AMITY UNIVERSITY

UTTAR PRADESH

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| Outcome Assessment Plan | |
| **Domain: EDUCATION** |
| **Name of the Institution: AIBAS, AIE, ASPESS**  **Date: August 2023** | |

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# SECTION I

**INTRODUCTION TO DOMAIN**

Faculty of Education has under its fold three institutions namely, Amity Institute of Education (AIE), Amity Institute of Behavioural and Allied Science (AIBAS) and Amity School of Physical Education and Sports Sciences (ASPESS), in two campuses, Noida and Lucknow. The faculty of education trains teachers for primary, elementary and secondary level of schooling. It provides a platform for research scholars to pursue their studies leading to degree of Philosophy.

Education plays a vital role in the students’ development and growth. Educational systems all over the world have been incorporating global integration in their curriculum for wholesome development of personality. This is where educators allow students to learn and understand concepts, activities involving multiple areas of development.

While the majority of people would agree that education is the primary means to promote a intellectual abilities, it can also promote global peace, health and wellness along with promotion of social cohesion which is essential component for national integration and globalization. Today, promotion of education according to international standards is one of the major concerns in any developing society, and excellence in education through effective curriculum can contribute as a strong foundation for life-long learning.

In the current scenario, success in education depends upon the quality of leaders who are well prepared through formal and informal acquisitions of multi-dimensional knowledge and training in the specialized discipline and their effective transaction.

Toward this initiative, faculty of education is providing ample opportunities to professionals, expert,

researchers for expressing, sharing and promoting their ideas, concepts and research works amongst

the teacher fraternity. The faculty of education provides teacher education program at the undergraduate

as well as the post graduate levels. The Faculty of Education aims at preparing effective teachers for the Nation.

# SECTION II:

**INTRODUCTION OF OUTCOME ASSESMENT PLAN**

**Outcomes Assessment**

Outcomes assessment is a systematic, evaluative process that is implemented to secure learning experiences that are congruent with original goals and objectives; thereby providing a basis for the effectiveness and continuous quality improvement of the academic unit.

1. The annual **outcome assessment** process is more **qualitative** and focuses on improving teaching by **analyzing student learning outcomes**.
2. The programme **review process** is more **quantitative** and focuses on the programme/discipline as a whole, how effective it is, and that our students are learning.
3. To achieve the above, some aspect of each programmes goals and objectives needs to be assessed on an annual basis.
4. All programme and general education goals shall be evaluated annually

The outcome assessment plan includes:

1. **Mission** : The Mission is defined for the domain which flows down to the Institution level and finally to the programme level. The mission at the institution and programme level is aligned with the domain mission.
2. **Graduate Attributes (GAs) :** Graduate Attributes is a set of individually assessable outcomes that are indicative of the graduate’s potential to acquire competencies in that programme.
3. **Educational Objectives:** The Educational Objectives are defined at Domain, Institution and Programme level. The Educational Objectives at the institution\and programme level are aligned with the domain mission. Educational Objectives are the broad statements that described what graduates are expected to attend within few years of graduation.
4. **Operational Objectives:** The Operational Objectives are defined at Domain, Institution and Programme level. The Operational Objectives at the institution and programme level are aligned with the domain mission.
5. **Outcomes:** The Outcomes are defined under the following categories:
   * **Operational Outcomes:** The operational outcomes are defined for the domain and assessed at the domain level.
   * **Programme Learning Outcomes (PLOs) -** Programme Learning Outcomes represent the knowledge, skills and attitudes a student attain at the end of the year/programme. The PLOs are defined for each programme and each PLO is assessed to identify that the established Educational Objectives are achieved.
6. **Mapping of PEOs and PLOs –** The relationship of PEOs and PLOs are clearly indicated through the mapping of learning outcomes with the established Objective. Each outcome addresses some objective and achievement of outcome indicates the attainment of Objective.
7. **Assessment of Learning and Operational Outcomes** – Each learning outcome is assessed by at least one direct and one indirect method. Similarly Operational outcomes are also assessed using the operational assessment tools. It also ensures that outcomes achieved are consistent with the mission. The results of the annual assessments and other data are used to determine the effectiveness of the programme during the programme review process.

## Programme Review: Through the review of programmes, we seek to demonstrate that:

* Students are **learning** the knowledge, skills, and habits necessary to achieve the programme/discipline goals and objectives
* The **programme/discipline objectives** are derived from and support the institute mission

* The **curriculum** is coherent, current and consistent and meet the requirement of Industry 4.0.
* The **instruction** is effective in enabling student
* The **resources** are adequate for the production of student learning.
* The academic **support services** are adequate to facilitate student learning.

# SECTION III:

# DOMAIN MISSION AND EDUCATIONAL OBJECTIVES

**----------------EDUCATION --------**

## 3.1 Mission Statement:

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| --- |
| **Mission Statement** |
| To provide teacher education at all levels in all specializations of education & physical education in the current perspective of teaching learning trends in line with Industry 4.0, the futuristic and emerging frontier areas of knowledge of the field of education, physical education learning and research and to develop the overall personality of students by making them not only excellent teachers of education & physical education but also good individuals, with understanding and regard for human values, pride in their heritage and culture,a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action. |

## 

## 3.2 Educational Objectives at Domain /Faculty level:

|  |  |
| --- | --- |
| **S.No** | **Educational Objectives** |
| 1 | Students will identify when and how to use appropriate teaching skills & techniques in teacher education |
| 2 | Students will construct self-directed and active learning environment through engagement relevant to elementary classroom |
| 3 | Students will learn to incorporate theory, practicum knowledge into classroom teaching at elementary level. |
| 4 | Students will apply knowledge of ICT for developing requisite skills of industry 5.0 |
| 5 | Students shall identify different teaching strategies and methods required for meaningful teaching at elementary level |
| 6 | Students will demonstrate effective communication and behavioural skills that support and enhance educational effectiveness in teacher education |
| 7 | Students shall have practical knowledge of the educational philosophies and principles in teacher education at the elementary level. |
| 8 | Students will integrate theory, practicum & teaching practice, in making effective decisions by understanding the relationship of education with global environment in teacher education |
| 9 | Students will develop positive perspectives and skills that create productive educational leaders in education in teacher education |
| 10 | Students will develop competencies required to understand cross cultural environment and global outlook |
| 11 | students will function effectively in a multicultural environment |
| 12 | Students will construct self-directed and active learning environment through engagement relevant to elementary classroom |
| 13 | Students will critically evaluate and reflect learning and development throughout their career in teacher education |
| 14 | Students will recognize the need for life-long learning to adapt to the changing needs of the society |
| 15 | Students will implement sustainable practices to conserve natural resources using the acquired experiences |

**3.3 Graduate Attributes and its Indicators at Domain/Faculty Level:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **#** | **AUUP**  **Graduate Attribute** | **Domain Graduate**  **Attributes** | **AUUP Indicators** | **Domain Indicators** |
| 1. | Discipline Knowledge & Expertise | Knowledge and Expertise of Education | To apply Discipline Specific Knowledge and expertise in the core areas. · To Demonstrate the ability to produce indented outcomes. · To convert theory into practical functioning. · To apply content Knowledge to real life situation. | The student shall be able to develop knowledge and skills to integrate principles of Education and Physical Education to achieve academic excellence |
| 2. | Self-Directed and Active Learning | Self-directed and Active learning | To maximize their potential by utilizing their abilities, & academic excellence. · To take personal responsibility and grasp opportunities for self-development. · To demonstrate perseverance and willingness to learn. · To Think independently, analytically and creatively through self-directed learning | The student shall be able to choose self–directed and active learning through strong intellectual engagement in independent work relevant to Education discipline |
| 3. | Research and Enquiry | Educational Research and Practitioner Enquiry | To create new knowledge and opportunities for learning through the process of research and enquiry. - To formulate research designs through qualitative, quantitative and mixed methods - To formulate research designs through qualitative, quantitative and mixed methods. - To exercise critical judgment and critical thinking to create new modes of understanding | The student shall demonstrate scientific enquiry and research aptitude to conduct innovative research in thrust areas of teaching learning, pedagogy which will benefit the society and enhance the intellectual capital of the Faculty of Education. |
| 4 | Information & Communication Technology Skills | Information & Communication Technology Skills in Education | - To develop self-paced learning through various tools and techniques of ICT - To locate, analyse, evaluate, and synthesise information from a wide variety of sources in a planned and timely manner - To Use and apply appropriate media, tools and methodologies to locate, access and use information for critical and creative thinking - To critically evaluate the sources, values, validity and currency of information, through ICT | The student shall be able to efficiently use and apply information and communication technologies and participate in collaborative networks for developing requisite skills of Industry 4.0 |
| 5 | Critical Thinking & Problem-Solving Abilities | Critical thinking and Problem-Solving Abilities | To identify & conceptualize problems - To demonstrate research skills for effective problems-solving - To apply critical, creative and evidence-based thinking to conceive innovative responses to future challenges. | The student shall formulate critical thinking, interpret and comprehend research-based knowledge to design and synthesize solutions to scientific problems in education and allied areas |
| 6 | Communication Skills | Communication Skills | To possess a high standard of verbal, visual and written communication skills relevant to their fields of study. - To effectively use appropriate communication technologies. - To present information precisely and accurately by utilizing various information technology skills. | The student shall be able to employ effective listening and communication skills to enhance interpersonal relationship. |
| 7 | Creativity, Innovation & Reflective Thinking | Creativity, Innovation & Reflective Thinking | To demonstrate the capacity for independent, conceptual and creative thinking - To develop creative and effective responses to intellectual, professional and social challenges | The student shall be able to combine scientific creativity and reflective thinking to develop innovative ideas in education for developing processes and products relevant to societal educational needs |
| 8 | Analytical & Decision-Making Ability | Analytical & Decision-Making Ability | To determine relevant data and evaluate information in order to understand complex situations and make effective decisions - To demonstrate independent thinking and openness to new ideas in decision making - To exhibit proficiency in choosing between two or more alternatives for problem solving - To demonstrate analytical skills in making best choices among alternatives to make effective decisions | The student shall be able to compare, contrast and analyze data in order to take appropriate and effective decisions |
| 9 | Leadership & Teamwork | Leadership & Teamwork | To Demonstrate initiativeness and leadership skills working in VUCA world - To display team working skills by engaging with trust, encouraging autonomy & participation and building collaborative culture - To influence the people in networks for making the organization resourceful - To deliver organizational goals and team goals over personal gains | The student shall be able to attain leadership skills and perform responsibly as an individual as well as in a team while being accountable and result oriented |
| 10 | Multicultural Understanding & Global Outlook | Multicultural Understanding & Global Outlook | -To appreciate diversity (caste, ethnicity, gender and marginalization), values and beliefs of multiple cultures in a global perspective - To demonstrate sensibility, adaptability, valuing human diversity in resolving complex management situations - To explore organizational issues from different cultural perspectives and recognising the opportunities in decision making process | The student shall demonstrate competence in a cross-cultural environment and evolve as a responsible global citizen. |
| 11 | Integrity and Ethics | Integrity and Ethics | To display integrity at work and be responsible global citizens with moral values - To demonstrate ethical practices consistent with the job roles as members of society - To practice the highest standards of ethical behaviour associated with their discipline or profession - To appreciate concerns on environment sustainability | The students shall practice ethical behavior and demonstrate professional integrity in their conduct |
| 12 | Social & Emotional Skills | Social & Emotional Skills | To demonstrate adaptability and resilience skills in during uncertain situations - To be self-aware and have the capacity to accept and give constructive feedback - To establish support to others with empathy and build interpersonal relationships | The students shall be able to acquire social and emotional skills to work effectively with diverse and inclusive group of people in multi-cultural environment and situations. |
| 13 | Employability, Enterprise & Entrepreneurship | Employability, Enterprise & Entrepreneurship | To develop knowledge and skills to gain employment opportunities - To improve on functional, technological and behavioural competencies to develop professionalism - To possess enterprising skills to bring new business ideas and start a new venture - To think creatively and innovate new products and services with a social impact -To generate new ideas, design products, adopt disruptive technologies and gain patents & commercialization | The students shall be able to define their career aspirations and work towards achieving the same by engaging in developing appropriate skills and competencies in their chosen profession (corporate career, student start up, family business, higher education etc.). |
| 14 | Lifelong Learning | Lifelong Learning | To demonstrate an attitude for continuous learning and reflection furthering their understanding of the world - To appreciate change and be responsive to the scenarios - To maintain intellectual curiosity and inquiring mind throughout life for gaining knowledge - To explore new ideas and learning opportunities for self-directed learning. | The student shall be able to gain knowledge and learn skills throughout life focussing on self-directed learning using a range of sources and tools available |
| 15 | Environment & Sustainability | Environment and sustainability | To analyse and implement the initiative to conserve natural resources and develop sustainable technologies by using knowledge and experience of their discipline. | The students shall be able to analyze and implement the initiative to conserve natural resources and use sustainable technologies by using knowledge and experience of their discipline. |

**3.4 Domain Operational Objectives (Resources Required) at Domain/Faculty level:**

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| --- | --- | --- |
| **S. No.** | **Domain Graduate Attributes** | **Domain Operational Objectives** |
| 1. | **Knowledge and Expertise of Education** | **Students will identify when and how to use appropriate teaching skills & techniques in teacher education** |
| 2. | **Self-directed and Active learning** | **Students will construct self-directed and active learning environment through engagement relevant to elementary classroom** |
| 3. | **Educational Research and Practitioner Enquiry** | **Students will learn to incorporate theory, practicum knowledge into classroom teaching at elementary level.** |
| 4. | **Information & Communication Technology Skills in Education** | **Students will apply knowledge of ICT for developing requisite skills of industry 5.0** |
| 5. | **Critical thinking and Problem-Solving Abilities** | **Students shall identify different teaching strategies and methods required for meaningful teaching at elementary level** |
| 6. | **Communication Skills** | **Students will demonstrate effective communication and behavioural skills that support and enhance educational effectiveness in teacher education** |
| 7. | **Creativity, Innovation & Reflective Thinking** | **Students shall have practical knowledge of the educational philosophies and principles in teacher education at the elementary level.** |
| 8. | **Analytical & Decision-Making Ability** | **Students will integrate theory, practicum & teaching practice, in making effective decisions by understanding the relationship of education with global environment in teacher education** |
| 9. | **Leadership & Teamwork** | **Students will develop positive perspectives and skills that create productive educational leaders in education in teacher education** |
| 10. | **Multicultural Understanding & Global Outlook** | **Students will develop competencies required to understand cross cultural environment and global outlook** |
| 11. | **Integrity and Ethics** | **students will function effectively in a multicultural environment** |
| 12. | **Social & Emotional Skills** | **Students will construct self-directed and active learning environment through engagement relevant to elementary classroom** |
| 13. | **Employability, Enterprise & Entrepreneurship** | **Students will critically evaluate and reflect learning and development throughout their career in teacher education** |
| 14. | **Lifelong Learning** | **Students will recognize the need for life-long learning to adapt to the changing needs of the society** |
| 15. | **Environment and sustainability** | **Students will implement sustainable practices to conserve natural resources using the acquired experiences** |

# SECTION IV

# INSTITUTION MISSION AND EDUCATIONAL OBJECTIVES

## Name of the Institution: AIBAS

## 4.1 Mission Statement:

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| **Mission of Institution** |
| To provide teacher education at all levels in all specializations of education in the current perspective of teaching learning trends in line with Industry 4.0, the futuristic and emerging frontier areas of knowledge of the field of education, physical education learning and research and to develop the overall personality of students by making them not only excellent teachers of education. |

## 4.2 Educational Objectives at Institution Level: AIBAS

|  |  |
| --- | --- |
| **S.No** | **Programme Educational Objectives** |
| 1 | Students will identify when and how to use appropriate teaching skills & techniques in teacher education |
| 2 | Students will construct self-directed and active learning environment through engagement relevant to elementary classroom |
| 3 | Students will learn to incorporate theory, practicum knowledge into classroom teaching at elementary level. |
| 4 | Students will apply knowledge of ICT for developing requisite skills of industry 5.0 |
| 5 | Students shall identify different teaching strategies and methods required for meaningful teaching at elementary level |
| 6 | Students will demonstrate effective communication and behavioural skills that support and enhance educational effectiveness in teacher education |
| 7 | Students shall have practical knowledge of the educational philosophies and principles in teacher education at the elementary level. |
| 8 | Students will integrate theory, practicum & teaching practice, in making effective decisions by understanding the relationship of education with global environment in teacher education |
| 9 | Students will develop positive perspectives and skills that create productive educational leaders in education in teacher education |
| 10 | Students will develop competencies required to understand cross cultural environment and global outlook |
| 11 | students will function effectively in a multicultural environment |
| 12 | Students will construct self-directed and active learning environment through engagement relevant to elementary classroom |
| 13 | Students will critically evaluate and reflect learning and development throughout their career in teacher education |
| 14 | Students will recognize the need for life-long learning to adapt to the changing needs of the society |
| 15 | Students will implement sustainable practices to conserve natural resources using the acquired experiences |

