shall enrich their own stature by engaging themselves in higher education, researcher in multidisciplinary fields.

PROGRAM OUTCOMES (B.Ed.)



PO1. Education Knowledge: The student-teacher acquires the central concepts, tools of inquiry, and structure of the discipline and can create learning experiences that make these aspects of subject matter meaningful.

PO2. Learning Approaches & Strategies: The student-teacher develops an understanding of how children grow, develop, and learn; how they differ in their approaches to learning and creates learning opportunities that are adapted to diverse learners and learning contexts.

PO3. Pedagogical Knowledge: The student-teacher develops the skills for using innovative pedagogies and learning experiences that are based on learner's existing knowledge, proficiency, interests, experiences including misconceptions and errors.

PO4. Assessment Strategies: The student-teacher uses innovative formal and informal and direct and in-direct assessment strategies to evaluate the learning and ensure the continuous scholastic, intellectual, social, and physical development of the learner.

PO5. Self-Identity as a Teacher: The student-teacher develops self-identity as a 'teacher' through school-based experiences and reflective practices that continually evaluate the effects of his/her choices and actions.

PO6. Contemporary Issues of Education: The student-teacher develops an understanding of the nature, purpose and philosophy of secondary and senior secondary education in India in the context of contemporary related issues and problems.

PO7. Communication Strategies: The student-teacher uses modern teaching technology tools, information communication techniques (ICTs), to foster verbal and non-verbal communication, active inquiry, collaboration, and supportive interaction in the classroom.

PO8. National and International Education Systems: The student-teacher develops the capabilities for inculcating national values, goals as mentioned in the constitution of India, social cohesion and understanding of national and international education systems.

PO9. The Teacher and Society: The student-teacher develops an understanding of the close relationship between the society and the school, factors and forces (within the school and outside) affecting educational system and classroom situation and acts as an agent of modernization and social change.

PO10. Teaching Ethics: The student-teacher develops an understanding of a teacher's professional responsibilities, competencies, commitments, and performances in the Indian context.

PO11. Teacher Sensitization: The student-teacher gets sensitized about emerging educational and social issues, such as environment, population, gender equality, educational & legal literacy, protection of human rights, and rights of the child, health, sports and yoga education, outreach activities etc.

PO12. Life Long Learning: The student-teacher develops an understanding of the importance of the life-long learning and need of the professional development for a teacher in the broadest context of rapidly changing educational technology and school environment.

COURSE OUTCOMES (B.Ed.)

Course Outcome	Course Outcome Statement B.Ed. Sem. I (2022-23)
BD-101 Childhood and Growing Up	
CO1	To Familiarize student teachers about the concepts of child and childhood. (Specifically with reference to the Indian Social context.)
CO2	To understand different stages of development, mental process of children with diverse abilities in social, political, emotional and cultural contexts at the core of the exploration of childhood.
CO3	To understand the specific features of childhood and adolescence as distinct stages of development.
CO4	To develop advanced knowledge of developmental processes and principles.
CO5	To develop an understanding of practical application of theories and factors affecting child development.



CO6	To make them aware of the current issues confronting by adolescents and To acquaint them with respect to the role of different agencies in the healthy development of children.
BD-102 Contemporary India and Education	
CO1	To understand the concept and aims of Education and understand the historical developments in policy framework related to education.
CO2	To develop understanding about the social realities of Indian society and its impact on education.
CO3	To learn the concepts of social Change and social transformation in relation to education.
CO4	To understand the educational contributions of the Indian cum western thinkers.
CO5	To know the different values enshrined in the constitution of India and its impact on education.
CO6	To identify the contemporary issues in education and its educational implications.
BD-103 Language across the curriculum	
CO1	Assess the nature and structure of language.
CO2	Understand the sensitivity towards language diversity that exists in the classroom and appreciate the relationship between language, mind and society.
CO3	Practice with the process of language acquisition and learning.
CO4	Apply different language skills and develop the same.
CO5	Initiate sensitivity and competency toward catering to multilingual audience in school. To develop communication skills to know about the need for effective reading and writing.
CO6	Assess the nature and structure of language.
BD-104 Yoga Education	
CO1	To explain and define Yoga.
CO2	To explain the importance of Yoga in Human life.
CO3	To describe the origin of Yoga from vedas to modern period.
CO4	To identify the badhak and sadhak tatva of Yoga as given in Hath, Pradeepika, Gherand Sanhita & Modern Yoga charkas.
CO5	To know the techniques & systems of Yoga.
CO6	To explain the importance of ashtanga Yoga Mudras & Bandh.
BD-105 (A) Value and Peace Education	
CO1	Define key concepts related to value and peace education, such as values, morals, ethics, conflict resolution, non-violence, and human rights.
CO2	Explain the theoretical foundations of value and peace education, including its historical development, philosophical underpinnings, and psychological bases.
CO3	Identify and analyze value conflicts in diverse social contexts, such as family, school, community, and global society.
CO4	Design and implement activities and strategies that promote values and peaceful conflict resolution in the classroom and beyond.
CO5	Critically evaluate existing value and peace education programs and resources, identifying strengths, weaknesses, and potential biases.
CO6	Create innovative teaching methods and resources that engage students in learning and promoting values and peaceful coexistence.
BD-105 (B) Teacher Education	
CO1	Describe the importance and scope of teacher education.
CO2	Understand the roles and responsibilities of teachers and teacher educators.