**4.3 Graduate Attributes and its Indicators at Institute Level:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **#** | **Domain Graduate**  **Attributes** | **Domain Indicators** | **Graduate Attributes** | **Indicators** |
| 1. | Knowledge and Expertise of Education | The student shall be able to develop knowledge and skills to integrate principles of Education and Physical Education to achieve academic excellence | Knowledge and Expertise of Education | The student shall be able to develop knowledge and skills to integrate principles of Education and Physical Education to achieve academic excellence |
| 2. | Self-directed and Active learning | The student shall be able to choose self–directed and active learning through strong intellectual engagement in independent work relevant to Education discipline | Self-directed and Active learning | The student shall be able to choose self–directed and active learning through strong intellectual engagement in independent work relevant to Education discipline |
| 3. | Educational Research and Practitioner Enquiry | The student shall demonstrate scientific enquiry and research aptitude to conduct innovative research in thrust areas of teaching learning, pedagogy which will benefit the society and enhance the intellectual capital of the Faculty of Education. | Educational Research and Practitioner Enquiry | The student shall demonstrate scientific enquiry and research aptitude to conduct innovative research in thrust areas of teaching learning, pedagogy which will benefit the society and enhance the intellectual capital of the Faculty of Education. |
| 4 | Information & Communication Technology Skills in Education | The student shall be able to efficiently use and apply information and communication technologies and participate in collaborative networks for developing requisite skills of Industry 4.0 | Information & Communication Technology Skills in Education | The student shall be able to efficiently use and apply information and communication technologies and participate in collaborative networks for developing requisite skills of Industry 4.0 |
| 5 | Critical thinking and Problem-Solving Abilities | The student shall formulate critical thinking, interpret and comprehend research-based knowledge to design and synthesize solutions to scientific problems in education and allied areas | Critical thinking and Problem-Solving Abilities | The student shall formulate critical thinking, interpret and comprehend research-based knowledge to design and synthesize solutions to scientific problems in education and allied areas |
| 6 | Communication Skills | The student shall be able to employ effective listening and communication skills to enhance interpersonal relationship. | Communication Skills | The student shall be able to employ effective listening and communication skills to enhance interpersonal relationship. |
| 7 | Creativity, Innovation & Reflective Thinking | The student shall be able to combine scientific creativity and reflective thinking to develop innovative ideas in education for developing processes and products relevant to societal educational needs | Creativity, Innovation & Reflective Thinking | The student shall be able to combine scientific creativity and reflective thinking to develop innovative ideas in education for developing processes and products relevant to societal educational needs |
| 8 | Analytical & Decision-Making Ability | The student shall be able to compare, contrast and analyze data in order to take appropriate and effective decisions | Analytical & Decision-Making Ability | The student shall be able to compare, contrast and analyze data in order to take appropriate and effective decisions |
| 9 | Leadership & Teamwork | The student shall be able to attain leadership skills and perform responsibly as an individual as well as in a team while being accountable and result oriented | Leadership & Teamwork | The student shall be able to attain leadership skills and perform responsibly as an individual as well as in a team while being accountable and result oriented |
| 10 | Multicultural Understanding & Global Outlook | The student shall demonstrate competence in a cross-cultural environment and evolve as a responsible global citizen. | Multicultural Understanding & Global Outlook | The student shall demonstrate competence in a cross-cultural environment and evolve as a responsible global citizen. |
| 11 | Integrity and Ethics | The students shall practice ethical behavior and demonstrate professional integrity in their conduct | Integrity and Ethics | The students shall practice ethical behavior and demonstrate professional integrity in their conduct |
| 12 | Social & Emotional Skills | The students shall be able to acquire social and emotional skills to work effectively with diverse and inclusive group of people in multi-cultural environment and situations. | Social & Emotional Skills | The students shall be able to acquire social and emotional skills to work effectively with diverse and inclusive group of people in multi-cultural environment and situations. |
| 13 | Employability, Enterprise & Entrepreneurship | The students shall be able to define their career aspirations and work towards achieving the same by engaging in developing appropriate skills and competencies in their chosen profession (corporate career, student start up, family business, higher education etc.). | Employability, Enterprise & Entrepreneurship | The students shall be able to define their career aspirations and work towards achieving the same by engaging in developing appropriate skills and competencies in their chosen profession (corporate career, student start up, family business, higher education etc.). |
| 14 | Lifelong Learning | The student shall be able to gain knowledge and learn skills throughout life focussing on self-directed learning using a range of sources and tools available | Lifelong Learning | The student shall be able to gain knowledge and learn skills throughout life focussing on self-directed learning using a range of sources and tools available |
| 15 | Environment and sustainability | The students shall be able to analyze and implement the initiative to conserve natural resources and use sustainable technologies by using knowledge and experience of their discipline. | Environment and sustainability | The students shall be able to analyze and implement the initiative to conserve natural resources and use sustainable technologies by using knowledge and experience of their discipline. |

**4.4 Operational Objectives (Resources Required) at Institution level**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3.1 Intended Operational Outcomes of Faculty of Education (**B.El.Ed.)** **at (Bachelor’s Level)**   |  |  |  | | --- | --- | --- | | **S. No.** | **Graduate Attributes** | **Programme Operational Objectives** | | 1. | Knowledge and Expertise of Education | The institute intends to provide educational excellence in Teaching/Academic Delivery and research by providing professionally qualified & competent faculties as per National Council for Teacher Education Norms by providing Knowledge resources as per norms & standards of the governing body by timely uploading of syllabus, course material, attendance and periodic reviews of syllabus as per the university norms | | 2. | Self-directed and Active learning | The institute will provide ample opportunity for active and self-directed learning using case-study, field engagements and other activities. | | 3. | Educational Research and Practitioner Enquiry | The institute will facilitate environment for innovation and research excellence for the intellectual growth of faculty by conduct of Seminars & Conference, Guest Lectures etc. by providing platform for scholarly work for faculty & students | | 4 | Information & Communication Technology Skills in Education | The institute will provide proper support for ICT related skills in line with industry 4.0 and 5.0 | | 5 | Critical thinking and Problem-Solving Abilities | The institute will develop critical thinking and problem-solving abilities of the students using multi-disciplinary approach. | | 6 | Communication Skills | The institute will provide ample opportunities to students to enhance communication skills which will help to develop inter personal relationships and opportunities express thoughts effectively . | | 7 | Creativity, Innovation & Reflective Thinking | The industry will facilitate employment opportunities and also support innovation and creativity to start their own ventures by providing industry interaction and campus placements | | 8 | Analytical & Decision-Making Ability | The institute will be involved in making students good decision makers by engaging them in projects, activities etc. | | 9 | Leadership & Teamwork | The institute will provide ample opportunities to students to enhance their leadership skills both as individual and as a team. | | 10 | Multicultural Understanding & Global Outlook | The institute will promote multiculturalism by celebrating different festivals, important days and events for giving a global outlook to students. | | 11 | Integrity and Ethics | The institute will develop ethically strong professionals who are committed for their profession, duties and responsibilities. | | 12 | Social & Emotional Skills | The institute intends to develop social-emotional skills of students by effective functioning with diverse and inclusive groups in a multi-cultural environment. | | 13 | Employability, Enterprise & Entrepreneurship | The institute will train students in developing requisite skills and competencies to achieve career aspirations in the chosen profession. | | 14 | Lifelong Learning | The institute intends to develop the ability to engage students in self-paced and self-directed learning which aims at life-long learning in the context of adapting to the demands of the society | | 15 | Environment and sustainability | The institute will promote sustainability by following practices to conserve natural resources and artificial resources using the acquired knowledge and experiences. | |

**INSTITUTION MISSION AND EDUCATIONAL OBJECTIVES**

**Name of the Institution: Amity Institute of Education**

### Mission Statement:

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| --- |
| **Mission of Institution** |
| To provide teacher education at all levels in all specializations of education in the current perspective of teaching learning trends in the futuristic and emerging frontier areas of knowledge of the field of education, teacher education learning and research. To develop the overall personality of students by making them not only excellent teachers of education but also good individuals, with understanding and regard for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action. |

* 1. **Educational Objectives at Institution Level:**

|  |  |
| --- | --- |
| **S. No** | **Educational Objectives** |
| 1 | AIE intends to provide educational excellence in Teaching/Academic Delivery and research. |
| 2. | AIE shall provide opportunities for self directed learning through academic engagement. |
| 3. | AIE shall facilitate environment for innovation and research excellence for the intellectual growth and benefit of society. |
| 4. | AIE shall encourage application of information and communication technologies for developing requisite skills of Industry 4.0 |
| 5 | AIE shall provide opportunities for development of critical thinking, interpretation and comprehension skills for scientific outlook in education and allied areas |
| 6 | AIE shall create a supporting environment for developing communication skills, interpersonal skills, decision making skills |
| 7 | AIE shall encourage scientific creativity, reflective thinking to generate innovative ideas, processes and products relevant to socio educational needs |
| 8 | AIE shall facilitate environment for organizational exposure through the conduct of inter-institutional competitions for leadership skills and team spirit |
| 9. | AIE shall encourage cultural diversity and a sense of social and environmental responsibility. |
| 10. | AIE shall provide ample opportunities for international exposure to faculty and students. |
| 11. | AIE shall facilitate cultivation of core values of the university, ethical conduct and professional integrity amongst students, faculty and staff. |
| 12. | AIE shall provide suitable environment for practicing inclusiveness in all spheres of education and work. |
| 13. | AIE shall facilitate employment opportunities and also support students to start their own ventures. |
| 14. | AIE shall encourage acquisition of knowledge, skills and attitude required for lifelong learning. |
| 15 | AIE shall sensitize and engage students and faculty for sustainable development and conservation of natural resources. |

* 1. **Graduate Attributes and its Indicators at Institute Level:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **#** | **Domin Graduate Attributes** | **Domain Indicators** | | **Graduate Attributes** | **Indicators** |
|  | Knowledge and Expertise of Education | | The student shall be able to develop knowledge and skills to integrate principles of Education and Physical Education to achieve academic excellence | Knowledge and Expertise of Education | The student shall be able to develop knowledge and skills to integrate principles of Education to achieve academic excellence |
|  | Self-directed and Active learning | | The student shall be able to choose self–directed and active learning through strong intellectual engagement in independent work relevant to Education discipline | Self-directed and Active learning | The student shall be able to choose self–directed and active learning through strong intellectual engagement in independent work relevant to Education discipline |
|  | Educational Research and Practitioner Enquiry | | The student shall demonstrate scientific enquiry and research aptitude to conduct innovative research in thrust areas of teaching learning, pedagogy which will benefit the society and enhance the intellectual capital of the Faculty of Education. | Educational Research and Practitioner Enquiry | The student shall demonstrate scientific enquiry and research aptitude to conduct innovative research in thrust areas of teaching learning, pedagogy which will benefit the society and enhance the intellectual capital of the School and Teacher Education. |
|  | Information & Communication Technology Skills in Education | | The student shall be able to efficiently use and apply information and communication technologies and participate in collaborative networks for developing requisite skills of Industry 4.0 | Information & Communication Technology Skills in Education | The student shall be able to efficiently use and apply information and communication technologies and participate in collaborative networks for developing requisite skills of Industry 4.0 |
|  | Critical thinking and Problem-Solving Abilities | | The student shall formulate critical thinking, interpret and comprehend research-based knowledge to design and synthesize solutions to scientific problems in education and allied areas | Critical thinking and Problem-Solving Abilities | The student shall formulate critical thinking, interpret and comprehend research-based knowledge to design and synthesize solutions to scientific problems in education and allied areas |
|  | Communication Skills | | The student shall be able to employ effective listening and communication skills to enhance interpersonal relationship. | Communication Skills | The student shall be able to employ effective listening and communication skills to enhance interpersonal relationship. |
|  | Creativity, Innovation & Reflective Thinking  . | | The student shall be able to combine scientific creativity and reflective thinking to develop innovative ideas in education for developing processes and products relevant to societal educational needs | Creativity, Innovation & Reflective Thinking  . | The student shall be able to combine scientific creativity and reflective thinking to develop innovative ideas in education for developing processes and products relevant to societal educational needs |
|  | Analytical & Decision-Making Ability | | The student shall be able to compare, contrast and analyze data in order to take appropriate and effective decisions | Analytical & Decision-Making Ability | The student shall be able to compare, contrast and analyze data in order to take appropriate and effective decisions |
|  | Leadership & Teamwork | | The student shall be able to attain leadership skills and perform responsibly as an individual as well as in a team while being accountable and result oriented | Leadership & Teamwork | The student shall be able to attain leadership skills and perform responsibly as an individual as well as in a team while being accountable and result oriented |
|  | Multicultural Understanding & Global Outlook | | The student shall demonstrate competence in a cross-cultural environment and evolve as a responsible global citizen. | Multicultural Understanding & Global Outlook | The student shall demonstrate competence in a cross-cultural environment and evolve as a responsible global citizen. |
|  | Integrity and Ethics | | The students shall practice ethical behavior and demonstrate professional integrity in their conduct | Integrity and Ethics | The students shall practice ethical behavior and demonstrate professional integrity in their conduct |
|  | Social & Emotional Skills   . | | The students shall be able to acquire social and emotional skills to work effectively with diverse and inclusive group of people in multi-cultural environment and situations. | Social & Emotional Skills   . | The students shall be able to acquire social and emotional skills to work effectively with diverse and inclusive group of people in multi-cultural environment and situations. |
|  | Employability, Enterprise & Entrepreneurship | | The students shall be able to define their career aspirations and work towards achieving the same by engaging in developing appropriate skills and competencies in their chosen profession (corporate career, student start up, family business, higher education etc.). | Employability, Enterprise & Entrepreneurship | The students shall be able to define their career aspirations and work towards achieving the same by engaging in developing appropriate skills and competencies in their chosen profession (corporate career, student start up, family business, higher education etc.). |
|  | Lifelong Learning | | The student shall be able to gain knowledge and learn skills throughout life vidence on self-directed learning using a range of sources and tools available | Lifelong Learning | The student shall be able to gain knowledge and learn skills throughout life focusing on self-directed learning using a range of sources and tools available |
|  | Environment and sustainability | | The students shall be able to analyze and implement the initiative to conserve natural resources and use sustainable technologies by using knowledge and experience of their discipline. | Environment and sustainability | The students shall be able to analyze and implement the initiative to conserve natural resources and use sustainable technologies by using knowledge and experience of education discipline. |

* 1. **Operational Objectives (Resources Required) at Institution level**

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| --- | --- | --- |
| S. No. | Graduate Attributes | Operational Objectives |
|  | GA1: Knowledge and Expertise of Education | AIE intends to provide educational excellence in Teaching/Academic Delivery and research. |
|  | GA:2 Self-directed and Active learning | AIE shall provide opportunities for self directed learning through academic engagement. |
|  | GA:3Educational Research and Practitioner Enquiry | AIE shall facilitate environment for innovation and research excellence for the intellectual growth and benefit of society. |
|  | GA4: Information & Communication Technology Skills in Education | AIE shall encourage application of information and communication technologies for developing requisite skills of Industry 4.0 |
|  | GA5: Critical thinking and Problem-Solving Abilities | AIE shall provide opportunities for development of critical thinking, interpretation and comprehension skills for scientific outlook in education and allied areas |
|  | GA6: Communication Skills | AIE shall create a supporting environment for developing communication skills, interpersonal skills, decision making skills |
|  | GA7: Creativity, Innovation & Reflective Thinking | AIE shall encourage scientific creativity, reflective thinking to generate innovative ideas, processes and products relevant to socio educational needs |
|  | GA8:Analytical & Decision-Making Ability | AIE shall facilitate environment for organizational exposure through the conduct of inter-institutional competitions for leadership skills and team spirit |
|  | GA9:Leadership & Teamwork | AIE shall encourage cultural diversity and a sense of social and environmental responsibility. |
|  | GA10:Multicultural Understanding & Global Outlook | AIE shall provide ample opportunities for international exposure to faculty and students. |
|  | GA11:Integrity and Ethics | AIE shall facilitate cultivation of core values of the university, ethical conduct and professional integrity amongst students, faculty and staff. |
|  | GA12: Social & Emotional Skills | AIE shall provide suitable environment for practicing inclusiveness in all spheres of education and work. |
|  | GA13:Employability, Enterprise & Entrepreneurship | AIE shall facilitate employment opportunities and also support students to start their own ventures. |
|  | GA14: Lifelong Learning | AIE shall encourage acquisition of knowledge, skills and attitude required for lifelong learning. |
|  | GA15: Environment and sustainability | AIE shall sensitize and engage students and faculty for sustainable development and conservation of natural resources. |

## Name of the Institution: Amity School of Physical Education & Sports Sciences

## 4.1 Mission Statement:

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| **Mission of Institution** |
| To provide teacher education at all levels in all specializations of physical education in the current perspective  of teaching learning trends in line with Industry 4.0 in the futuristic and emerging frontier areas of knowledge of the field of physical education learning and research and to develop the overall personality of students by making them not only excellent teachers of physical education but also good individuals, with understanding and regard for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action. |

## 4.2 Educational Objectives at Institution Level:

|  |  |
| --- | --- |
| **S.No** | **Educational Objectives** |
| 1 | Students shall be able to demonstrate empirical knowledge of the application of the Physical Education & Sports philosophy and principles in a professional work setting |
| 2 | Students shall be able to integrate theory, practicum & teaching practice, in making effective decisions by understanding the relationship of physical education & sports with present industrial needs of the global environment. |
| 3 | Students shall be able to construct and maintain effective educational performance by leveraging Research skills, Information and Technological competencies in the given physical educational, sports & allied framework |
| 4 | Students shall be able to identify when and how to use appropriate teaching skills & techniques in education & physical education |
| 5 | Students shall be able to demonstrate effective communication and behavioural skills that support and enhance educational effectiveness in physical education & sports sciences. |
| 6 | Students shall be able to demonstrate effective teaching & practical skills in physical education, Sports, and Sports Sciences. |
| 7 | Students shall be able to develop positive perspectives and skills that create productive educational leaders in physical education & sports. |
| 8 | Students shall be able to act ethically and responsibly in Physical Education & Sports. |
| 9 | Students shall be able to critically evaluate and reflect learning and development throughout their career in Physical Education & Sports and demonstrate effective teaching & practical skills in physical education & sports accomplishing the latest industrial demands. |
| 10 | Students shall be able to understand recognize and acquire social and emotional skills required to work in diverse and inclusive groups in multi-cultural environment and situations. |
| 11 | Students shall be able to develop and demonstrate competency in information and communication technology in learning and working environment and attain professional skill related to industry 4.0. |
| 12 | Students shall be able to demonstrate scientific aptitude and enquiry based approach to resolve problems related to the professional field of Physical Education Exercise, Fitness, Yoga , Sports Science and Coaching. |
| 13 | Students shall be able to develop self-learning and active learning approach related to the concept of Physical Education and Sports Sciences throughout life. |
| 14 | Students shall be able to develop creative and innovative approach in teaching learning and practical application of the profession. |
| 15 | Students shall be able to develop analytical ability and shall be able to compare situations and demonstrate decision making ability. |

**4.3 Graduate Attributes and its Indicators at Institute Level:**

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| --- | --- | --- | --- | --- |
| **#** | **Domain Graduate**  **Attributes** | **Domain Indicators** | **Graduate Attributes** | **Indicators** |
| 1. | Knowledge and Expertise of Education | The student shall be able to develop knowledge and skills to integrate principles of Education and Physical Education to achieve academic excellence | Knowledge & Expertise of Physical Education & Sports | The students shall be able to understand and develop curriculum studies defining, applying, and analyzing new practices, concepts, principles and theories in physical education, exercise, fitness, and sports. |
| 2. | Self-directed and Active learning | The student shall be able to choose self–directed and active learning through strong intellectual engagement in independent work relevant to Education discipline | Self-direction and Active Learning | The students shall be able to understand select and develop the ability to choose self-directed and active learning through independent assimilation of the theoretical and practical concepts related to teaching, learning and practical application in physical education and sports. |
| 3. | Educational Research and Practitioner Enquiry | The student shall demonstrate scientific enquiry and research aptitude to conduct innovative research in thrust areas of teaching learning, pedagogy which will benefit the society and enhance the intellectual capital of the Faculty of Education. | Research and Enquiry in Physical Education & Sports | The students shall be able to demonstrate and evaluate scientific enquiry and research aptitude towards stating, formulating, interpreting, designing, analyzing, evaluating, and reporting their research work in the field of physical education, exercise, fitness, yoga and sports sciences teaching and coaching. |
| 4 | Information & Communication Technology Skills in Education | The student shall be able to efficiently use and apply information and communication technologies and participate in collaborative networks for developing requisite skills of Industry 4.0 | Information & Communication Technology Skills in Physical Education & Sports. | The students shall be able to efficiently define, apply and formulate information and communication technologies in learning, networking, and collaborating with the industry to develop the required professional skills related to industry 4.0. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | Domain Graduate  Attributes | Domain Indicators | Graduate Attributes | Indicators |
| 5 | Critical thinking and Problem-Solving Abilities | The student shall formulate critical thinking, interpret and comprehend research-based knowledge to design and synthesize solutions to scientific problems in education and allied areas | Critical Thinking & Problem-Solving Abilities. | The students shall be able to identify and formulate critical thinking ability and will be able to interpret and comprehend with research-based knowledge demonstrating problem solving aptitude. |
| 6 | Communication Skills | The student shall be able to employ effective listening and communication skills to enhance interpersonal relationship. | Communication Skills | The students shall be able to understand and develop effective listening and communication skills for building up professional and interpersonal relationship. |
| 7 | Creativity, Innovation & Reflective Thinking | The student shall be able to combine scientific creativity and reflective thinking to develop innovative ideas in education for developing processes and products relevant to societal educational needs | Creative, Innovative and Reflective Thinking. | The student shall be able to understand, analyse and formulate scientific creativity and reflective thinking to develop innovative skills related to teaching, learning and practical application significant to the societal educational needs. |
| 8 | Analytical & Decision-Making Ability | The student shall be able to compare, contrast and analyze data in order to take appropriate and effective decisions | Analytical and Decision-Making Ability. | The students shall be able to identify, analyze and evaluate situations and will be able to demonstrate appropriate decision-making ability. |
| 9 | Leadership & Teamwork | The student shall be able to attain leadership skills and perform responsibly as an individual as well as in a team while being accountable and result oriented | Leadership and Teamwork | The student shall be able to understand and develop leadership skills while working as an individual or with cohesion while working with the team members demonstrating accountability and result oriented behaviour. |
| 10 | Multicultural Understanding & Global Outlook | The student shall demonstrate competence in a cross-cultural environment and evolve as a responsible global citizen. | Multicultural Understanding & Global Outlook. | The student shall be able to understand, demonstrate and create multicultural understanding in accomplishment of professional tasks and evolve as a responsible global citizen. |
| 11 | Integrity and Ethics | The students shall practice ethical behavior and demonstrate professional integrity in their conduct | Integrity and Ethics | The students shall be able to analyze and develop ethical behaviour and demonstrate professional integrity while performing all professional task related to teaching, learning, organizational and practicals related to physical education and sports. |
| 12 | Social & Emotional Skills   . | The students shall be able to acquire social and emotional skills to work effectively with diverse and inclusive group of people in multi-cultural environment and situations. | Social and Emotional Skills. | The students shall be able to recognize acquire and appraise social and emotional skills and will be able to blend the diverse and inclusive groups in multi-cultural environment and situations during all professional endeavors. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | Domain Graduate  Attributes | Domain Indicators | Graduate Attributes | Indicators |
| 13 | Employability, Enterprise & Entrepreneurship | The students shall be able to define their career aspirations and work towards achieving the same by engaging in developing appropriate skills and competencies in their chosen profession (corporate career, student start up, family business, higher education etc.). | Employability, Enterprise & Entrepreneurship in Physical Education & Sports. | The students shall be able to identify and defend all professional attributes and will be clear in defining their career aspirations and work towards achieving them through their professional competencies required in physical education and sports. (Corporate career, student start up, family business, higher education etc.). |
| 14 | Lifelong Learning | The student shall be able to gain knowledge and learn skills throughout life focussing on self-directed learning using a range of sources and tools available | Lifelong Learning | The students shall be able to understand, apply and appraise their professional learning to the lifelong learning and will transpose them to the real-life situations throughout their life focusing on self-directed learning. |
| 15 | Environment and sustainability | The students shall be able to analyze and implement the initiative to conserve natural resources and use sustainable technologies by using knowledge and experience of their discipline. | Environment & Sustainability. | The students shall be able to develop an understanding with the environment and will analyze, evaluate and implement the initiative to conserve natural resources and use sustainable technologies in the field of physical education and sports. |

**4.4 Operational Objectives (Resources Required) at Institution level : -**

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| --- | --- | --- |
| **S. No.** | **Graduate Attributes** | **Operational Objectives** |
| 1. | Knowledge & Expertise of Physical Education & Sports | The program shall provide educational excellence in Teaching/Academic Delivery and research by providing professionally qualified and competent faculty as per the norms of National Council of Teachers Education. |
| 2. | Self-direction and Active Learning | The program shall facilitate active learning and self learning approach through formative and summative assessment & evaluation. |
| 3. | Research and Enquiry in Physical Education & Sports | The program shall facilitate environment for innovation and research excellence for the intellectual growth of faculty and students. |
| 4. | Information & Communication Technology Skills in Physical Education & Sports. | The program shall provide ample learning opportunities to equip students with the desired latest information and communication technologies in Physical Education and Sports. |
| 5. | Critical Thinking & Problem-Solving Abilities. | The program shall develop positive problem solving approach and leadership in the field of Physical Education and Sports. |
| 6. | Communication Skills. | The program shall develop communication skills and competencies to organise school and community games and sports. |
| 7. | Creative, Innovative and Reflective Thinking. | The program shall develop innovative methods to impart knowledge and promote learning in physical education and sports. |
| 8. | Analytical and Decision-Making Ability. | The program shall provide opportunities for developing analytical thinking skills in different contexts associated with Physical Education and Sports |
| 9. | Leadership and Teamwork | The program shall facilitate the students to work in different teams while conducting inter-institutional & intramural competitions to develop leadership and team cohesion |
| 10. | Multicultural Understanding & Global Outlook. | The program shall provide ample opportunities for multicultural work and learning environment and also facilitate international exposure to faculty and students. |
| 11 | Integrity and Ethics | The program shall integrate ethics and values in teaching and learning and building rapport with the faculty and staff. |
| 12 | Social and Emotional Skills. | The program shall encourage cultural diversity and a sense of social and environmental responsibility. |
| 13 | Employability, Enterprise & Entrepreneurship in Physical Education & Sports. | The program shall facilitate employment opportunities and also support students to start their own ventures. |
| 14 | Lifelong Learning | The program shall build a strong industry/schools interaction and provide lifelong learning attitudes in the students through professional networking and collaboration with the expertise from industry/schools. |
| 15 | Environment & Sustainability. | The program shall facilitate environment friendly approach amongst the students by developing and attitude to conserve natural resources and use sustainable technologies in the field of Physical Education and sports. |

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# SECTION V:

**PROGRAMME MISSION, PEO’s, PLO’s and ASSESMENT PLAN FOR EACH PROGRAMME**

**5.1 Bachelor’s-Level Programme – B.El.Ed.**

**5.1.1Mission Statement**

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| **Programme Mission** |
| To provide teacher education at all levels in all specializations of education in the current perspective of teaching learning trends in line with Industry 4.0, the futuristic and emerging frontier areas of knowledge of the field of education, physical education learning and research and to develop the overall personality of students by making them not only excellent teachers of education. |

**5.1.2 Programme Educational Objectives (PEOs)**

|  |  |
| --- | --- |
| **S.No** | **Programme Educational Objectives** |
| 1 | Students will identify when and how to use appropriate teaching skills & techniques in teacher education |
| 2 | Students will construct self-directed and active learning environment through engagement relevant to elementary classroom |
| 3 | Students will learn to incorporate theory, practicum knowledge into classroom teaching at elementary level. |
| 4 | Students will apply knowledge of ICT for developing requisite skills of industry 5.0 |
| 5 | Students shall identify different teaching strategies and methods required for meaningful teaching at elementary level |
| 6 | Students will demonstrate effective communication and behavioural skills that support and enhance educational effectiveness in teacher education |
| 7 | Students shall have practical knowledge of the educational philosophies and principles in teacher education at the elementary level. |
| 8 | Students will integrate theory, practicum & teaching practice, in making effective decisions by understanding the relationship of education with global environment in teacher education |
| 9 | Students will develop positive perspectives and skills that create productive educational leaders in education in teacher education |
| 10 | Students will develop competencies required to understand cross cultural environment and global outlook |
| 11 | students will function effectively in a multicultural environment |
| 12 | Students will construct self-directed and active learning environment through engagement relevant to elementary classroom |
| 13 | Students will critically evaluate and reflect learning and development throughout their career in teacher education |
| 14 | Students will recognize the need for life-long learning to adapt to the changing needs of the society |
| 15 | Students will implement sustainable practices to conserve natural resources using the acquired experiences |

**5.1.3. Programme Operational Objectives (OGs)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3.1 Intended Operational Outcomes of Faculty of Education (**B.El.Ed.)** **at (Bachelor’s Level)**   |  |  | | --- | --- | | **S. No.** | **Programme Operational Outcomes** | | 1. | The institute intends to provide educational excellence in Teaching/Academic Delivery and research by providing professionally qualified & competent faculties as per National Council for Teacher Education Norms by providing Knowledge resources as per norms & standards of the governing body by timely uploading of syllabus, course material, attendance and periodic reviews of syllabus as per the university norms | | 2. | The institute will provide ample opportunity for active and self-directed learning using case-study, field engagements and other activities. | | 3. | The institute will facilitate environment for innovation and research excellence for the intellectual growth of faculty by conduct of Seminars & Conference, Guest Lectures etc. by providing platform for scholarly work for faculty & students | | 4 | The institute will provide proper support for ICT related skills in line with industry 4.0 and 5.0 | | 5 | The institute will develop critical thinking and problem-solving abilities of the students using multi-disciplinary approach. | | 6 | The institute will provide ample opportunities to students to enhance communication skills which will help to develop inter personal relationships and opportunities express thoughts effectively . | | 7 | The industry will facilitate employment opportunities and also support innovation and creativity to start their own ventures by providing industry interaction and campus placements | | 8 | The institute will be involved in making students good decision makers by engaging them in projects, activities etc. | | 9 | The institute will provide ample opportunities to students to enhance their leadership skills both as individual and as a team. | | 10 | The institute will promote multiculturalism by celebrating different festivals, important days and events for giving a global outlook to students. | | 11 | The institute will develop ethically strong professionals who are committed for their profession, duties and responsibilities. | | 12 | The institute intends to develops social-emotional skills of students by effective functioning with diverse and inclusive groups in a multi-cultural environment. | | 13 | The institute will train students in developing requisite skills and competencies to achieve career aspirations in the chosen profession. | | 14 | The institute intends to develop the ability to engage students in self-paced and self-directed learning which aims at life-long learning in the context of adapting to the demands of the society | | 15 | The institute will promote sustainability by following practices to conserve natural resources and artificial resources using the acquired knowledge and experiences. | |

**5.1.4 Programme Learning Outcomes (PLOs):**

|  |  |  |
| --- | --- | --- |
| **S. No.** | **Graduate Attributes** | **Programme Learning Outcomes** |
| 1. | Knowledge and Expertise of Education | The student shall be able to develop knowledge and skills to integrate principles of Education and Physical Education to achieve academic excellence |
| 2. | Self-directed and Active learning | The student shall be able to choose self–directed and active learning through strong intellectual engagement in independent work relevant to Education discipline |
| 3. | Educational Research and Practitioner Enquiry | The student shall demonstrate scientific enquiry and research aptitude to conduct innovative research in thrust areas of teaching learning, pedagogy which will benefit the society and enhance the intellectual capital of the Faculty of Education. |
| 4 | Information & Communication Technology Skills in Education | The student shall be able to efficiently use and apply information and communication technologies and participate in collaborative networks for developing requisite skills of Industry 4.0 |
| 5 | Critical thinking and Problem-Solving Abilities | The student shall formulate critical thinking, interpret and comprehend research-based knowledge to design and synthesize solutions to scientific problems in education and allied areas |
| 6 | Communication Skills | The student shall be able to employ effective listening and communication skills to enhance interpersonal relationship. |
| 7 | Creativity, Innovation & Reflective Thinking | The student shall be able to combine scientific creativity and reflective thinking to develop innovative ideas in education for developing processes and products relevant to societal educational needs |
| 8 | Analytical & Decision-Making Ability | The student shall be able to compare, contrast and analyze data in order to take appropriate and effective decisions |
| 9 | Leadership & Teamwork | The student shall be able to attain leadership skills and perform responsibly as an individual as well as in a team while being accountable and result oriented |
| 10 | Multicultural Understanding & Global Outlook | The student shall demonstrate competence in a cross-cultural environment and evolve as a responsible global citizen. |
| 11 | Integrity and Ethics | The students shall practice ethical behavior and demonstrate professional integrity in their conduct |
| 12 | Social & Emotional Skills | The students shall be able to acquire social and emotional skills to work effectively with diverse and inclusive group of people in multi-cultural environment and situations. |
| 13 | Employability, Enterprise & Entrepreneurship | The students shall be able to define their career aspirations and work towards achieving the same by engaging in developing appropriate skills and competencies in their chosen profession (corporate career, student start up, family business, higher education etc.). |
| 14 | Lifelong Learning | The student shall be able to gain knowledge and learn skills throughout life focussing on self-directed learning using a range of sources and tools available |
| 15 | Environment and sustainability | The students shall be able to analyze and implement the initiative to conserve natural resources and use sustainable technologies by using knowledge and experience of their discipline. |

**5.1.5 Programme Operational Outcomes (POOs) :**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3.1 Intended Operational Outcomes of Faculty of Education (**B.El.Ed.)** **at (Bachelor’s Level)**   |  |  |  | | --- | --- | --- | | **S. No.** | **Graduate Attributes** | **Programme Operational Outcomes** | | 1. | Knowledge and Expertise of Education | The institute intends to provide educational excellence in Teaching/Academic Delivery and research by providing professionally qualified & competent faculties as per National Council for Teacher Education Norms by providing Knowledge resources as per norms & standards of the governing body by timely uploading of syllabus, course material, attendance and periodic reviews of syllabus as per the university norms | | 2. | Self-directed and Active learning | The institute will provide ample opportunity for active and self-directed learning using case-study, field engagements and other activities. | | 3. | Educational Research and Practitioner Enquiry | The institute will facilitate environment for innovation and research excellence for the intellectual growth of faculty by conduct of Seminars & Conference, Guest Lectures etc. by providing platform for scholarly work for faculty & students | | 4 | Information & Communication Technology Skills in Education | The institute will provide proper support for ICT related skills in line with industry 4.0 and 5.0 | | 5 | Critical thinking and Problem-Solving Abilities | The institute will develop critical thinking and problem-solving abilities of the students using multi-disciplinary approach. | | 6 | Communication Skills | The institute will provide ample opportunities to students to enhance communication skills which will help to develop inter personal relationships and opportunities express thoughts effectively . | | 7 | Creativity, Innovation & Reflective Thinking | The industry will facilitate employment opportunities and also support innovation and creativity to start their own ventures by providing industry interaction and campus placements | | 8 | Analytical & Decision-Making Ability | The institute will be involved in making students good decision makers by engaging them in projects, activities etc. | | 9 | Leadership & Teamwork | The institute will provide ample opportunities to students to enhance their leadership skills both as individual and as a team. | | 10 | Multicultural Understanding & Global Outlook | The institute will promote multiculturalism by celebrating different festivals, important days and events for giving a global outlook to students. | | 11 | Integrity and Ethics | The institute will develop ethically strong professionals who are committed for their profession, duties and responsibilities. | | 12 | Social & Emotional Skills | The institute intends to develops social-emotional skills of students by effective functioning with diverse and inclusive groups in a multi-cultural environment. | | 13 | Employability, Enterprise & Entrepreneurship | The institute will train students in developing requisite skills and competencies to achieve career aspirations in the chosen profession. | | 14 | Lifelong Learning | The institute intends to develop the ability to engage students in self-paced and self-directed learning which aims at life-long learning in the context of adapting to the demands of the society | | 15 | Environment and sustainability | The institute will promote sustainability by following practices to conserve natural resources and artificial resources using the acquired knowledge and experiences. | |

**5.1.6 Mapping of Programme Learning Outcomes to Programme Educational Objectives (PEOs):**

**Note:**

* **in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**):

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Programme Education**  **Objectives (PEOs)**  **Programme**  **Learning**  **Outcome** | **PEO 1** | **PEO 2** | **PEO 3** | **PEO 4** | **PEO 5** | **PEO 6** | **PEO 7** | **PEO 8** | **PEO 9** | **PEO 10** | **PEO 11** | **PEO 12** | **PEO 13** | **PEO 14** | **PEO 15** |
| **Programme** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PLO 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PLO 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PLO 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PLO 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PLO 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PLO 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PLO 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PLO 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PLO 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PLO 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PLO 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PLO 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PLO 13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PLO 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PLO 15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