CO3	Highlight the aims and objectives of teacher education at elementary, secondary and college level.
CO4	Discuss the concept and importance of professional development of in- service teachers and familiarize with programmes of faculty improvement.
CO5	Acquaint the student with various agencies for in-service education of teachers.
CO6	Describe the modes of education used for teacher education through distance mode.
BD-105 (C) Environmental Education	
CO1	Recall key environmental concepts, such as ecosystems, biodiversity, and natural resources, demonstrating the ability to memorize and retrieve foundational information related to environmental education.
CO2	Interpret the interconnectedness of human activities and the environment, explaining cause-and-effect relationships, and demonstrating comprehension of environmental issues and their implications for sustainable living.
CO3	Implement practical strategies to integrate environmental education into lesson plans and teaching practices, utilizing relevant teaching methods, materials, and technologies to engage students in active and hands-on learning experiences.
CO4	Evaluate the impact of human behavior on the environment, critically examining environmental policies, and identifying underlying factors contributing to environmental challenges. Analyze case studies to assess the effectiveness of different environmental education approaches.
CO5	Assess the effectiveness of environmental education programs and instructional methods in fostering positive attitudes, values, and behaviors toward the environment. Critique existing curriculum materials and propose improvements based on evaluation findings.
CO6	Develop innovative and context-specific instructional materials and activities that promote environmental awareness and responsible behavior among students. Design and implement project-based learning experiences that empower students to address real-world environmental issues collaboratively.
BD-105 (D) Health and Physical Education	
CO1	To Introduce the student teacher with the concept of Holistic health.
CO2	To understand the various dimensions and determinants of health.
CO3	To acquaint them to school health programme and its importance.
CO4	To understand the need and importance of Physical Education.
CO5	To make them aware of the benefits of physical fitness and activities for its development.
CO6	To introduce them the need of yoga and its importance.
B.Ed. II Semester BD-201 Teaching and learning perspectives	
CO1	Acquire knowledge and understanding about the learner and the teaching-learning process to bring effectiveness in the learning outcomes.
CO2	Gain and understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social constructivist theories.
CO3	Understand the individual differences in cognitive abilities among the learners and decide the teaching-learning strategies appropriate to the needs of the learners.
CO4	Appreciate the critical role of learner differences and contexts in making meanings and draw out implications For School and teachers.
CO5	Be acquainted with group dynamics and various roles of the teachers in teaching learning process.
CO6	Comprehend the parameters of effective teaching so as to demonstrate his/her skills at different phase of teaching.
BD-202 Understanding Disciplines & School Subjects	
CO1	To provide basic knowledge of various disciplines and subjects in the school curriculum.