* + 1. **Programme Learning Assessment for ------- B.El. Ed.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S.No** | **Attributes** | **PLO’s** | **Direct Measure** | **Target Performance** | **Indirect Measure** | **Target Performance** |
| 1 | Discipline Knowledge & Expertise | The student shall be able to develop knowledge and skills to integrate principles of Education and Physical Education to achieve academic excellence | Comprehensive Examination  Major Project Rubrics | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) | Student Exit Survey  Industry Internship | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) |
| Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) | Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) |
| Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) |
| Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) |
| 2 | Self-Directed and Active Learning | The student shall be able to choose self–directed and active learning through strong intellectual engagement in independent work relevant to Education discipline | Comprehensive Examination  Major Project Rubrics | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) | Student Exit Survey  Industry Internship | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) |
| Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) | Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) |
| Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) |
| Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) |
| 3 | Research and Enquiry | The student shall demonstrate scientific enquiry and research aptitude to conduct innovative research in thrust areas of teaching learning, pedagogy which will benefit the society and enhance the intellectual capital of the Faculty of Education. | Comprehensive Examination  Major Project Rubrics | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) | Student Exit Survey  Student Exit Survey | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) |
| Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) | Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) |
| Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) |
| Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) |
| 4 | Information & Communication Technology Skills | The student shall be able to efficiently use and apply information and communication technologies and participate in collaborative networks for developing requisite skills of Industry 4.0 | Comprehensive Examination  Major Project Rubrics | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) | Student Exit Survey  Student Exit Survey | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) |
| Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) | Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) |
| Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) |
| Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) |
| 5 | Critical Thinking & Problem-Solving Abilities | The student shall formulate critical thinking, interpret and comprehend research-based knowledge to design and synthesize solutions to scientific problems in education and allied areas | Comprehensive Examination  Major Project Rubrics | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) | Student Exit Survey  Student Exit Survey | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) |
| Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) | Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) |
| Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) |
| Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) |
| 6 | Communication Skills | The student shall be able to employ effective listening and communication skills to enhance interpersonal relationship. | Comprehensive Examination  Major Project Rubrics | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) | Student Exit Survey  Student Exit Survey | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) |
| Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) | Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) |
| Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) |
| Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) |
| 7 | Creativity, Innovation & Reflective Thinking | The student shall be able to combine scientific creativity and reflective thinking to develop innovative ideas in education for developing processes and products relevant to societal educational needs | Comprehensive Examination  Major Project Rubrics | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) | Student Exit Survey  Student Exit Survey | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) |
| Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) | Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) |
| Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) |
| Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) |
| 8 | Analytical & Decision-Making Ability | The student shall be able to compare, contrast and analyze data in order to take appropriate and effective decisions | Comprehensive Examination  Major Project Rubrics | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) | Student Exit Survey  Student Exit Survey | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) |
| Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) | Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) |
| Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) |
| Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) |
| 9 | Leadership & Teamwork | The student shall be able to attain leadership skills and perform responsibly as an individual as well as in a team while being accountable and result oriented | Comprehensive Examination  Major Project Rubrics | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) | Student Exit Survey  Student Exit Survey | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) |
| Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) | Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) |
| Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) |
| Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) |
| 10 | Multicultural Understanding & Global Outlook | The student shall demonstrate competence in a cross-cultural environment and evolve as a responsible global citizen. | Comprehensive Examination  Major Project Rubrics | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) | Student Exit Survey  Student Exit Survey | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) |
| Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) | Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) |
| Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) |
| Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) |
| 11 | Integrity and Ethics | The students shall practice ethical behavior and demonstrate professional integrity in their conduct | Comprehensive Examination  Major Project Rubrics | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) | Student Exit Survey  Student Exit Survey | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) |
| Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) | Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) |
| Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) |
| Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) |
| 12 | Social & Emotional Skills | The students shall be able to acquire social and emotional skills to work effectively with diverse and inclusive group of people in multi-cultural environment and situations. | Comprehensive Examination  Major Project Rubrics | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) | Student Exit Survey  Student Exit Survey | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) |
| Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) | Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) |
| Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) |
| Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) |
| 13 | Employability, Enterprise & Entrepreneurship | The students shall be able to define their career aspirations and work towards achieving the same by engaging in developing appropriate skills and competencies in their chosen profession (corporate career, student start up, family business, higher education etc.). | Comprehensive Examination  Major Project Rubrics | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) | Student Exit Survey  Student Exit Survey | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) |
| Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) | Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) |
| Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) |
| Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) |
| 14 | Lifelong Learning | The student shall be able to gain knowledge and learn skills throughout life focussing on self-directed learning using a range of sources and tools available | Comprehensive Examination  Major Project Rubrics | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) | Student Exit Survey  Student Exit Survey | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) |
| Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) | Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) |
| Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) |
| Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) |
| 15 | Environment & Sustainability | The students shall be able to analyze and implement the initiative to conserve natural resources and use sustainable technologies by using knowledge and experience of their discipline. | Comprehensive Examination  Major Project Rubrics | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) | Student Exit Survey | Atleast 25% of the students shall obtain grade ‘A’ (>=75-100%) |
| Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) | Atleast 50% of the students shall obtain grade ‘B’ (>=50-74%) |
| Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 15% of the students shall obtain grade ‘A’ (>=30-50%) |
| Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) | Atleast 10% of the students shall obtain grade ‘A’ (>=30-50%) |

**\*CE- Comprehensive Examination**

* + 1. **Semester Wise Course Curriculum Coherence Matrix:**

**Semester wise complete matrix is attached in annexures –Annexure I**

**5.2 Master’s-Level Programme :**

**Not Applicable of AIBAS**

**PROGRAMME MISSION, PEO’s, PLO’s and ASSESMENT PLAN FOR EACH PROGRAMME**

* 1. **BACHELOR’S-Level Programme – B.Ed.**

**5.1.1Mission Statement**

|  |
| --- |
| **Programme Mission** |
| To provide teacher education at secondary levels in the current perspective of teaching learning trends in the futuristic and emerging frontier areas of knowledge of the field of education, teacher education learning and research. To develop the overall personality of students by making them not only excellent teachers of education but also good individuals, with understanding and regard for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action.  . |

**5.1.2 Programme Educational Objectives (PEOs)**

|  |  |
| --- | --- |
| **S.No** | **Programme Educational Objectives** |
| PEO 1 | Students will be able to understand discipline knowledge and expertise in professional work setting |
| PEO 2 | Students will be able to develop critical thinking to become independent learners |
| PEO 3 | Students will be able to acquire research aptitude and inquiry skills |
| PEO 4 | * Students will be able to develop capabilities to use emerging and disruptive technologies in education |
| PEO 5 | Students will be able to develop critical thinking and problem solving skills |
| PEO 6 | Students will be able to acquire communicative competence |
| PEO 7 | Students will be able to vidence and connect reflective ideas and processes |
| PEO 8 | Students will be able to develop analytical thinking skills |
| PEO 9 | Students will be able to acquire leadership and team building skills through meaningful exposures |
| PEO 10. | Students will be able to know their perspective in multicultural and global contexts |
| PEO 11. | Students will be able to know the value of integrity and ethics in professional settings |
| PEO 12. | Students will be able to develop proficiency in social and emotional skills |
| PEO 13. | Students will be able to develop requisite attitude knowledge and skills for entrepreneurial mindset |
| PEO 14. | Students will be able to develop the ability to adapt to continuous and rapid changes throughout their life |
| PEO15 | Students will be able to analyze and implement the initiative to conserve natural resources and use sustainable technologies based on insights from the discipline of education. |

**5.1.3. Programme Operational Objectives (Ogs)**

|  |  |
| --- | --- |
| **B.Ed** | |
| 1 | The program shall provide educational excellence in Teaching/Academic Delivery and research. |
| 2. | The program shall provide opportunities for self directed learning through academic engagement. |
| 3. | The program shall facilitate environment for innovation and research excellence for the intellectual growth and benefit of society. |
| 4. | The program shall encourage application of information and communication technologies for developing requisite skills of Industry 4.0 |
| 5 | The program shall provide opportunities for development of critical thinking, interpretation and comprehension skills for scientific outlook in education and allied areas |
| 6 | The program shall create a supporting environment for developing communication skills, interpersonal skills, decision making skills |
| 7 | The program shall encourage scientific creativity, reflective thinking to generate innovative ideas, processes and products relevant to socio educational needs |
| 8 | The program shall facilitate environment for organizational exposure through the conduct of inter-institutional competitions for leadership skills and team spirit |
| 9. | The program shall encourage cultural diversity and a sense of social and environmental responsibility. |
| 10. | The program shall provide ample opportunities for international exposure to faculty and students. |
| 11. | The program shall facilitate cultivation of core values of the university, ethical conduct and professional integrity amongst students, faculty and staff. |
| 12. | The program shall provide suitable environment for practicing inclusiveness in all spheres of education and work. |
| 13. | The program shall facilitate employment opportunities and also support students to start their own ventures. |
| 14. | The program shall encourage acquisition of knowledge, skills and attitude required for lifelong learning. |
| 15 | The program shall sensitize and engage students and faculty for sustainable development and conservation of natural resources. |

* + 1. **Programme Learning Outcomes (PLOs):**

|  |  |  |
| --- | --- | --- |
| **S.No.** | **Graduate Attribute** | **Programme Learning Outcomes (PLOs)** |
| 1 | Knowledge and Expertise of Education | Students will link theory and practical in professional work settings |
| 2 | Self-directed and Active learning | Students will demonstrate self directed learning |
| 3 | Educational Research and Practitioner Enquiry | Students will participate in research related activities. |
| 4 | Information & Communication Technology Skills in Education | Students will display digital literacy in their professional setting |
| 5 | Critical thinking and Problem-Solving Abilities | Students will apply critical thinking and problem Solving skills in the context of school education |
| 6 | Communication Skills | Students will demonstrate communicative competence in LSRW skills |
| 7 | Creativity, Innovation & Reflective Thinking  . | Students will critically reflect on the various ideas processes and experiences |
| 8 | Analytical & Decision-Making Ability | Students will be to use analytical thinking skills for decision making in diverse context |
| 9 | Leadership & Teamwork | Students will be able to exhibit leadership and team building skills in school education |
| 10 | Multicultural Understanding & Global Outlook | Students will be able to apply multiculturism in addressing situations in classroom setting |
| 11 | Integrity and Ethics | Students will practice integrity and ethics in professional situation |
| 12 | Social & Emotional Skills   . | Students will use social and emotional skills in evolving holistic personality |
| 13 | Employability, Enterprise & Entrepreneurship | Students will apply the skills to gain progression in the area of school education |
| 14 | Lifelong Learning | Students will participate in relevant professional and community based activities |
| 15 | Environment and sustainability | Students will apply sustainable development initiatives in the field of education |

* + 1. **Programme Operational Outcomes (POOs):**

|  |  |  |
| --- | --- | --- |
| **S. No.** | Graduate Attributes | **Programme Operational Outcomes** |
|  | GA1: Knowledge and Expertise of Education | The program will provide educational excellence in Teaching/Academic Delivery and research by providing professionally qualified & competent faculties as per National Council for Teacher Education Norms, by providing Knowledge resources through Seminars & Conference, Guest Lectures etc. and by timely uploading of syllabus, course material, attendance and periodic reviews of syllabus as per the university norms |
|  | GA:2 Self-directed and Active learning | The program will provide scope for self-work as an integral component of Course Syllabus. The students will be assigned portfolio and project work promoting self-directed learning |
|  | GA:3Educational Research and Practitioner Enquiry | The program will facilitate environment for innovation and research excellence for the intellectual growth of faculty by Conduct of Seminars & Conference, Guest Lectures, Competitions promoting innovative practices etc. and by providing platform for scholarly work for faculty & students |
|  | GA4: Information & Communication Technology Skills in Education | The program will be conducted in hybrid/online mode, making optimum utilization of online tools and platform such as LMS, MS Teams etc. both by faculty and students. The students will study compulsory course on ICT. |
|  | GA5: Critical thinking and Problem-Solving Abilities | The program will promote critical thinking and problem solving skills through engagement in curricular and co-curricular activities. |
|  | GA6: Communication Skills | The program will promote communication skills through engagement in curricular and co-curricular activities. |
|  | GA7: Creativity, Innovation & Reflective Thinking  . | The program will encourage creativity and reflective thinking through course work and reflective journals/reports |
|  | GA8:Analytical & Decision-Making Ability | The program will motivate students to take up action research in schools during their internship |
|  | GA9:Leadership & Teamwork | The program will facilitate environment for team building and leadership through the conduct of inter-institutional activities such as morning assembly, club activities, celebration of special days and university level activities. |
|  | GA10:Multicultural Understanding & Global Outlook | The program will encourage cultural diversity and a sense of social responsibility in both local and global level |
|  | GA11:Integrity and Ethics | The program will facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff by providing curricular and co-curricular resources along with a platform for nurturing human values and belongingness. |
|  | GA12: Social & Emotional Skills   . | The program will provide necessary inputs for promoting inclusivity, cultural diversity and a sense of social and environmental responsibility among students through VAC and Guest Lectures |
|  | GA13:Employability, Enterprise & Entrepreneurship | The program shall facilitate employment opportunities and also support students to start their own ventures by providing industry interaction, invited talks by entrepreneurs by placement cell, e-cell. The program will build a industry interaction through alumni networks |
|  | GA14: Lifelong Learning | The program will be involved in continual improvement of processes , systems and various stakeholders |
|  | GA15: Environment and sustainability | The program will facilitate mindset for sustainable development in all aspects of life amongst students and faculty |

5.1.6. **Mapping of Programme Learning Outcomes to Programme Educational Objectives (PEOs): Note:**

* + - * **in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**):

| Broad-Based  Student learning  Goals (PEOs)  Programme  Learning Outcomes  (PLOs) | | PEO 1 | PEO 2 | PEO 3 | PEO 4 | PEO  5 | PEO  6 | PEO  7 | PEO  8 | PEO  9 | PEO  10 | PEO  11 | PEO  12 | PEO  13 | PEO  14 | PEO  15 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Bachelor Level Programs** | | | | |  |  |  |  |  |  |  |  |  |  |  |  |
| *B.Ed* | | | | |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **PLO 1** | **X** |  |  |  |  |  |  |  |  |  | **X** |  |  |  |  |
|  | **PLO 2** |  | **X** |  |  | **X** |  |  | **X** | **X** |  |  | **X** |  |  |  |
|  | **PLO 3** | **X** |  | **X** |  | **X** |  |  |  |  |  |  |  |  |  |  |
|  | **PLO 4** | **X** | **X** | **X** | **X** |  |  |  |  |  | **X** |  |  |  | **X** |  |
|  | **PLO 5** |  |  |  |  | **X** |  | **X** |  |  |  |  |  |  | **X** | **X** |
|  | **PLO 6** |  |  |  |  |  | **X** |  |  | **X** | **X** |  | **X** | **X** | **X** |  |
|  | **PLO 7** |  |  |  |  |  |  | **X** |  |  |  |  |  |  | **X** |  |
|  | **PLO 8** |  |  |  |  |  |  |  | **X** | **X** |  |  |  | **X** | **X** | **X** |
|  | **PLO 9** |  |  |  |  |  |  |  |  | **X** |  |  |  | **X** | **X** |  |
|  | **PLO 10** |  |  |  |  |  |  |  |  |  | **X** | **X** |  |  |  |  |
|  | **PLO 11** |  |  |  |  |  |  |  |  |  | **X** | **X** |  |  | **X** |  |
|  | **PLO 12** |  |  |  |  |  |  |  |  |  |  |  | **X** |  | **X** |  |
|  | **PLO 13** |  |  |  | **X** |  | **X** | **X** |  |  |  |  |  | **X** | **X** |  |
|  | **PLO 14** | **X** |  |  |  |  |  | **X** |  |  |  |  |  |  | **X** |  |
|  | **PLO 15** |  | **X** |  |  | **X** |  |  |  |  |  |  |  |  |  | **X** |

5.1.7. P**rogramme Learning Assessment for B.Ed.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S.No** | **Attributes** | **PLO’s** | **Competencies** | **Indicators/Goals** | **Direct Measure** | **Target Performance** | **Indirect Measure** | **Target Performance** |
| 1. 1 | Knowledge and Expertise of Education | Students will bridge theory and practical in professional work settings | Discipline Knowledge & Expertise. | The student shall be able to develop knowledge and skills to integrate principles of Education and Physical Education to achieve academic excellence | DM1: Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |
| * Learn videncehip * Reflective thinking * Critical curiosity | The student shall be able to choose self–directed and active learning through strong intellectual engagement in independent work relevant to Education discipline | DM2: Rubrics for Practicum (Practice Teaching**)** | **Fully Attained (Grade A)**: For students secure marks in the range of 90-100%  **Partly Attained (Grade B)**: For students secure marks in the range of 70-89.9%  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 50-69.9%.  **Not Attained (Grade D):** For students secure marks less than 50%. |  |
|  | Self-directed and Active learning | Students will manifest different elements of self directed learning on a relevant platform | * Enquiry * Research | The student shall demonstrate scientific enquiry and research aptitude to conduct innovative research in thrust areas of teaching learning, pedagogy which will benefit the society and enhance the intellectual capital of the Faculty of Education. | DM1: Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | IDM1: Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |
| Information and Digital Literacy   * Use of Emerging & Disruptive Technologies | The student shall be able to efficiently use and apply information and communication technologies and participate in collaborative networks for developing requisite skills of Industry 4.0 | DM2: Rubrics for Practicum (Practice Teaching**)** | **Fully Attained (Grade A)**: For students secure marks in the range of 90-100%  **Partly Attained (Grade B)**: For students secure marks in the range of 70-89.9%  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 50-69.9%.  **Not Attained (Grade D):** For students secure marks less than 50%. |  |  |
|  | Educational Research and Practitioner Enquiry | Students will use research aptitude and inquiry skills in enriching themselves as a prospective teacher educator | * Critical Thinking * Problem Solving | The student shall formulate critical thinking, interpret and comprehend research-based knowledge to design and synthesize solutions to scientific problems in education and allied areas | DM1: Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | IDM1: Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |
| * Active Listening * Verbal Communication * Written Communication | The student shall be able to employ effective listening and communication skills to enhance interpersonal relationship. | DM2: Plagiarism Checking of NTCC Report | 100% students will be checked for plagiarism in NTCC report submission and will be allowed to appear for viva-voce upon obtaining plagiarism report below 10%. |  |  |
|  | Information & Communication Technology Skills in Education | Students will display digital competence in their videncehip settings at the advance level. | * Design Thinking * Reflective Thinking * Critical Curiosity * Risk Taking and Persistence | The student shall be able to combine scientific creativity and reflective thinking to develop innovative ideas in education for developing processes and products relevant to societal educational needs | DM1:Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | IDM1: Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |
| Quantitative Reasoning   * Analytical skills * Decision making * Statistical Skills | The student shall be able to compare, contrast and analyze data in order to take appropriate and effective decisions | DM2: Rubrics for Practicum (Practice Teaching**)** | **Fully Attained (Grade A)**: For students secure marks in the range of 90-100%  **Partly Attained (Grade B)**: For students secure marks in the range of 70-89.9%  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 50-69.9%.  **Not Attained (Grade D):** For students secure marks less than 50%. |  |  |
|  | Critical thinking and Problem-Solving Abilities | Students will appreciate critical thinking and problem Solving skills in the context of teacher education | * Leadership and Team work * Conflict Management   Resourcefullness | The student shall be able to attain leadership skills and perform responsibly as an individual as well as in a team while being accountable and result oriented | DM1: Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | IDM1: Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |
| * Cultural Intelligence & Diversity * Accepting Other’s Worldview | The student shall demonstrate competence in a cross-cultural environment and evolve as a responsible global citizen. |  |  |  |  |
|  | Communication Skills | Students will exhibit communicative competence in LSRW skills in professional settings | * Integrity * Professional Ethics   Personal Ethics | The students shall practice ethical behavior and demonstrate professional integrity in their conduct | DM1: Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | IDM1: Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |
| * Taking Initiative * Collaboration * Group Cohesion * Social Influence | The students shall be able to acquire social and emotional skills to work effectively with diverse and inclusive group of people in multi-cultural environment and situations. | DM2: Rubrics for Communication Skills Leadership and Team work Rubrics | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 60-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 40-59.99%.  **Not Attained (Grade D):** Students give feedback less than  40%. |  |  |
|  | Creativity, Innovation & Reflective Thinking | Students will employ the reflective skills in professional settings | * Occupational and functional competence * Preparedness for advanced practice in specific fields * Creative and integrative thinking * Ideation * Emotional Intelligence * Interpersonal Skills * Agility * Resilience | The students shall be able to define their career aspirations and work towards achieving the same by engaging in developing appropriate skills and competencies in their chosen profession (corporate career, student start up, family business, higher education etc.). | DM1: Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | IDM1: Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |
| * Goal setting and strategic awareness * Meaning making (Application of knowledge and skills) * Willingness for Continuous learning | The student shall be able to gain knowledge and learn skills throughout life vidence on self-directed learning using a range of sources and tools available |  |  |  |
|  | Analytical & Decision-Making Ability | Students will use analytical thinking skills for decision making in diverse context | * Adaptability   Resource Management and Conservation of Resources | The students shall be able to analyze and implement the initiative to conserve natural resources and use sustainable technologies by using knowledge and experience of their discipline. | DM1: Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | IDM1: Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |
|  |  | DM2: Rubrics for classroom teaching and Teaching Practice(Practice Teaching**)** | **Fully Attained (Grade A)**: For students secure marks in the range of 90-100%  **Partly Attained (Grade B)**: For students secure marks in the range of 70-89.9%  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 50-69.9%.  **Not Attained (Grade D):** For students secure marks less than 50%. |  |  |
|  | Leadership & Teamwork | Students will be able to exhibit leadership and team building skills in teacher education |  |  | DM1: Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | IDM1: Student Exit Survey |  |
|  |  | DM2: Rubrics for Practicum (Practice Teaching**)** | **Fully Attained (Grade A)**: For students secure marks in the range of 90-100%  **Partly Attained (Grade B)**: For students secure marks in the range of 70-89.9%  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 50-69.9%.  **Not Attained (Grade D):** For students secure marks less than 50%. |  |  |
|  |  |  |  |  | DM3: Rubrics for Communication Skills Leadership and Team work Rubrics | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 60-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 40-59.99%.  **Not Attained (Grade D):** Students give feedback less than  40%. |  |  |
|  | Multicultural Understanding & Global Outlook | Students will be able to apply multiculturism in addressing the teaching learning scenario |  |  | DM1: Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | IDM1: Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |
|  | Integrity and Ethics | Students will incorporate integrity and ethics while preparing themselves as teacher educators |  |  | DM1: Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | IDM1: Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |
|  |  | DM2: Rubrics for Practicum (Practice Teaching**)** | **Fully Attained (Grade A)**: For students secure marks in the range of 90-100%  **Partly Attained (Grade B)**: For students secure marks in the range of 70-89.9%  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 50-69.9%.  **Not Attained (Grade D):** For students secure marks less than 50%. |  |  |
|  |  | DM3: Plagiarism Checking of NTCC Report | 100% students will be checked for plagiarism in NTCC report submission and will be allowed to appear for viva-voce upon obtaining plagiarism report below 10%. |  |  |
|  | Social & Emotional Skills . | Students will use social and emotional skills in evolving holistic personality |  |  | DM1: Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | IDM1: Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |
|  |  |  |  |  | DM2: Rubrics for Behavioural Science |  |  |
|  | Employability, Enterprise & Entrepreneurship | Students will apply the skills to gain progression in the area of education |  |  | Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |
|  | Lifelong Learning | Students will participate in relevant professional and community based activities |  |  | DM1: Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | IDM1: Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |
|  |  | DM2: Rubrics for Practicum (Practice Teaching**)** | **Fully Attained (Grade A)**: For students secure marks in the range of 90-100%  **Partly Attained (Grade B)**: For students secure marks in the range of 70-89.9%  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 50-69.9%.  **Not Attained (Grade D):** For students secure marks less than 50%. |  |  |
|  | Environment and sustainability | Students will apply sustainable development initiatives in the field of teacher education |  |  | DM1: Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | IDM1: Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |

## Semester Wise Course Curriculum Coherence Matrix:

## Bachelor’s Programme(B.Ed)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester-I** | **Course Learning**  **outcomes** | **Course**  **Competency** | **Indicators** | **Assessment**  **Based on Bloom**  **Taxonomy** | | | | | | **GA1 /**  **PLO1** | **GA2 /**  **PLO2** | **GA2 /**  **PLO3** | **GA2 /**  **PLO4** | **GA2 /**  **PLO5** | **GA2 /**  **PLO6** | **GA2 /**  **PLO7** | **GA2 /**  **PLO8** | **GA2 /**  **PLO9** | **GA2 /**  **PLO10** | **GA2 /**  **PLO11** | **GA2 /**  **PLO12** | **GA2 /**  **PLO13** | **GA2 /**  **PLO14** | **GA2 /**  **PLO15** | **Total** |
| **Semester Course Title** | **Remembering** | **Understanding** | **Applying** | **Analyzing** | **Evaluating** | **Creating** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course Title: Childhood and Growing up (EDU107)** | CLO1: Identify different aspects of a child’s physical, cognitive, psychomotor, social and emotional development | Knowledge and Expertise of Education | develop knowledge and skills to integrate principles of Health and Physical Education to achieve academic excellence | X | X |  |  | X | X | X | X | X |  |  | X | X | X |  |  | X | X |  | X |  | 9 |
| CLO2: Differentiate the significant theoretical frameworks and methodological approaches to child st | Lifelong Learning | to evaluate and reflect the virtue of lifelong learning importance of health | X | X | X | X | X | X | X | X |  | X | X | X |  |  |  | X | X | X | X | X | X | 11 |
| CLO3: Analyse the aspirations and challenges of children of different age groups in different cultures. | Critical Thinking and Problem-Solving Abilities | formulate critical thinking, interpret and comprehend research-based knowledge to design and synthesize solutions. | X |  | X | X | X |  |  | X | X | X |  | X |  | X | X | X |  | X | X |  | X | 10 |
| CLO4: Reflect on how education must address diverse lives of children and young adults | Analytical & Decision-Making Ability | compare, contrast and analyse data in order to take appropriate and effective decisions. | X | X | X | X | X | X |  | X |  | X |  |  | X | X | X |  |  | X | X | X | X | 9 |
| CLO5: Recognize the role of media in development of children | Critical Thinking and Evaluations | formulate critical thinking, interpret and comprehend research-based knowledge to design and synthesize solutions | X |  | X |  | X |  | X | X | X | X | X |  | X | X |  | X | X | X | X | X |  | 12 |
| CLO6: Create suitable strategies for teaching and learning in accordance to developmental stages of children | Creativity, Innovation & Reflective Thinking | to combine scientific creativity and reflective thinking to critically evaluate innovative ideas | X | X | X | X | X | X | X | X | X |  |  | X | X | X |  |  | X | X |  | X |  | 9 |
| **Course Title: Contemporary India and education (EDU108)** | CLO1: Gain insight of the structure, size, and governance of the India Education System | Discipline Knowledge | To apply Discipline Specific Knowledge and expertise in the core areas. | X | X |  |  | X | X | X | X | X | X | X | X | X |  | X | X | X | X |  | X |  | 12 |
| CLO2: Analyze the strategies used for realization of UEE and the outcomes of their implementation of instruction | Analytical & Decision-Making Ability | To demonstrate analytical skills in making best choices among alternatives to make effective decisions. | X | X | X | X | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X | X | X | 12 |
| CLO3: Examine the issues and concerns related to universalization of secondary education | Social & Emotional Skills | To be self-aware and have the capacity to accept and give constructive feedback | X |  | X | X | X |  |  |  |  | X |  | X |  | X |  | X |  | X | X |  | X | 7 |
| CLO4: Explain the need for equity and equality in education and the constitutional provisions for it | Social & Emotional Skills | To establish support to others with empathy and build interpersonal relationships | X | X | X | X | X | X |  | X |  | X |  |  | X | X | X |  |  | X | X | X | X | 9 |
| CLO5: Identify the various causes for inequality in schooling | Integrity and Ethics | To display integrity at work and be responsible global citizens with moral values | X |  | X |  | X |  |  |  |  |  |  |  | X | X |  | X | X | X | X | X |  | 7 |
| CLO6: Gain insight of global technical innovation in field of education | Global Outlook, Discipline Knolwedge | To develop self-paced learning through various tools and techniques of ICT | X | X | X | X | X | X | X |  | X | X | X | X | X | X | X | X | X | X |  | X |  | 12 |
| **Course Title: Skills of Creative Expressions I (EDU109)** | CLO 1: Recognize and actualize one’s own potential for creativity | Knowledge and Expertise | 1.1  Enhancing classroom learning by making real world connections. | X | X | X | X | X |  | X | X | X | X |  | X | X | X |  | X |  | X | X | X | X |  |
| 1.2  Develop Creativity in various fields |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CLO2: Develop repertoire of skills for use in teaching learning situations | Self-directed and Active learning | **1.1**  reinforce experiential and contextual learning. | X | X | X | X | X |  | X |  | X | X |  | X | X | X |  | X | X | X | X | X | X |  |
| 1.2  Develop advance thinking and cultivate the reporting skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CLO3: Organise and plan educational visits | Examine, Present, Demonstrate Plan,  Organize | 1.1  Connect meaningfully with the working world through field trips. | X | X | X | X | X |  | X | X | X | X |  | X | X | X |  | X |  |  | X | X | X |  |
| CLO4: Organise and plan events and activities | Employability, Enterprise & Entrepreneurship | 1.1  Develop human values and sense of social responsibility. | X | X | X | X | X |  | X | X |  | X |  | X | X | X | X | X |  |  | X | X |  |  |
| 1.2  foster concern and accountability. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CLO5: Organise and participate in activities | Critical thinking and Problem-Solving Abilities | **1.1**  integrate new perspectives with informal environments to enhance learning. | X | X | X | X | X |  | X | X | X | X | X | X |  |  | X | X |  |  | X | X |  |  |
| 1.2  Experiential learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CLO6:  Acquaint themselves with basic safety measures | Plan, Outline, Utilize, Evaluate, Organize | 1.1  Develop skills related to safety, develop skills cooperation and team spirit. And awareness | X | X | X | X | X |  | X | X |  | X | X | X |  |  | X | X |  |  | X | X |  |  |
| **Course Title: Language Across Curriculum (EDU117)** | Describe the language background of students as the first or second language users. | Describe the language needs and aspirations of students | Express their views independently on the subject | X | X |  |  |  |  | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  |
| CLO2: Elaborate function of language and how to use it as an effective tool. | Demonstrate the effective use of language for performing different language functions | Enlist the variety of language structures used to perform language functions | X |  | X |  |  |  |  | X | X | X | X | X |  | X | X | X |  |  | X | X | X |  |
| CLO3: Illustrate the interplay of language and society. | Appreciate the basic concepts in sociolinguistics | Explain in their language how social factors impact language |  |  | X | X |  |  |  |  |  | X |  | X |  | X | X | X |  | X | X | X | X |  |
| CLO 4: Classify the nature of classroom discourse. | Examine the nature of classroom discourse | Engage in meaningful classroom discourse |  |  |  | X | X |  | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO 5: Develop strategies for using effective communication in the classroom. | Develop insight on essentials of effective communication in the classroom | Display their communication skills in written and verbal forms. |  |  |  | X | X |  |  |  |  | X | X | X | X | X |  | X | X | X | X | X | X |  |
| CLO 6: Develop qualities and competencies to effectively manage a multilingual classroom. | Acquire understanding on the nature of activities /strategies to be planned for promoting balanced bilinguals in Indian classrooms | Design activities based on school curriculum for promoting balanced bilingualism in classrooms |  |  | X |  | X |  |  |  | X | X | X | X | X |  | X | X | X | X | X | X | X |  |
| **Course Title: Reading and Reflection on text (118)** | CLO1: Exhibit metacognitive awareness to become conscious of their own thinking processes as they engage in reading diverse texts. | Engage in reading diverse texts. | Involve in reading of diverse texts. | X | X | X | X | X |  | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X |  |
| CLO2: Build their capacities as readers and writers by becoming participants in the process of reading. | Exhibit their capabilities of reading | Demonstrate their competency of reading with proper intonation, pitch, etc. | X | X | X | X | X |  | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| CLO3: Plan the readings interactively individually and in small groups. | Appropriately participate in set tasks and perform on them with competence Participate in set tasks appropriately | Participate in set tasks appropriately | X | X | X | X | X |  | X | X | X | X |  | X | X | X |  | X | X |  | X | X | X |  |
| CLO4: Appraise the writings with a sense of purpose and audience, through tasks such as responding to a text with one’s own opinions or writing within the context of other’s ideas. | Compare different types of texts | Participate actively in class discourses | X | X | X | X | X |  | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO5: Assess over all areas of language proficiency that will lay a foundation for their becoming self-learners, reflective and expressive teachers | Engage in extensive and intensive reading | Exhibit their understanding in spoken and written form. | X | X | X | X | X |  | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO6: Develop Reflective journal | Reflect on their experience and improve reading skills | Create a journal of reflection | X | X | X | X | X |  | X | X |  | X | X | X |  |  | X | X |  |  | X | X |  |  |
| **Course Title: Understanding the discipline and subject (EDU126)** | CLO1:  Recall concepts related to teaching and learning | Discipline Knowledge & Expertise | Apply content Knowledge to real life situation | X | X |  |  | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  | X |  | 13 |
| CLO2: Describe the different phases of mode of instruction | Self-Directed and Active Learning | Take personal responsibility and grasp opportunities for self-development | X | X | X | X | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X | X | X | 12 |
| CLO3:  Discriminate different disciplines in terms of their nature | Integrity and Ethics | practice the highest standards of ethical behaviour associated with their discipline or profession | X |  | X | X | X |  |  |  |  | X |  | X |  | X | X | X |  | X | X |  | X | 8 |
| CLO4: Analyze the nature of learner in the present study context | Analytical & Decision-Making Ability | demonstrate analytical skills in making best choices among alternatives to make effective decisions | X | X | X | X | X | X |  | X |  | X |  |  | X | X | X |  |  | X | X | X | X | 9 |
| CLO5: Value different disciplines in terms of their nature | Self-Directed and Active Learning | maximize their potential by utilizing their abilities, & academic excellence. | X |  | X |  | X |  |  |  |  |  |  |  | X | X |  | X | X | X | X | X |  | 7 |
| CLO6:  Design lesson plans using core teaching skills at competence level | Social & Emotional Skills | establish support to others with empathy and build interpersonal relationships | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  | X |  | 13 |
| **Course Title: Spiritual & Cultural Development of Learners – I (EDU127)** | CLO1: Understand different dimensions of spirituality in Education by highlighting cultural expressions of spirituality as per Hinduism and Buddhism | 1.1Knowledge and insight in respect of  Spirituality Hinduism and Buddhism culture and their role in education. | 1.1.1 Highlight significant teaching related to Hinduism and Buddhism  1.1.2 Show positive attitude towards society and religion. | X | X | X |  |  |  | X | X | X |  |  |  |  |  |  | X |  |  |  |  |  |  |
| CLO2  Relate and understand and reflect upon Spiritual view in education in the backdrop of different cultural expressions of Islam and Judaism. | 2.1 Knowledge and insight in respect of  Spirituality, Islam and Judaism culture and their role in education. | 2.1.1 Highlight significant teaching related to Islam and Judaism.  2.1.2 Reflect upon spiritual view in education in context of different cultural expressions. | X | X | X | X |  |  | X | X | X | X | X | X |  |  | X | X | X | X |  | X | X |  |
| CLO3: Describe and present different cultural expressions with the help of variety of co-curricular activities. | 3.1Execute the theoretical base of spirituality into practice | 3.1.1Plan, develop spiritual and cultural activities 3.1.2 Conduct and organize activities. | X | X | X | X | X |  |  | X | X | X | X | X |  | X | X | X |  |  | X |  | X |  |
| CLO4: Develop the ability to utilize basic academic skills and psychological understanding such as self-discipline, self-motivation to sustain various learning aspects of life | 4.1. Academic knowledge, social & Practical skills  4.2 psychological understanding | 4.1.1 utilize basic academic skills as self-discipline and self-motivation  4.2.1 Develop mental health and ability to deal with vidence aspects of life | X | X | X | X | X |  |  |  |  | X | X | X |  | X | X | X |  | X | X | X | X |  |
| CLO5: Apply and evaluate knowledge and understanding of spiritual and cultural Aspects in developing co-curricular activities in school subjects. | 5.1 Critical thinking  5.2 Decision Making ability | 5.1.1 Reflect upon spiritual and cultural Aspects  5.1.2  Evaluate and plan cocurricular activities in school. | X | X | X | X | X | X |  |  |  |  | X |  | X | X | X | X | X | X | X | X |  |  |
| CLO6: Expand the theoretical base of the course by planning and organizing Spiritualistic and Cultural activities during Human Value Quarter and Sangthan. | 6.1  Innovative  6.2 Holistic development  Of Personality | 6.1.1  Conduct and vidence Spiritual and Cultural activities  6.2.1  Show good  Teacher student relationship | X | X | X | X | X | X |  |  |  |  | X | X |  | X |  | X | X | X | X | X | X |  |
| **Course Title: School Internship I (EDU106)** | CLO1: Learn and Simulate 21st teaching skills under controlled conditions with a blend of traditional microteaching skills | Employability, Enterprise & Entrepreneurship | Define their career aspirations and work towards achieving the same by engaging in developing appropriate skills and competencies in their chosen profession | X | X |  |  | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  | X |  | 13 |
| CLO2: Apply several teaching skills and gain confidence in teaching | Group Cohesion | Incorporate Multicultural Issues and Dynamics | X | X | X | X | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X | X | X | 12 |
| CLO3: Synergize various teaching learning skills for effective dissemination of learning. | Research and Enquiry | The student shall demonstrate scientific enquiry and research aptitude to conduct innovative research in thrust areas of biosciences, benefitting society, which will enhance the intellectual capital of the domain. | X |  | X | X | X |  |  |  |  | X |  | X |  | X | X | X |  | X | X |  | X | 8 |
| CLO4: Appreciate the aesthetics of planning and organizing teaching- learning ( unit planning , yearly planning and lesson planning) | Critical Thinking and Problem-Solving Abilities | Formulate critical thinking, interpret and comprehend research-based knowledge to design and synthesize the criteria of book review | X | X | X | X | X | X |  | X |  | X |  |  | X | X | X |  |  | X | X | X | X | 9 |
| CLO5: Comprehend the importance of observation skills for self-improvement and betterment | Discipline Knowledge & Expertise. | Ability to Apply Discipline Specific Knowledge and Expertise in Core Areas. | X |  | X |  | X |  |  |  |  |  |  |  | X | X |  | X | X | X | X | X |  | 7 |
| CLO6: Develop a teaching-learning material for school education level using various ICT tools. | Self-Directed and Active Learning | Able to Convert Theory into Practical Functioning. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  | X |  | 13 |
| **Semester: - II** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course Title: Assessment for Learning (EDU136)** | CLO1: Develop rubrics on the content of secondary school curriculum | Knowledge and Expertise of Education | Develop knowledge and skills to integrate principles of curriculum development to achieve academic excellence | X | X |  |  | X | X | X | X |  |  |  |  | X | X | X | X | X | X |  | X |  | 9 |
| CLO2: Give descriptive indicators of the performance of students | Self-directed and Active Learning | Choose self–directed and active learning through strong intellectual engagement in independent work | X | X | X | X | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X | X | X | 12 |
| CLO3: Use the results of evaluation meaningfully | Analytical & Decision-Making Ability | Compare, contrast and analyse data of evaluation in order to take appropriate and effective decisions. | X |  | X | X | X |  | X | X |  | X |  | X |  | X | X | X |  | X | X |  | X | 10 |
| CLO4Explain the phases of test preparation | Critical Thinking and Problem-Solving Abilities | The student shall formulate critical thinking, interpret and comprehend research-based knowledge to design and synthesize an evaluation test | X | X | X | X | X | X |  | X |  | X |  |  | X | X | X |  |  | X | X | X | X | 9 |
| CLO5: List the guidelines for administration of a test | Critical Thinking and Problem-Solving Abilities | The student shall formulate critical thinking, interpret and comprehend research-based knowledge to design and synthesize an evaluation test | X |  | X |  | X |  | X | X | X | X | X |  | X | X |  | X |  | X | X | X |  | 11 |
| CLO6 Application of item analysis and its components | Research and Enquiry | The student shall demonstrate scientific enquiry and research aptitude to develop and conduct effective tests, benefitting society, which will enhance the intellectual capital of the domain. | X | X |  | X | X |  | X | X | X | X | X |  | X | X |  | X | X | X | X | X |  | 12 |
| **Course Title: Spiritual & Cultural Development of Learners – II (EDU137)** | CLO1:  Define the Concept of Spirituality in Education | 1.1Knowledge and insight in respect of  Spirituality and its’ role in education. | 1.1.1 Highlight significant teaching related to spiritual aspects of life.  1.1.2 Show positive attitude towards society and life. | X | X | X |  |  |  | X | X | X |  |  |  |  |  |  |  | X |  |  |  |  |  |