CO2	To know the history of teaching of different disciplinary areas like language, Mathematics, Social Science and Science.
CO3	To know the content, theory and process of framing the syllabus of school subjects.
CO4	To find out the challenge of school curriculum to design as a discipline oriented from learner oriented.
CO5	To appreciate the role of academic disciplines in facing global challenges.
CO6	To apply the understanding of academic disciplines in curriculum transaction.
BD-203 Art and aesthetics in education (epc-i)	
CO1	To understand the concept of Art and Aesthetics.
CO2	To explain the need and importance of Art and Aesthetics in education as well as other spheres of human life.
CO3	To conceptualize the historical perspective of Indian Art.
CO4	To familiarize with various form of Art/performing Art.
CO5	To conceptualize the historical, educational and socio-cultural perspective of fairs and festivals.
CO6	To understand the role of family, school and society in nurturing Aesthetics sense.
BD-204 Critical Understanding of ICT (EPC-II)	
CO1	Recall and identify fundamental concepts and terminology related to Information and Communication Technology (ICT) in education, including key tools and applications.
CO2	Comprehend the theoretical foundations of ICT integration in education, exploring the historical evolution, pedagogical frameworks, and the impact of digital technologies on teaching and learning.
CO3	Demonstrate the practical application of various ICT tools and platforms for instructional purposes, designing and implementing technology-enhanced learning activities to support diverse educational objectives.
CO4	Evaluate the effectiveness and appropriateness of different ICT resources in educational contexts, considering factors such as learner engagement, accessibility, and the alignment with specific learning outcomes.
CO5	Critically assess the ethical, social, and cultural implications of ICT integration in education, examining issues such as digital equity, privacy, and the potential for bias in technology-mediated learning environments.
CO6	Develop innovative and contextually relevant teaching strategies that leverage ICT to foster critical thinking, creativity, and collaborative learning among students, while considering the unique needs and challenges of diverse learners.
B.Ed. III Semester	
BD-301 Knowledge and Curriculum	
CO1	To understand the social basis of education.
CO2	To understand distinction between knowledge, skill, teaching and training.
CO3	To understand curriculum and preparation of curriculum.
CO4	To understand education in relation to modern values, equity, equality, individual malformity, dignity and social justice.
CO5	To discuss three concepts- activity, discovery and dialogue with reference to Gandhi Ji, Jai Krishan Murti, Tagore, Dewey, Plato.
CO6	Develop an innovative curriculum plan that integrates modern pedagogical approaches, technology, and inclusive practices to meet the diverse needs of students.
BD-302 School Administration and Management	
CO1	Understand the basic knowledge (concept, nature, need and scope) of school management and use of managerial concerns in school education and their implications.



CO2	Acquire basic knowledge: (facts, concepts, theories and principles) of educational administration
CO3	Develop competencies in using the results of SWOT analysis for better management of the classroom and school system.
CO4	Acquire appropriate skills and competencies for imbinding effective transactional and transformational leadership attributes.
CO5	Critically assess the effectiveness of a school's organizational structure and management processes, identifying areas for improvement and proposing evidence-based solutions.
CO6	Design a comprehensive school improvement plan, integrating elements of effective administration and management to address specific challenges within a school setting.
BD-303 Guidance and counselling	
CO1	To develop an understanding about the fundamentals of guidance and counselling.
CO2	To develop an understanding of educational, vocational and personal guidance.
CO3	To create an awareness of the working of guidance centres.
CO4	To provide guidance and counselling for school level students.
CO5	To acquaint the students with the testing devices and techniques of guidance.
CO6	Critically assess the impact of guidance and counseling programs on student academic performance and socio-emotional development.
BD-304 Gender, School and Society	
CO1	Recognize key concepts related to gender roles and societal expectations within the educational context.
CO2	Learn about gender issues in school curriculum and textual materials across disciplines. Pedagogical processes and its interring section with class, cast, religion and region.
CO3	Understand how gender, power and sexuality are related to education (in terms of subject, curriculum and pedagogy).
CO4	Assess critically the impact of policies, programmes and scheme for promotion of gender equality and empowerment.
CO5	Apply the conceptual tools learnt regarding Gender and sexuality to understand issues related to sexual harassment at the workplace and child abuse.
CO6	Understand how gender rates to education and schooling. The student will be able to understand on how school as institution addresses gender concerns in curriculum, textual materials and pedagogy.
BD-305 (A) Pedagogy of Science Teaching (Physics, Chemistry)	
CO1	Acquire knowledge about meaning, need, value & place of science teaching.
CO2	Understand the objectives of general science teaching.
CO3	Clarify different teaching methods & curriculum constructions.
CO4	Explain functioning of science lab & library.
CO5	Develop interest in scientific activities along with curricular activities.
CO6	Construct lesson plan based on different approaches & models of teaching.
BD-305 (B) Pedagogy of Science-II (Zoology, Botany)	
CO1	Acquire knowledge about Meaning, Scope & Need of Biology.
CO2	Understand objectives of Biology Teaching.
CO3	Clarify the teaching methods and curriculum constructions.
CO4	Analyses learning outcomes in Biology from the points of view of behaviourism to constructivism.
CO5	Construct lesson plan on the basis of different approaches & teaching models.



CO6	Develop interest in Biology laboratory work, Bio club, botanical garden.
BD-305 (C) Pedagogy of Science - III (Mathematics)	
CO1	Know the place of mathematics in school curriculum and aims of mathematics teaching.
CO2	Use the teaching methods in mathematics teaching.
CO3	Prepare lesson plan of mathematics teaching.
CO4	Use the teaching aids in mathematics teaching.
CO5	Develop standardized achievement test in mathematics.
CO6	Upon completion of the course, students will demonstrate creative pedagogical approaches that inspire innovative thinking, problem-solving, and a profound appreciation for mathematics in diverse learning environments.
BD-305 (D) (i) Pedagogy of languages-Hindi	
CO1	Manage the instructional planning and employs the lesson planning effectively in the teaching of Hindi.
CO2	Develop the skills to apply appropriate approaches and methods according to the course content for effective teaching of Hindi.
CO3	Apply appropriate techniques according to the course content for effective teaching of Hindi.
CO4	Utilize various teaching aids, field activities, community resources, ICTs and Language Laboratory in the effective curriculum transaction of Hindi subject.
CO5	Develop appropriate assessment tools and techniques for the evaluation of learning progress in the Hindi subject.
CO6	Improve lifelong learning attributes through teaching and learning of Hindi subject.
BD-305 (D) (ii) Pedagogy of English	
CO1	Develop a good understanding about the role, status, objectives and problems of Teaching English.
CO2	Enrich the knowledge of English vocabulary, structures, grammar, and usage and to develop the ability to teach them and teach basic skills (Language) LSRW and integrate them for communicative purpose.
CO3	Critically review and use appropriately different approaches, and methods of Teaching English.
CO4	Plan and teach lessons in English prose poetry, grammar, composition and drama related to the prescribed syllabus.
CO5	Choose, prepare and use appropriate teaching aids in the class-room both print and electronic material ECT also.
CO6	Use various techniques for evaluation of learner's achievement in English Language and Identify and analysis errors of teaching learning and conduct remedial teaching.
BD-305 (D) (iii) Pedagogy of Languages-Sanskrit	
CO1	To understand the different roles of language and to develop understanding of the nature of language system.
CO2	To understand the role of importance of Sanskrit and its cultural background.
CO3	To know the place of Sanskrit in curriculum in India.
CO4	To develop activities and tasks for learners and To practice the language teaching skills.
CO5	To understand about the method of teaching Sanskrit.
CO6	To understand the prepare various kinds of lesson plans.
BD-305 (D) (iv) Pedagogy of Urdu	



CO1	Understand the nature and mechanism of the language and identify the components of the four language skills and acquire the same.
CO2	Develop acquaintance with methods and approaches of teaching Urdu language.
CO3	Organize different co-curricular activities and appreciate their values.
CO4	Analysis the syllabus and text books and Plan and teach lesson in Urdu prose, poetry, drama, grammar and composition.
CO5	Develop and Use teaching aids in the class room both print and audio-visual material aids and ICT.
CO6	Understand the process of language assessment.
BD-305 (E) Pedagogy of Social Studies	
CO1	To development understand the need teaching of social studies as an integrated discipline.
CO2	To development a critical understanding about the nature of social studies and its interface with society.
CO3	To development ability to organize curricular activities for promoting social studies teaching.
CO4	To gain Knowledge about the different approaches with the discipline.
CO5	To development certain professional skills useful for classroom teaching
CO6	To enable the student. Teacher to become affective teachers of social studies.
BD-305 (F) (i) Pedagogy of fine arts (Drawing & Painting)	
CO1	To develop an understanding of drawing and painting.
CO2	To understand the role and importance of drawing and painting and its cultural background.
CO3	To know the place of drawing and painting in curriculum.
CO4	To understand about the methods of teaching drawing and painting.
CO5	Students will evaluate and critique artworks, including their own, and promote the development of an intelligent and reflective artistic practice.
CO6	Students will synthesize their knowledge and skills to create innovative and personally expressive artworks demonstrating originality, conceptual depth, and mastery of diverse artistic approaches.
BD-305 (F) (ii) Pedagogy of fine arts (Music)	
CO1	To understand the nature, scope and importance of music in school curriculum.
CO2	To conceptualize the historical perspective of music in Indian context.
CO3	To understand the principles and objectives of teaching music at school level.
CO4	To understand and identity the technicalities of teaching music: qualities of music for, ideal music room and text book of music.
CO5	To evaluate and assess the ability of students by using various modes accordingly.
CO6	Students will be able to design and innovate instructional materials, assessments, and learning experiences, demonstrating the ability to adapt a creative and personalized approach to music teaching.
BD-305 (G) Pedagogy of Home Science	
CO1	Understanding various approaches and methods for teaching-learning of home science.
CO2	Describing concepts principles and theories of assessment of learning.
CO3	Identifying theories, Principle and techniques of pedagogy and selecting relevant pedagogical tools for learning.
CO4	Recognizing principals, theories and procedures of lesson plan and preparing lesson plans for the Home Science course.
CO5	Applying the concepts of Home Science in Inter-disciplinary situation.