| CLO2:  Outline and present the Importance of Spirituality in Education | 2.1Understand importance of spirituality in Education | 2.1.1Reflect upon spiritual view in education | X | X | X |  |  |  |  | X | X | X |  | X |  | X |  | X |  |  | X | X |  |  |
| CLO3:  Develop an understanding of the teachings of Indian Spiritual Thinkers | 3.1Knowledge and Awareness about teachings of prominent thinker | 3.1.1  Highlight significant teaching  3.1.2  Develop social skills helpful in teaching learning | X | X | X | X |  |  | X | X | X | X | X |  |  |  |  |  |  |  | X |  |  |  |
| CLO4:  Relate and reflect upon Culture and its importance in Education | 4.1 Show Cultural respect  4.2  Integrate Educational theory and practices | 4.1.1  Plan and conduct cultural activities  4.2.1  Participate and show interest in videnceh value-based events. | X | X | X | X | X |  |  | X |  | X |  |  | X | X | X |  |  | X | X | X | X |  |
| CLO5: Explain the different Culture of India by performing and conducting activities. | 5.1 Knowledge of Indian culture and its relation to education.  5.2 Decision Making ability  5.3 Develop Social Skills | 5.1.1 Reflect upon cultural Aspects  5.1.2  Evaluate and plan cocurricular activities in school.  5.3.1 Show respect for others | X | X | X | X | X | X |  |  |  | X | X | X | X | X |  |  |  |  | X | X |  |  |
| CLO6: Develop Spiritualistic & Culture based activities and/ or events during Human Value Quarter and present the events in the form of reports. | 6.1  Innovative  6.2 Holistic development  Of Personality | 6.1.1  Conduct and vidence Spiritual and Cultural activities  6.2.1  Show good  Teacher student relationship | X | X | X | X | X | X |  |  |  | X | X | X |  | X | X | X | X |  | X | X | X |  |
| **Course Title:**  **Knowledge And Curriculum-I**  **(EDU138)** | CLO1: Evaluate how curriculum-making plays a critical role in heterogeneous and plural society like India | Discipline Knowledge | To apply Discipline Specific Knowledge and expertise in the core areas. | X | X | X |  | X | X | X | X |  |  |  |  | X | X | X | X | X | X |  | X |  | 9 |
| CLO2: Understand the evolving meanings of ‘curriculum’, when seen as a dynamic process. | Discipline Knowledge & Expertise | To apply Discipline Specific Knowledge and expertise in the core areas. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  | X | X | X | X | X | X | 14 |
| CLO3: Elaborate the Role of school philosophy, administration in creating a context for development of knowledge and curriculum | Reflective Thinking | To develop creative and effective responses to intellectual, professional and social challenges | X |  | X | X | X |  | X | X | X | X |  | X |  |  |  | X |  | X | X |  | X | 9 |
| CLO4: Analyze the conceptual linkages and distinctions between educational aims, curriculum framework, curriculum development, syllabus, teaching-learning materials, pedagogy as well as evaluation processes | Analytical Ability | To demonstrate analytical skills in making best choices among alternatives to make effective decisions | X | X | X | X | X | X |  | X |  | X |  |  | X |  | X |  | X | X | X | X | X | 9 |
| CLO5: Analyze and evaluate different approaches to curriculum | Analytical & Decision-Making Ability | To demonstrate analytical skills in making best choices among alternatives to make effective decisions | X |  | X |  | X |  | X | X | X | X | X |  | X | X | X | X | X | X | X | X |  | 12 |
| CLO6: Understand the importance of External Agencies in Providing Curriculum & Pedagogic support | Multicultural Understanding & Global Outlook | To explore organizational issues from different cultural perspectives and videncehi the opportunities in decision making process | X | X |  | X | X |  | X | X |  |  |  |  | X | X | X | X | X | X |  | X |  | 8 |
| **Course Title:**  **Drama And Art in Education (EDU148)** | CLO1: Enhance their knowledge on Indian cultural heritage, Indian art and craft, artists, and artisans. | Knowledge of different arts form | Familiarization with Indian Culture and Ethos | X |  |  |  |  |  | X |  |  | X | X |  | X |  |  | X |  | X |  |  | X | 7 |
| CLO2: Understand the concept of drama and art in education. | Integration of drama & arts in Pedagogy | Comprehend meaning of drama and Art in Education |  | X |  |  |  |  |  | X |  |  |  |  |  |  | X |  |  |  |  | X |  | **3** |
| CLO3: Appreciate the integration of drama and art in pedagogy. | Multicultural Understanding | Imply the use of Drama and Art in Pedagogy |  |  | X |  |  |  |  |  | X |  |  |  |  | X |  |  |  |  | X |  |  | **3** |
| CL04: Analyze the use of visual arts in their respective pedagogy. | Analytical & Critical Thinking Skill | Analyse the utility of visual art |  |  |  | X |  |  | X |  |  | X |  |  | X |  |  |  |  | X |  |  |  | **4** |
| CLO5: Evaluate the artistic and aesthetic sensibility among their learners during internship. | Reflection | Assess the aesthetic ability of students in the classrooms |  |  |  |  | X |  |  |  | X |  | X | X |  |  |  |  | X |  |  |  |  | **4** |
| CL06: Create pedagogy-based teaching aids using drama, art, and craft. | Creation, Innovation | Create suitable teaching learning resources using elements of drama and art |  |  |  |  |  | X |  | X |  |  | X | X |  | X | X | X | X |  | X | X | X | **10** |
| **Course Title:**  **Professional Ethics for Teachers**  **(EDU183)** | CLO1: Define Professional Ethics as a concept | Discipline Knowledge & Expertise | Apply content Knowledge to real life situation | X | X |  |  | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  | X |  | 13 |
| CLO2: Classify the Professional Ethics at the different levels | Self-Directed and Active Learning | Take personal responsibility and grasp opportunities for self-development | X | X | X | X | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X | X | X | 12 |
| CLO3: Apply the principles of Professional Ethics in the real environment | Integrity and Ethics | practice the highest standards of ethical behaviour associated with their discipline or profession | X |  | X | X | X |  |  |  |  | X |  | X |  | X | X | X |  | X | X |  | X | 8 |
| CLO4: Analyse the role of various professional bodies in critical way | Analytical & Decision-Making Ability | demonstrate analytical skills in making best choices among alternatives to make effective decisions | X | X | X | X | X | X |  | X |  | X |  |  | X | X | X |  |  | X | X | X | X | 9 |
| CLO5: Appraise the professional ethics on broader perspective | Self-Directed and Active Learning | maximize their potential by utilizing their abilities, & academic excellence. | X |  | X |  | X |  |  |  |  |  |  |  | X | X |  | X | X | X | X | X |  | 7 |
| CLO6: Frame action plan for using professional ethics as mandatory exercise | Social & Emotional Skills | establish support to others with empathy and build interpersonal relationships | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  | X |  | 13 |
| **Course Title:**  **Learning and Teaching (PSYC147)** | CLO1: To develop an understanding of the concept of learning. | Discipline Knowledge & Expertise | Apply content Knowledge to real life situation | X | X | X |  | X | X | X | X |  |  |  |  | X | X | X | X | X | X |  | X |  | 8 |
| CLO2: To analyse the factors affecting Learning. | Self-Directed and Active Learning | demonstrate perseverance and willingness to learn. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  | X | X | X | X | X | X | 14 |
| CLO3: To apply the various theories of Learning. | Critical Thinking & Problem-Solving Abilities | Apply critical, creative and evidence-based thinking to conceive innovative responses to future challenges. | X |  | X | X | X |  | X | X | X | X |  | X |  |  |  | X |  | X | X |  | X | 9 |
| CLO4: To know the cognitive perspectives of learning in the learning process | Creativity, Innovation & Reflective Thinking | Develop creative and effective responses to intellectual, professional and social challenges | X | X | X | X | X | X |  | X |  | X |  |  | X | X | X |  | X | X | X | X | X | 10 |
| CLO5: To evaluate the constructivist perspectives of learning in the learning process | Integrity and Ethics | display integrity at work and be responsible global citizens with moral values | X |  | X |  | X |  | X | X | X | X | X |  | X | X | X | X | X | X | X | X |  | 12 |
| CLO6: To create an insight into processes that facilitate construction of knowledge as per the constructivist perspective. | Social & Emotional Skills | demonstrate adaptability and resilience skills in during uncertain situations | X | X |  | X | X |  | X | X |  |  |  |  | X | X | X | X | X | X |  | X |  | 8 |
| **Course Title:**  **Disruptive Technologies and Education (EDU192)** | CLO1: Gain insight into the meaning, need for and importance of implementing disruptive technology | Identify, Define, Outline | Identify and define need of disruptive technology in the field of education | X |  | X | X | X |  |  |  |  | X |  | X | X | X |  |  | X |  | X | X | X |  |
| CLO2: Develop an understanding on impact Internet of Things devices used in the school | Relate, Compare, contrast, Exemplify | Comprehend meaning of internet of things and its utility in education | X |  | X | X | X |  |  |  |  | X |  | X | X | X |  |  | X |  | X | X | X |  |
| CLO 3: Adapt augmented learning and virtual learning appropriately to meet learner’s needs | Demonstrate, Present, Use, Apply | Use augmented learning and virtual reality for teaching learning Process | X |  |  | X |  | X |  | X | X | X |  |  | X | X |  |  | X |  |  | X |  |  |
| CLO 4: Use education 4.0 tools for developing collaborative learning platforms for pupils. | Reflect, Argue, Assess | Analyse the utility of collaborative platforms | X | X |  | X | X |  | X | X | X | X |  |  | X | X |  |  | X | X |  | X | X |  |
| CLO 5: Resolve cyber security related issues in field of school education | Reflect, Argue, Assess | Provide guidance to school students on the concerns of cyber security | X | X | X | X | X | X | X | X |  | X | X |  | X | X |  |  | X | X | X | X | X |  |
| CLO6: Create suitable support material using apps for augmentation for teaching and learning | Design, Create, Devise, Build | Create suitable teaching learning resources using disruptive technology | X | X | X | X |  |  | X |  |  | X | X |  | X | X | X |  | X | X | X | X |  |  |
| **Course Title:**  **Data Analytics I (EDU261)** | CLO1: Recognize tools of measurement assessment and evaluation | Identify, Define, Outline | Differntiate between concepts of assessment, measurement and evaluation | X |  | X | X | X |  |  |  |  | X |  | X | X | X |  |  | X |  | X | X | X |  |
| CLO 2: Give examples for measurement, assessment and evaluation | Relate, Compare, contrast, Exemplify |  | X |  | X | X | X |  |  |  |  | X |  | X | X | X |  |  | X |  | X | X | X |  |
| CLO 3: Apply the knowledge and appreciation of the intrinsic concepts of data analysis in teaching and learning | Demonstrate, Present, Use, Apply |  | X |  |  | X |  | X |  | X | X | X |  |  | X | X |  |  | X |  |  | X |  |  |
| CLO 4: Interpret the data by critically analyzing the same | Integrate, Analyse, Discuss |  | X | X |  | X | X |  | X | X | X | X |  |  | X | X |  |  | X | X |  | X | X |  |
| CLO 5: Demonstrate integrative approach to evaluation with a focus on accuracy and holistic perspective | Reflect, Argue, Assess |  | X | X | X | X | X | X | X | X |  | X | X |  | X | X |  |  | X | X | X | X | X | X |
| CLO 6: Create suitable tools using ICT for evaluating and analyzing the data | Design, Create, Devise, Build |  | X | X | X | X |  |  | X |  |  | X | X |  | X | X | X |  | X | X | X | X |  |  |
| **Course Title:**  **School Internship II (EDU147)** | CLO1: Prepare the lesson plan in the related pedagogy | Occupational and Functional Competence | Incorporate Multicultural Issues and Dynamics into Teaching and Training | X | X |  |  | X | X | X | X | X |  |  | X | X | X |  |  | X | X |  | X |  | 9 |
| CLO2: Participate in peer learning activities | Goal Setting and Strategic Awareness | Resilience and Adaptability | X | X | X | X | X | X | X | X |  | X | X | X |  |  |  | X | X | X | X | X | X | 11 |
| CLO3: Planning and development of tools of assessment in each pedagogy | Employability, Enterprise & Entrepreneurship | Ability to Work in Meaningful Ways with Culturally Different People | X |  | X | X | X |  |  | X | X | X |  | X |  | X | X | X |  | X | X |  | X | 10 |
| CLO4: Organise activities related to human values | Professionalism | Preparedness for Advanced Practice in Specific Fields | X | X | X | X | X | X |  | X |  | X |  |  | X | X | X |  |  | X | X | X | X | 9 |
| CLO5: Create e-portfolios | Problem Solving | Evaluate Information and Presentation of Comprehensive Results | X |  | X |  | X |  | X | X | X | X | X |  | X | X |  | X | X | X | X | X |  | 12 |
| CLO6: Critically observe the school process | Research and Enquiry | Demonstrate scientific enquiry and research aptitude to conduct innovative research | X | X | X | X | X | X | X | X | X |  |  | X | X | X |  |  | X | X |  | X |  | 9 |
| **Course Title:**  **Teaching of English-I (EDU110)** | CLO1:  explain the nature of English language, the concept of language competence and elucidate with suitable examples | Discuss the nature of language , language competency | Takes active participation in discussion and is expressive |  | X |  |  |  |  | X | X | X |  |  |  |  |  |  | X |  |  |  | X |  |  |
| CLO2: review the principles of ELT and bilingualism for English language teaching | Comprehend the principles of ELT | Identify the principle of ELT behind teacher’s teaching | X |  |  |  |  |  | X | X | X | X | X | X |  |  | X | X | X | X |  | X | X |  |
| CLO3: conduct objectives formulation,pedagogical analysis , lesson planning , unit planning , and reflective diary writing | Frame objectives in ELT | Create objectives appropriately |  |  | X |  |  |  | X | X | X | X | X |  | X | X | X |  |  | X | X | X | X |  |
| CLO4: Differentiate approach , method and techniques in ELT | State differences between approach , method and technique | Justify their selection of a particular approach / method and technique clearly. | X |  |  |  |  |  |  |  |  | X |  | X |  | X | X | X |  | X | X | X | X |  |
| CLO 5: analyze practices for maintaining interactive environment | Apply their understanding in maintaining an interactive environment in the ELT classroom | Effectively maintain interactive environment in class |  |  |  | X |  |  |  |  |  | X | X | X | X | X |  | X | X | X | X | X | X |  |
| CLO 6: examine sub skills of LSRW , study skills and ways of developing the same. | Enlist subskills of language skills | develop lesson plans based on it |  |  | X |  |  |  |  | X |  | X |  | X |  | X |  | X | X | X | X | X | X |  |
| CLO 7: Assess the significance of diverse instructional materials and design the same. | Acquire comptewncy in developing teaching aids | Use games and other teaching aids while teaching during school internship. |  |  |  |  | X |  |  |  |  |  |  |  | X |  |  |  |  | X |  |  |  |  |
| CLO 8: Consolidate their understanding on the nature of CCE , language testing , action research and explore techniques for accomplishing the same | Describe nature of CCE | Make use of CCE for evaluation of their teaching |  |  |  |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |
| CLO 9: Teach a unit of content in teams in simulated settings/ real classroom setting | **Design language based lesson plans** | **Deliver effective ESL lessons in real life / simulated sessions.** |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X | X | X |  |
| **Course Title:**  **Teaching of Mathematics – I (EDU119)** | CLO1:  Identify different aspects of Teaching Mathematics with reference to Arithmetic, Algebra and Geometry | 1.1 Strategic competence in planning effective instruction and solving problems that arise during instruction | 1.1.1 Establish relationship with different branches of Maths  1.1.2 Plan lessons using appropriate techniques and resources in different branches.  1.1.3 Solve problems | X | X | X |  |  |  | X | X | X |  |  | X |  | X |  | X |  | X |  |  |  |  |
| CLO2: Relate Skills of Teaching Mathematics and Concept of Planning for Teaching | 1.2 Develop effectiveness  as a Mathematics teacher | 1.2.1 well prepared for content delivery  1.2.2 Follow steps and illustrate with relevant examples | X | X | X | X |  |  | X | X | X | X | X | X |  |  | X | X | X | X |  | X | X |  |
| CLO3:  Demonstrate the implementation of the methods and techniques for teaching Mathematics at secondary level | 1.3 Fluency in carrying out basic instructional routines | 1.3.1 Exhibit knowledge skills, and attitudes  1.3.2 Select suitable method and technique | X | X | X | X | X |  |  | X | X | X | X | X |  | X | X | X |  |  | X |  | X |  |
| CLO4: Integrate resources for teaching Mathematics at secondary level | 1.4 Use of technology and other resources | 1.4.1  Identify, Select and use relevant resources.  1.4.2 Use technology to enhance teaching learning. | X | X | X | X | X | X |  | X |  | X |  | X |  | X | X | X |  | X | X | X | X |  |
| CLO5:  Review the plan and improvise upon the same | 1.5 Logical  Thinking &  Reasoning ability | 1.5.1 Evaluate critically  1.5.2 Present different innovative ideas.  1.5.3 Improvise as per the need. | X | X | X | X | X | X |  |  |  | X | X | X | X | X |  | X | X | X | X | X |  |  |
| CLO6: Create evaluation tools, plans and learning resources for Teaching of Mathematics | 1.6  Self -Efficacy,  Resourcefulness | 1.6.1  Prepare effective plans  1.6.2 develop useful and practical strategy  1.6.2  Create teaching aids and tools for online and physical mode of teaching. | X | X | X | X | X | X |  |  |  |  |  | X |  | X |  | X | X | X | X | X | X |  |
| **Course Title:**  **Teaching of Commerce I (EDU128)** | CLO1: Explain the nature of commerce and its correlation with other subjects | Discuss the nature of commerce and its correlation with other subjects | Takes active participation in discussion and is expressive | X | X | X | X | X |  | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X |  |
| CLO2:  Explain the steps of developing lesson plan, unit plan yearly plan in the field of commerce | Design lesson plan, unit plan yearly plan in the field of commerce | Deliver lesson plan, in the field of commerce | X | X | X | X | X |  | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| CLO3: Choose and use different approaches and methods depending on the commerce content for learning and teaching of commerce | Acquire competency in using different approaches and methods depending on the commerce content for learning and teaching of commerce | Use different approaches and methods depending on the commerce content for learning and teaching of commerce | X | X | X | X | X |  | X | X | X | X |  | X | X | X |  | X | X |  | X | X | X |  |