CO6	Evaluating the learning assessment requirements and designing the assessment instruments for Home Science course.
BD-305 (H) Pedagogy of Commerce	
CO1	Develop an understanding of pedagogical processes concerning teaching of commerce.
CO2	Help evolve an overall perspective through analysis of curricula.
CO3	Enable the teacher-trainee for effective teaching of commerce at secondary level.
CO4	Inculcate desirable values and attitudes among teacher-trainees.
CO5	Students will be able to evaluate and critique research findings, public policies, and practical applications in home science.
CO6	By engaging in creative projects, students will synthesize knowledge from various home science disciplines to propose innovative solutions to contemporary challenges related to health, nutrition and family welfare.
B.Ed. Sem. IV (2022-24)	
BD-401 Assessment For Learning	
CO1	Understanding the concept of assessment and teaching
CO2	Differentiate between assessment, measurement, evaluation and teaching.
CO3	Understanding the various issues and concerns related to assessment for learning.
CO4	Takes a comprehensive and dynamic search to understand the life evaluation process.
CO5	Understanding the role of assessment in enhancing learning.
CO6	Students will be able to measure and evaluate and declare exam results.
BD-402 Creating an Inclusive School	
CO1	To understand the need to address the children with diversities.
CO2	To identify the causes for classifying various diversities.
CO3	To describe various concepts of inclusive education.
CO4	To implement suitable curricular programme.
CO5	To apply supportive services to include children with diversities in main stream.
CO6	Students will be able to identify special children and create curriculum and teaching methods for their learning.
BD-403 Understanding of Self	
CO1	Explore different aspects of yourself.
CO2	Understand the concept of self-development and self-efficacy.
CO3	To facilitate the development of skills of self-expression orally and in writing.
CO4	Develop a holistic and integrated concept of self through workshops.
CO5	Students will be able to self-evaluate.
CO6	Students will be able to develop self-expression.
BD-404 School Internship	
CO1	Analyse the concept and context of school internship and its outcome in reference to B.Ed. program.
CO2	Appraise various functions of the school; their principal, teachers, students and other persons; various school activities; various roles of a teacher in the school and community.
CO3	Develop pedagogical skills required in the concerned teaching subject(s) and appraise the difference of teaching at various levels of classes.
CO4	Organise various curricular and co-curricular activities; handle & maintain various school records and will plan, execute and evaluate socially useful campaigns in the school. (K6)



CO5	Use the outcomes of the studies done on students' behaviour by the teacher in their teaching and will practice evaluation of textbooks and use of teaching materials and other resources of the school for students learning and development. (K3)
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Course Outcome	COURSE OUTCOME STATEMENT
M.Ed. Sem-1 (2022-2024)	
MD101- Psychology of Learning and Development	
CO.1	Develop an understanding of the concept and process of educational psychology as an applied subject.
CO.2	Familiar with the changing concept of intelligence, creativity, motivation, and Personality
CO.3	Critically examine the different theories of Learning
CO.4	Acquainted with the means of developing life skills & mental health.
CO.5	Analyze various strategies and approaches to motivation.
CO.6	Acquire the strategies to develop emotional wellbeing, intelligence and adjustment.
MD102 History and Political Economy of Education	
CO.1	To develop understanding about the relationship between education and social process.
CO.2	To analyze education from economic perspective and to identify the linkage between education and development.
CO.3	To trace the history of education in India and to use sound historical knowledge to solve.
CO.4	To reflect upon the dynamic political context in which educational processes taking place.
CO.5	To critically examine the contemporary concerns and issues of education in the India society.
CO.6	Analysis and examine study reports on Govt. sponsored schemes.
MD103- Educational Studies	
CO.1	To understand the concept of knowledge.
CO.2	To understand the nature of education as a discipline.
CO.3	To understand the procedure of linking content knowledge with pedagogy knowledge.
CO.4	To make the students critically aware about the various issues in the contemporary educational system.
CO.5	To understand various perspectives of education.
CO.6	Analyze the contemporary concerns of education policy and practice.
MD104 Methodology of Educational Research-I	
CO.1	Critically examine the meaning, purpose, scope and types of research in education.
CO.2	Identify research problem.
CO.3	Identify research Hypotheses.
CO.4	To conduct a literature search in educational research
CO.5	Select appropriate sampling techniques.
CO.6	Prepare research proposal.
M.Ed. Sem- II (2022-2024) MD201- Philosophical Foundation of Education	
CO.1	Critically examine the contribution of philosophy discipline in the development of education.
CO.2	Analyze the western schools of philosophy and its impact on education.
CO.3	Examine the Indian schools of philosophy and analyze their implications on education.
CO.4	Assess philosophy of education, theories and its impact on the education process.
CO.5	Examine and evaluate philosophical thinkers, national values and the impact on various aspects of education.



CO.6	Critique the emerging trends in Indian Education.
MD202 Sociological Foundation of Education	
CO.1	Critically examine the contribution of sociology discipline in the development of education.
CO.2	Analyze the western schools of philosophy and its impact on education.
CO.3	Examine the Indian schools of philosophy and analyze their implications on education.
CO.4	Assess sociology of education, theories and its impact on the education process.
CO.5	Examine and evaluate social thinkers, national values and the impact on various aspects of education.
CO.6	Critique the emerging trends in Indian Education.
MD203 Curriculum Studies	
CO.1	To understand the concept of curriculum and its present status.
CO.2	To familiarize the various principles and approaches of curriculum development.
CO.3	To acquire knowledge about curriculum planning and designing.
CO.4	To define meaning of curriculum transaction and to describe various method for transaction.
CO.5	To understand the need of curriculum evaluation and reforms.
CO.6	Analyze the recent developments in the field of curriculum development
MD204 Teacher Educational-1 Conceptual Frame Work	
CO.1	To understand the concept and the status of pre-service and in-service teacher education.
CO.2	To examine the policies, programmes and schemes of teacher education and its
CO.3	relevance in meeting the demands of present-day schooling.
CO.4	Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
CO.5	To understand and appreciate the research perspective on various practices in teacher education.
CO.6	To acquaint with the innovative practice in teacher education at national and international levels.
M.Ed. Sem- III (2022-2024) MD301A - Elementary Education	
CO.1	Understand the concept and objectives to enable the students to elementary of Education and the rationale for the Universalization of Elementary Education (UEE).
CO.2	Understand the programmes and interventions made by central and state governments for the realization of UEE.
CO.3	Understand the Institutions Systems and Structures at the Elementary School level.
CO.4	Examine the development of Elementary Education Policy in India after independence.
CO.5	Develop an understanding of underlying principles of curriculum development and evaluation at elementary stage.
CO.6	Describe and discuss the Status, issues and concerns in Elementary Education.
MD301B Preparation of Secondary & Higher Secondary Teachers : Pre-Service and in Service	
CO.1	To understand structure and modes of Pre-service teacher Education.
CO.2	To understand the organization of different components of teacher education curriculum.
CO.3	To understand concept and structure of in-service teacher education.
CO.4	To understand planning and organization of In-service teacher education.
CO.5	To understand evaluation and Assessment in teacher education.
CO.6	Critically analyze the trends in research and innovations in teacher education.
MD302 Methodology of Educational Research-II	
CO.1	Examine different types of qualitative and quantitative research and their characteristics.