| CLO4: Develop skills to design and use various evaluation tools to measure learner achievement in Commerce. | Develop competency to design and use various evaluation tools to measure learner achievement in Commerce. | Design and use various evaluation tools to measure learner achievement in Commerce. | X | X | X | X | X |  | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| **Course Title:**  **Teaching of Hindi-I (EDU139)** | CLO1: Explain the nature of Hindi and its correlation with other subjects | Show Critical Ability | Reflection on educational theories,  Awareness of educational trends,  Relation of theory with practical | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X |  |
| CLO2: Develop lesson plans, unit plans yearly plans in the field of Hindi | Use Problem Solving | Critical vidence and  Problem-Solving Abilities,  Analytical & Decision-Making Ability | X | X | X | X | X | X | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| CLO3: Choose and use different approaches and methods depending on the Hindi content for learning and teaching of Hindi | Analytical & Decision-Making  Ability | Self-directed and Active  Learning, Multicultural Understanding & Global  Outlook | X | X | X | X | X | X | X |  | X | X |  | X |  | X |  | X | X |  | X | X | X |  |
| CLO4: Choose and use different approaches and methods depending on the Hindi content for learning and teaching Hindi in one’s life | Assessment and evaluation Ability | Leadership &  Teamwork, Decision-Making Ability | X | X | X | X |  | X | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO5: Conduct pedagogical analysis for a unit of Hindi | Knowledge  and  Expertise   ability | Multicultural Understanding & Global  Outlook  Social & Emotional  Skills | X | X | X | X | X | X | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO6: Develop skills to design and use various evaluation tools to measure learner achievement in Hindi | Lifelong Learning, Employability, Enterprise & Entrepreneurship | Lifelong Learning,  Employability, Enterprise & Entrepreneurship | X | X |  | X | X | X |  |  | X | X |  |  | X | X | X | X |  | X | X | X |  |  |
| **Course Title:**  **Teaching of Social Science – I (EDU140)** | CLO1: Select the relevant pedagogies available for social-science teaching. | Skill Development | Knowledge and Expertise of pedagogy of social science. | X | X | X | X | X | X | X | X | X | X |  | X | X | X |  |  |  | X | X | X | X |  |
| Develop teaching competencies |
| CLO2:Identify the Audio-Visual resources in the Social- Science classrooms | Creativity, Innovation & Reflective Thinking | 1.1  Develop skills in preparation and use of support materials | X | X | X | X | X | X | X |  |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| 1.2  Self-directed and Active learning |
| CLO3: Develop different plans according to schools’ requirement | Critical thinking and Problem-Solving Abilities |  | X | X | X | X | X | X | X | X | X | X |  | X | X | X |  | X |  |  | X | X | X |  |
| CLO4: Examine the evaluation tools in the classrooms as per the current norms | Analytical & Decision-Making Ability | **1.1**  designing tools of evaluation. | X | X | X | X | X | X | X | X |  | X |  | X | X |  | X | X |  |  | X | X |  |  |
| 1.2  Enrich the knowledge of evaluation |
| CLO5: Relate their role as a reflector in the teaching-learning scenario | Leadership & Teamwork, Multicultural Understanding & Global Outlook | **1.1**  Acquire skills in teaching social sciences. | X | X | X | X | X | X | X | X |  | X | X | X |  |  | X | X |  |  | X | X |  |  |
| 1.2  Develop the ability to work as social science teacher. |
| CLO6: Define the meaning, nature & scope of Social Science | Social & Emotional Skills. Employability, Enterprise & Entrepreneurship | **1.1**  Accelerate the skills of teaching social science | X | X | X | X | X | X | X | X |  | X | X | X |  |  | X | X |  |  | X | X |  |  |
| 1.2  Understand the concept, nature and scope of social science |
| **Course Title: Teaching of Science – I (EDU146)** | CLO1: Analyze the nature of relationship of science with technology and society. | Discipline Knowledge & Expertise | Apply content Knowledge to real life situation | X | X | X |  | X | X | X | X |  |  |  |  | X | X | X | X | X | X |  | X |  | 8 |
| CLO2: Describe the basic nature and structure of science. | Self-Directed and Active Learning | demonstrate perseverance and willingness to learn. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  | X | X | X | X | X | X | 14 |
| CLO3: Critically evaluate and apply key approaches and strategies of development of Science curriculum. | Critical Thinking & Problem-Solving Abilities | Apply critical, creative and evidence-based thinking to conceive innovative responses to future challenges. | X |  | X | X | X |  | X | X | X | X |  | X |  |  |  | X |  | X | X |  | X | 9 |
| CLO4: Demonstrate the application of some innovative experiments in science education | Creativity, Innovation & Reflective Thinking | Develop creative and effective responses to intellectual, professional and social challenges | X | X | X | X | X | X |  | X |  | X |  |  | X | X | X |  | X | X | X | X | X | 10 |
| CLO5: Recognize the role of cocurricular activities in science curriculum | Integrity and Ethics | display integrity at work and be responsible global citizens with moral values | X |  | X |  | X |  | X | X | X | X | X |  | X | X | X | X | X | X | X | X |  | 12 |
| CLO6: Formulate the different methods of evaluating students | Social & Emotional Skills | demonstrate adaptability and resilience skills in during uncertain situations | X | X |  | X | X |  | X | X |  |  |  |  | X | X | X | X | X | X |  | X |  | 8 |
| **Semester – III** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course Title:**  **Disruptive Technologies and Education (EDU192)** | CLO1: Gain insight into the meaning, need for and importance of implementing disruptive technology | Identify, Define, Outline | Identify and define need of disruptive technology in the field of education | X |  |  |  |  |  | X |  | X | X | X |  |  |  |  | X |  | X | X | X |  |  |
| CLO2: Develop an understanding on impact Internet of Things devices used in the school | Relate, Compare, contrast, Exemplify | Comprehend meaning of internet of things and its utility in education |  | X |  |  |  |  | X |  | X | X | X |  |  |  |  | X |  | X | X | X |  |  |
| CLO 3: Adapt augmented learning and virtual learning appropriately to meet learner’s needs | Demonstrate, Present, Use, Apply | Use augmented learning and virtual reality for teaching learning Process |  |  | X |  |  |  | X |  |  | X |  | X |  | X | X | X |  |  | X | X |  |  |
| CLO 4: Use education 4.0 tools for developing collaborative learning platforms for pupils. | Reflect, Argue, Assess | Analyse the utility of collaborative platforms |  |  |  | X |  |  | X | X |  | X | X |  | X | X | X | X |  |  | X | X |  |  |
| CLO 5: Resolve cyber security related issues in field of school education | Reflect, Argue, Assess | Provide guidance to school students on the concerns of cyber security |  |  |  |  | X |  | X | X | X | X | X | X | X | X |  | X | X |  | X | X |  |  |
| CLO6: Create suitable support material using apps for augmentation for teaching and learning | Design, Create, Devise, Build | Create suitable teaching learning resources using disruptive technology |  |  |  |  |  | X | X | X | X | X |  |  | X |  |  | X | X |  | X | X | X |  |
| **Course Title:**  **Data Analytics I (EDU261)** | CLO1: Recognize tools of measurement assessment and evaluation | Identify, Define, Outline | Differentiate between concepts of assessment, measurement and evaluation | X |  |  |  |  |  | X |  |  |  |  |  | X |  |  | X |  |  |  | X |  |  |
| CLO 2: Give examples for measurement, assessment and evaluation | Relate, Compare, contrast, Exemplify |  |  | X |  |  |  |  | X |  | X |  | X | X | X |  |  | X | X |  | X | X |  |  |
| CLO 3: Apply the knowledge and appreciation of the intrinsic concepts of data analysis in teaching and learning | Demonstrate, Present, Use, Apply |  |  |  | X |  |  |  | X | X |  |  |  | X | X | X | X | X |  |  | X | X |  |  |
| CLO 4: Interpret the data by critically analyzing the same | Integrate, Analyse, Discuss |  |  |  |  | X |  |  | X |  | X | X | X |  | X | X | X | X |  |  | X | X |  |  |
| CLO 5: Demonstrate integrative approach to evaluation with a focus on accuracy and holistic perspective | Reflect, Argue, Assess |  |  |  |  |  | X |  | X | X |  | X | X | X | X | X |  | X |  |  | X | X |  |  |
| CLO 6: Create suitable tools using ICT for evaluating and analyzing the data | Design, Create, Devise, Build |  |  |  |  |  |  | X | X | X |  | X | X |  | X | X |  | X | X | X | X | X | X |  |
| **Course Title:**  **School Internship III (EDU208)** | CLO1: Prepare the lesson plan in the related pedagogy | Occupational and Functional Competence | Incorporate Multicultural Issues and Dynamics into Teaching and Training | X | X |  |  | X | X | X | X | X |  |  | X | X | X |  |  | X | X |  | X |  | 9 |
| CLO2: Organize and participate in co-curricular activities in the school | Goal Setting and Strategic Awareness | Resilience and Adaptability | X | X | X | X | X | X | X | X |  | X | X | X |  |  |  | X | X | X | X | X | X | 11 |
| CLO3: Critically observe the school process | Employability, Enterprise & Entrepreneurship | Ability to Work in Meaningful Ways with Culturally Different People | X |  | X | X | X |  |  | X | X | X |  | X |  | X | X | X |  | X | X |  | X | 10 |
| CLO4: Train themselves to work in liaison with regular teachers | Professionalism | Preparedness for Advanced Practice in Specific Fields | X | X | X | X | X | X |  | X |  | X |  |  | X | X | X |  |  | X | X | X | X | 9 |
| CLO5: Administer diagnostics test and plan and apply remedial teaching | Problem Solving | Evaluate Information and Presentation of Comprehensive Results | X |  | X |  | X |  | X | X | X | X | X |  | X | X |  | X | X | X | X | X |  | 12 |
| CLO6: Develop in the practitioners the required confidence and ability to carry out research for solving their own problems. | Research and Enquiry | Demonstrate scientific enquiry and research aptitude to conduct innovative research | X | X | X | X | X | X | X | X | X |  |  | X | X | X |  |  | X | X |  | X |  | 9 |
| **Course Title:**  **Teaching of English-I (EDU110)** | CLO1:  explain the nature of English language, the concept of language competence and elucidate with suitable examples | Discuss the nature of language language competency | Takes active participation in discussion and is expressive |  | X |  |  |  |  | X | X | X |  |  |  |  |  |  | X |  |  |  | X |  |  |
| CLO2: review the principles of ELT and bilingualism for English language teaching | Comprehend the principles of ELT | Identify the principle of ELT behind teacher’s teaching | X |  |  |  |  |  | X | X | X | X | X | X |  |  | X | X | X | X |  | X | X |  |
| CLO3: conduct objectives formulation,pedagogical analysis , lesson planning , unit planning , and reflective diary writing | Frame objectives in ELT | Create objectives appropriately |  |  | X |  |  |  | X | X | X | X | X |  | X | X | X |  |  | X | X | X | X |  |
| CLO4: Differentiate approach , method and techniques in ELT | State differences between approach , method and technique | Justify their selection of a particular approach / method and technique clearly. | X |  |  |  |  |  |  |  |  | X |  | X |  | X | X | X |  | X | X | X | X |  |
| CLO 5: analyze practices for maintaining interactive environment | Apply their understanding in maintaining an interactive environment in the ELT classroom | Effectively maintain interactive environment in class |  |  |  | X |  |  |  |  |  | X | X | X | X | X |  | X | X | X | X | X | X |  |
| CLO 7: Assess the significance of diverse instructional materials and design the same. | Acquire comptewncy in developing teaching aids | Use games and other teaching aids while teaching during school internship. |  |  |  |  | X |  |  |  |  |  |  |  | X |  |  |  |  | X |  |  |  |  |
| CLO 8: Consolidate their understanding on the nature of CCE , language testing , action research and explore techniques for accomplishing the same | Describe nature of CCE | Make use of CCE for evaluation of their teaching |  |  |  |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |
| CLO 9: Teach a unit of content in teams in simulated settings/ real classroom setting | **Design language-based lesson plans** | **Deliver effective ESL lessons in real life / simulated sessions.** |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X | X | X |  |
| **Course Title:**  **Teaching of Mathematics-I (EDU119)** | CLO1:  Identify different aspects of Teaching Mathematics with reference to Arithmetic, Algebra and Geometry | 1.1 Strategic competence in planning effective instruction and solving problems that arise during instruction | 1.1.1 Establish relationship with different branches of Maths  1.1.2 Plan lessons using appropriate techniques and resources in different branches.  1.1.3 Solve problems | X | X | X |  |  |  | X | X | X |  |  | X |  | X |  | X |  | X |  |  |  |  |
| CLO2: Relate Skills of Teaching Mathematics and Concept of Planning for Teaching | * 1. Develop effectiveness   as a Mathematics teacher | 1.2.1 well prepared for content delivery  1.2.2 Follow steps and illustrate with relevant examples | X | X | X | X |  |  | X | X | X | X | X | X |  |  | X | X | X | X |  | X | X |  |
| CLO3:  Demonstrate the implementation of the methods and techniques for teaching Mathematics at secondary level | 1.3 Fluency in carrying out basic instructional routines | 1.3.1 Exhibit knowledge skills, and attitudes  1.3.2 Select suitable method and technique | X | X | X | X | X |  |  | X | X | X | X | X |  | X | X | X |  |  | X |  | X |  |
| CLO4: Integrate resources for teaching Mathematics at secondary level | 1.4 Use of technology and other resources | 1.4.1  Identify, Select and use relevant resources.  1.4.2 Use technology to enhance teaching learning. | X | X | X | X | X | X |  | X |  | X |  | X |  | X | X | X |  | X | X | X | X |  |
| CLO5:  Review the plan and improvise upon the same | 1.5 Logical  Thinking &  Reasoning ability | 1.5.1 Evaluate critically  1.5.2 Present different innovative ideas.  1.5.3 Improvise as per the need. | X | X | X | X | X | X |  |  |  | X | X | X | X | X |  | X | X | X | X | X |  |  |
| CLO6: Create evaluation tools, plans and learning resources for Teaching of Mathematics | 1.6  Self -Efficacy,  Resourcefulness | 1.6.1  Prepare effective plans  1.6.2 develop useful and practical strategy  1.6.2  Create teaching aids and tools for online and physical mode of teaching. | X | X | X | X | X | X |  |  |  |  |  | X |  | X |  | X | X | X | X | X | X |  |
| **Course Title:**  **Teaching of Commerce I (EDU128)** | CLO1: Explain the nature of commerce and its correlation with other subjects | Discuss the nature of commerce and its correlation with other subjects | Takes active participation in discussion and is expressive | X | X | X | X | X |  | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X |  |
| CLO2:  Explain the steps of developing lesson plan, unit plan yearly plan in the field of commerce | Design lesson plan, unit plan yearly plan in the field of commerce | Deliver lesson plan, in the field of commerce | X | X | X | X | X |  | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| CLO3: Choose and use different approaches and methods depending on the commerce content for learning and teaching of commerce | Acquire competency in using different approaches and methods depending on the commerce content for learning and teaching of commerce | Use different approaches and methods depending on the commerce content for learning and teaching of commerce | X | X | X | X | X |  | X | X | X | X |  | X | X | X |  | X | X |  | X | X | X |  |
| CLO4: Develop skills to design and use various evaluation tools to measure learner achievement in Commerce. | Develop competency to design and use various evaluation tools to measure learner achievement in Commerce. | Design and use various evaluation tools to measure learner achievement in Commerce. | X | X | X | X | X |  | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| **Course Title:**  **Teaching of Hindi-I (EDU139)** | CLO1: Explain the nature of Hindi and its correlation with other subjects | Show Critical Ability | Reflection on educational theories,  Awareness of educational trends,  Relation of theory with practical | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X |  |
| CLO2: Develop lesson plans, unit plans yearly plans in the field of Hindi | Use Problem Solving | Critical vidence and  Problem-Solving Abilities,  Analytical & Decision-Making Ability | X | X | X | X | X | X | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| CLO3: Choose and use different approaches and methods depending on the Hindi content for learning and teaching of Hindi | Analytical & Decision-Making  Ability | Self-directed and Active  Learning, Multicultural Understanding & Global  Outlook | X | X | X | X | X | X | X |  | X | X |  | X |  | X |  | X | X |  | X | X | X |  |
| CLO4: Choose and use different approaches and methods depending on the Hindi content for learning and teaching Hindi in one’s life | Assessment and evaluation Ability | Leadership &  Teamwork, Decision-Making Ability | X | X | X | X |  | X | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO5: Conduct pedagogical analysis for a unit of Hindi | Knowledge  and  Expertise   ability | Multicultural Understanding & Global  Outlook  Social & Emotional  Skills | X | X | X | X | X | X | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO6: Develop skills to design and use various evaluation tools to measure learner achievement in Hindi | Lifelong Learning, Employability, Enterprise & Entrepreneurship | Lifelong Learning,  Employability, Enterprise & Entrepreneurship | X | X |  | X | X | X |  |  | X | X |  |  | X | X | X | X |  | X | X | X |  |  |
| **Course Title:**  **Teaching of Social Science -I (EDU140)** | CLO1: Select the relevant pedagogies available for social-science teaching. | Skill Development | Knowledge and Expertise of pedagogy of social science. | X | X | X | X | X | X | X | X | X | X |  | X | X | X |  |  |  | X | X | X | X |  |
| Develop teaching competencies |
| **CLO2:** Identify the Audio-Visual resources in the Social- Science classrooms | Creativity, Innovation & Reflective Thinking | 1.1  Develop skills in preparation and use of support materials | X | X | X | X | X | X | X |  |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| 1.2  Self-directed and Active learning |
| CLO3: Develop different plans according to schools’ requirement | Critical thinking and Problem-Solving Abilities |  | X | X | X | X | X | X | X | X | X | X |  | X | X | X |  | X |  |  | X | X | X |  |
| CLO4: Examine the evaluation tools in the classrooms as per the current norms | Analytical & Decision-Making Ability | **1.1**  designing tools of evaluation. | X | X | X | X | X | X | X | X |  | X |  | X | X |  | X | X |  |  | X | X |  |  |