CO.2	Develop and standardise the tools for educational research.
CO.3	Use tools, research design and procedure for collection of data for educational research.
CO.4	Make use of the applications of parametric and non-parametric tests for data analysis of their educational research.
CO.5	Develop competencies in research reporting and research synthesizing.
CO.6	Assess the use of computers and software's to analyse research data.
MD303- Teacher Education Issues and Challenges	
CO.1	To understand historical perspective and approaches of teacher education.
CO.2	To understand the planning and recruitment of teachers.
CO.3	To understand the structure and management of teacher's education.
CO.4	To understand the problems of pre-service teacher's education.
CO.5	To understand research and development of teacher education.
CO.6	Critically analyze the trends in research and innovations in teacher education.
MD304- Preparation and Presentation of Synopsis	
CO.1	Describe the need and importance of the research in the education.
CO.2	Develop skills related to conduct scientific research in the education.
CO.3	Analyse the appropriate research method needed for selected topic.
CO.4	Develop skills to find an appropriate problem through systematic investigation.
CO.5	Differentiate among various types of the researches.
MD305- Internship in Schools	
CO.1	Analyze and understand concept of Internship in Schools and contexts that are unique to teacher education.
CO.2	Understand and appreciate the nature and the purpose of Internship in Schools, their practical ramifications in the teacher education.
CO.3	Conduct different scholastic and co-scholastic activities in the schools and develop their understanding about them.
CO.4	Give feedback to the student-teachers for their skill enhancement during their practice of teaching.
CO.5	Interact with the education stake holders and analyse their views about the education system.
M.Ed. Sem-IV (2022-2024)	
MD401A - Guidance and Counselling	
CO.1	To develop an understanding about the fundamentals of guidance and counselling.
CO.2	To develop an understanding of educational, vocational, and personal guidance.
CO.3	To create an awareness of the working of guidance centres.
CO.4	To provide guidance and counselling for school level students.
CO.5	To acquaint the students with the testing devices and techniques of guidance.
CO.6	Critically assess the impact of guidance and counseling programs on student academic performance and socio-emotional development.
MD402B- Measurement and Evaluation	
CO.1	To understand the meaning, nature and need for measurement & evaluation.
CO.2	Analyze the construct and understand achievement test and its standardization.
CO.3	To understand the measurement and its functions of different tests.
CO.4	To understand personality and its theories.
CO.5	To understand intelligence and creativity.
CO.6	Interact with the education stake holders and analyse their views about the education system.



MD401C - Special Education	
CO.1	To understand the students with the concepts of exceptionality and special education
CO.2	To familiarize with the concept of superior child.
CO.3	To understand meaning and characteristics of creative child.
CO.4	To develop skills to identify emotionally disturbed child.
CO.5	To understand educational and training programme for them.
CO.6	Critique the role of professional ethics to become to become effective practicenors of inclusive education and teacher – educators.
MD402A - Educational Administration	
CO.1	To understand meaning, function and theories of educational administration and management.
CO.2	To understand educational planning and its approaches.
CO.3	To understand problems of educational finance and privatization.
CO.4	To understand educational leadership and its theories.
CO.5	To understand constitutional provision and role of central, state and local bodies in education.
CO.6	Critique the latest developments and identify various gaps in the area of educational administration research
MD402B - Educational Technology	
CO.1	To understand meaning, types and scope of educational technology.
CO.2	To understand information and communication technology.
CO.3	To understand models of teaching and learning technology.
CO.4	To understand programmed learning and computer assisted learning.
CO.5	To understand instructional strategies and task analysis.
CO.6	Critically assess the impact of Educational Technology programs on student academic performance and socio-emotional development.
MD402C - Child Psychology	
CO.1	To understand the development of child and methods of child study.
CO.2	To understand the process of growth.
CO.3	To understand the problems of child personality.
CO.4	To understand techniques of guidance.
CO.5	To understand child adjustment and mental hygiene.
CO.6	Acquire the strategies to develop emotional wellbeing and mental health.
MD403 - Dissertation- Report Writing and Viva-Voce	
CO.1	Analyse the existing research and to establish the need of their study in the background of studies reviewed.
CO.2	Follow guidelines, principles and procedures for the development of various tools.
CO.3	Organise tabulated data according to the objectives of the study.
CO.4	To find an appropriate solution to the problem following systematic investigation procedure.
CO.5	Understand the various intricacies of data collection and analyze it..
CO.6	Critique the latest developments and identify various gaps in the area of educational administration research



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