| 1.2  Enrich the knowledge of evaluation |
| CLO5: Relate their role as a reflector in the teaching-learning scenario | Leadership & Teamwork, Multicultural Understanding & Global Outlook | **1.1**  Acquire skills in teaching social sciences. | X | X | X | X | X | X | X | X |  | X | X | X |  |  | X | X |  |  | X | X |  |  |
| 1.2  Develop the ability to work as social science teacher. |
| CLO6: Define the meaning, nature & scope of Social Science | Social & Emotional Skills. Employability, Enterprise & Entrepreneurship | **1.1**  Accelerate the skills of teaching social science | X | X | X | X | X | X | X | X |  | X | X | X |  |  | X | X |  |  | X | X |  |  |
| 1.2  Understand the concept, nature and scope of social science |
| **Course Title: Teaching of Science -I (EDU146)** | CLO1: Analyze the nature of relationship of science with technology and society. | Discipline Knowledge & Expertise | Apply content Knowledge to real life situation | X | X | X |  | X | X | X | X |  |  |  |  | X | X | X | X | X | X |  | X |  | 8 |
| CLO2: Describe the basic nature and structure of science. | Self-Directed and Active Learning | demonstrate perseverance and willingness to learn. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  | X | X | X | X | X | X | 14 |
| CLO3: Critically evaluate and apply key approaches and strategies of development of Science curriculum. | Critical Thinking & Problem-Solving Abilities | Apply critical, creative and evidence-based thinking to conceive innovative responses to future challenges. | X |  | X | X | X |  | X | X | X | X |  | X |  |  |  | X |  | X | X |  | X | 9 |
| CLO4: Demonstrate the application of some innovative experiments in science education | Creativity, Innovation & Reflective Thinking | Develop creative and effective responses to intellectual, professional and social challenges | X | X | X | X | X | X |  | X |  | X |  |  | X | X | X |  | X | X | X | X | X | 10 |
| CLO5: Recognize the role of cocurricular activities in science curriculum | Integrity and Ethics | display integrity at work and be responsible global citizens with moral values | X |  | X |  | X |  | X | X | X | X | X |  | X | X | X | X | X | X | X | X |  | 12 |
| CLO6: Formulate the different methods of evaluating students | Social & Emotional Skills | demonstrate adaptability and resilience skills in during uncertain situations | X | X |  | X | X |  | X | X |  |  |  |  | X | X | X | X | X | X |  | X |  | 8 |
| **Course Title: Teaching of English-II (EDU207)** | CLO 1: explain the nature of English language, and role of language with reference to identity, social contexts, power, class, gender with suitable examples | Describe the nature of English language and its relation with identity, social contexts, power etc | Express their views independently on the subject |  | X |  |  |  |  | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  |
| CLO2: review the position of English Language in India (K) | Comment upon the position of English language in India | Justify the need and aspirations of the students and parents regarding the position of English in India | X |  |  |  |  |  |  | X | X | X | X | X |  | X | X | X |  |  | X | X | X |  |
| CLO3:  conduct lesson planning based on methods and language learning strategies studied in the course (Application) | Develop lesson plans | Deliver lesson plans on language and literature topics |  |  | X |  |  |  |  |  |  | X |  | X |  | X | X | X |  | X | X | X | X |  |
| CLO 4:  analyze practices for developing LSRW skills and reference skills  (Analysis) | Share their ideas on developing language skills | Select the best strategy for developing language skills |  |  |  | X |  |  | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO 5: examine sub skills of LSRW (Application) | Develop language games for practicing language subskills | Display their creativity and understanding through their use of language games |  |  |  | X |  |  |  |  |  | X | X | X | X | X |  | X | X | X | X | X | X |  |
| CLO 6: Assess the significance of language testing and design the same. KNOWLEDGE | Develop insights on the nature of language testing | Design test items for testing language subskills appropriately |  |  |  |  | X |  |  |  | X | X | X | X | X |  | X | X | X | X | X | X | X |  |
| CLO 7: Consolidate their understanding on the nature of language, language learning, position of English in India, language testing, and explore techniques for accomplishing the same KNOWLEDGE | Describe the nature of language and place of English in India | Exhibit their understanding in spoken and written form. |  |  |  | X |  |  |  |  |  |  |  |  | X |  |  |  |  | X |  |  |  |  |
| CLO 8: Teach a unit of content in teams/ individual in simulated settings/ real classroom setting (S) | Design lesson plans for teaching an ESL unit | Deliver a lesson on ESL unit appropriately in real life / simulated settings |  |  |  | X |  |  |  |  |  |  | X |  | X |  |  |  |  |  |  |  |  |  |
| **Course Title:**  **Teaching of Mathematics-II (EDU216)** | CLO 1: Outline the stages of curriculum development | Identify, Define, Outline | Critically analyse the mathematics curriculum | X |  |  |  |  | X |  |  |  |  |  |  |  |  | X |  | X |  |  |  | X |  |
| CLO 2: Comprehend the importance of Curriculum development and videncehip | Relate, Compare, contrast, Exemplify | Compare the national state and international mathematics curriculum |  | X |  |  |  | X |  |  |  | X | X |  |  |  | X | X |  | X | X |  | X |  |
| CLO 3: Apply innovative techniques and strategies of teaching mathematics | Demonstrate, Present, Use, Apply | Use innovative techniques of teaching |  |  | X |  |  | X | X |  |  |  | X |  | X | X | X |  |  | X | X |  | X |  |
| CLO 4: Appreciate the need to provide for individual differences in mathematical ability | Integrate, Analyse, Discuss | Create differential assignment |  |  |  | X |  | X |  |  | X | X |  |  | X | X | X |  |  | X | X | X | X |  |
| CLO5: Conduct action research for mathematics at secondary level | Reflect, Argue, Assess | Conduct action research on mathematical issues and concerns |  |  |  | X |  | X | X | X |  | X |  | X | X |  | X |  |  | X | X |  | X |  |
| CLO6: Create tools and techniques for videnceh of student’s performance in Mathematics | Design, Create, Devise, Build | Create tools for effective teaching |  |  |  |  | X | X | X | X | X |  |  | X | X |  | X |  |  | X | X | X | X |  |
| **Course Title:**  **Teaching of Physics (EDU227)** | CLO1: Analyze the nature of relationship of Science with technology and society, | Analytical & Decision-Making Ability | Demonstrate independent thinking and openness to new ideas in decision making | X | X | X |  | X | X | X | X |  |  |  |  | X | X | X | X | X | X |  |  | X | 8 |
| CLO2: Describe the basic nature and structure of Physics | Integrity and Ethics | To practice the highest standards of ethical behaviour associated with their discipline or profession | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  | X | X | X | X | X | X | 14 |
| CLO3: Critically evaluate and apply key approaches and strategies of development of Physics curriculum, | Social & Emotional Skills | To demonstrate adaptability and resilience skills in physics | X |  | X | X | X |  | X | X | X | X |  | X |  |  |  | X |  | X | X | X |  | 9 |
| CLO4: Demonstrate the application of some innovative experiments in Physics | Creativity, Innovation & Reflective Thinking | demonstrate the capacity for independent, conceptual and creative thinking | X | X | X | X | X | X |  | X |  | X |  |  | X | X | X |  | X | X | X | X | X | 10 |
| CLO5: Formulate the different methods of evaluating students | Analytical & Decision-Making Ability | demonstrate analytical skills in making best choices among alternatives to make effective decisions | X |  | X |  | X |  | X | X | X | X | X |  | X | X | X | X | X | X |  | X | X | 12 |
| CLO6: Apply the principles of Physics for Sustainable development of Human Race | Sustainability | analyse and implement the initiative to conserve natural resources and develop sustainable technologies by using knowledge and experience of their discipline | X | X |  | X | X |  | X | X |  |  |  |  | X | X | X | X | X | X |  |  | X | 8 |
| **Course Title:**  **Teaching of Chemistry (EDU236)** | CLO1: Analyze the nature of relationship of chemistry with technology and society | Information & Communication Technology Skills | Efficient use and apply of information and communication technologies and participate in collaborative networks for developing requisite skills of Industry 4.0 | X | X | X |  | X | X | X | X |  |  |  |  | X | X | X | X | X | X |  | X |  | 8 |
| CLO2: Describe the basic nature and structure of chemistry | Knowledge and Expertise of Education | Develop knowledge and skills to integrate principles of sciences to achieve academic excellence | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  | X | X | X | X | X | X | 14 |
| CLO3: Critically evaluate and apply key approaches and strategies of development of chemistry curriculum | Critical Thinking and Problem-Solving Abilities | Formulate critical thinking, interpret and comprehend research-based knowledge to design and synthesize solutions to scientific problems in science curriculum | X |  | X | X | X |  | X | X | X | X |  | X |  |  |  | X |  | X | X |  | X | 9 |
| CLO4: Demonstrate the application of some innovative experiments in chemistry | Creativity, Innovation & Reflective Thinking | The student shall be able to combine scientific creativity and reflective thinking to critically evaluate innovative ideas in life sciences for developing processes and products relevant to industry/societal needs. | X | X | X | X | X | X |  | X |  | X |  |  | X | X | X |  | X | X | X | X | X | 10 |
| CLO5: Formulate the different methods of evaluating students | Critical Thinking and Problem-Solving Abilities | Formulate critical thinking, interpret and comprehend research-based knowledge to design and synthesize various evaluation strategies | X |  | X |  | X |  | X | X | X | X | X |  | X | X | X | X | X | X | X | X |  | 12 |
| CLO6: Apply the principles of Chemistry for Sustainable development of Human Race | Environment and Sustainability | Analyse and implement the initiative to conserve natural resources and develop sustainable technologies by using knowledge and experience of their discipline. | X | X |  | X | X |  | X | X |  |  |  |  | X | X | X | X | X | X |  | X |  | 8 |
| **Course Title:**  **Teaching of Biology (EDU237)** | CLO1: Recall the basic concepts of teaching of biology | Discipline Knowledge & Expertise | Apply content Knowledge to real life situation | X | X | X |  | X | X | X | X |  |  |  |  | X | X | X | X | X | X |  | X |  | 8 |
| CLO2: Analyze the nature of relationship of biology with technology and society | Self-Directed and Active Learning | demonstrate perseverance and willingness to learn. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  | X | X | X | X | X | X | 14 |
| CLO3: Describe the basic nature and structure of biology | Critical Thinking & Problem-Solving Abilities | Apply critical, creative and evidence-based thinking to conceive innovative responses to future challenges. | X |  | X | X | X |  | X | X | X | X |  | X |  |  |  | X |  | X | X |  | X | 9 |
| CLO4: Critically evaluate and apply key approaches and strategies of development of biology curriculum | Creativity, Innovation & Reflective Thinking | Develop creative and effective responses to intellectual, professional and social challenges | X | X | X | X | X | X |  | X |  | X |  |  | X | X | X |  | X | X | X | X | X | 10 |
| CLO5: Demonstrate the application of some innovative experiments in the area of biology | Integrity and Ethics | display integrity at work and be responsible global citizens with moral values | X |  | X |  | X |  | X | X | X | X | X |  | X | X | X | X | X | X | X | X |  | 12 |
| CLO6: Formulate the different methods of evaluating students | Social & Emotional Skills | demonstrate adaptability and resilience skills in during uncertain situations | X | X |  | X | X |  | X | X |  |  |  |  | X | X | X | X | X | X |  | X |  | 8 |
| **Course Title: Teaching of Political Sciences (EDU246)** | CLO1: Gain insight into the structure and discipline of Political Science. Explain the different objective-based teaching of Political Science. Relate Political Science with other disciplines. | Social & Emotional Skills. Employability, Enterprise & Entrepreneurship | 1.1 Knowledge and Expertise of pedagogy of political science. | X | X | X | X | X | X | X | X | X | X |  | X | X | X |  | X |  | X | X | X | X |  |
| 1.2 Develop teaching competencies. |
| CLO2: Compare the different methods and approaches of teaching Political Science. | Critical thinking and Problem-Solving Abilities | 1.1  designing lesson plans. | X | X | X | X | X | X | X |  | X | X |  | X | X | X |  | X | X | X | X | X | X |  |
| 1.2  Develop the ability to work as political science teacher. |
| CLO3: Prepare the lesson plan and unit plans according to school’s videncehi. | Creativity, Innovation & Reflective Thinking | 1.1  designing methods of teaching. | X | X | X | X | X | X | X | X | X | X |  | X | X | X |  | X |  |  | X | X | X |  |
| 1.2  Acquire skills in teaching political sciences. |
| CLO4: Choose the best teaching resources for teaching political science at secondary level. | Analytical & Decision-Making Ability | 1.1  Enrich the knowledge on innovative pedagogy | X | X | X | X | X | X | X | X |  | X |  | X | X | X | X | X |  |  | X | X |  |  |
| 1.2  Develop teaching competencies. |
| CLO5: Create different types of evaluation tools for continuous evaluation. | Imagination, Origination & Contemplative Thinking | **1.1**  designing tools of evaluation. | X | X | X | X | X | X | X | X | X | X | X | X |  |  | X | X |  |  | X | X |  |  |
| **1.2**  Enrich the knowledge of evaluation |
| **Course Title:**  **Teaching of History (EDU248)** | CLO1: Understand the meaning, scope and importance of History | Critical Thinking | To demonstrate the capacity for independent, conceptual and creative thinking; | X | X |  |  | X | X | X | X |  |  |  |  | X | X | X | X | X | X |  | X |  | 9 |
| CLO2: Analyze the relationship of history with the other disciplines | Analytical thinking | To determine relevant data and evaluate information in order to understand complex situations and make effective decisions · To demonstrate independent thinking and openness to new ideas in decision making | X | X | X | X | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X | X | X | 12 |
| CLO3: Develop videncehip with various methods and skills of Teaching History | Managing Information | To grasp opportunities for self-development. | X |  | X | X | X |  | X | X |  | X |  | X |  | X | X | X |  | X | X |  | X | 10 |
| CLO4:Evaluate the Current Trends in Teaching of Historys | Analytical & Decision-Making Ability | To demonstrate analytical skills in making best choices among alternatives to make effective decisions | X | X | X | X | X | X |  | X |  | X |  |  | X | X | X |  |  | X | X | X | X | 9 |
| CLO5: Apply the evaluation tools in the classrooms as per the current norms | Employability, Enterprise & Entrepreneurship | To develop knowledge and skills to gain employment opportunities · To improve on functional, technological and behavioural competencies to develop professionalism | X |  | X |  | X |  | X | X | X | X | X |  | X | X |  | X |  | X | X | X |  | 11 |
| CLO6: Understand the current trends in Teaching History | Discipline Knowledge & Expertise | To apply Discipline Specific Knowledge and expertise in the core areas. | X | X |  | X | X |  | X | X | X | X | X |  | X | X |  | X | X | X | X | X |  | 12 |
| **Course Title:**  **Teaching of Hindi-II (EDU252)** | CLO1: Explain the nature of Hindi and its correlation with other subjects | Show Critical Ability | Reflection on educational theories,  Awareness of educational trends,  Relation of theory with practical | X | X | X | X | X |  | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X |  |
| CLO2: Develop lesson plans, unit plans yearly plans in the field of Hindi | Use Problem Solving | Critical thinking and  Problem-Solving Abilities,  Analytical & Decision-Making Ability | X | X | X | X | X |  | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| CLO3: Choose and use different approaches and methods depending on the Hindi content for learning and teaching Hindi | Analytical & Decision-Making Ability | Self-directed and Active  Learning, Multicultural Understanding & Global  Outlook | X | X | X | X | X |  | X |  | X | X |  | X |  | X |  | X | X |  | X | X | X |  |
| CLO4: Create lesson plans required for face-to-face learning and remote learning using the four-quadrant approach | Social & Emotional Skills | Leadership &  Teamwork, Decision-Making Ability | X | X | X | X |  |  | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO5: Conduct pedagogical analysis for a unit of Hindi | Assessment and evaluation Ability | Multicultural Understanding & Global  Outlook  Social & Emotional  Skills | X | X | X | X | X |  | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO6: Develop skills to design and use various evaluation tools to measure learner achievement in Hindi | Lifelong Learning, Employability, Enterprise & Entrepreneurship | Lifelong Learning,  Employability, Enterprise & Entrepreneurship | X | X | X | X | X | X | X | X |  | X | X | X |  |  | X | X |  |  | X | X |  |  |
| **Semester – IV** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course Title:**  **Gender, School & Society (EDU206)** | CLO1:  Identify and develop clear perspective of the concepts related with gender and equity and equality issues in the society. | 1.1Develop perspective in terms of gender, equity and equality | 1.1.1  Identify and Reflect  positively towards gender Issues in the society. | X | X | X |  |  |  | X | X | X |  |  |  |  |  |  | X |  |  |  |  |  |  |
| CLO2:  Understand historical and contemporary context and perceive paradigm shift from women’s studies to gender studies. | 2.1Understand  And gain insight in respect of gender and women study  2.2 Rational thinking | 2.1.1  Analyse  and evaluate various stages in  paradigm shift from women’s studies to gender studies.  2.1.2  Appreciate and use rational thinking in taking nonbiased decision. | X | X | X | X |  |  | X | X | X | X | X | X |  |  | X | X | X | X |  | X | X |  |
| CLO3:  Apply  theoretical frameworks of feminism to relate and describe Gender, Power and Education. | 3.1 Integrate Feminist theory and educational practices | 3.1.1 Ability to find ways to deal with gender-based practices in community and school | X | X | X | X | X |  |  | X | X | X | X | X |  | X | X | X |  |  | X |  | X |  |
| CLO4:  Identify, highlight and analyze Gender Issues in Curriculum | 4.1  Apply related knowledge and skills and identify gender issues in curriculum  4.2 Critical thinking | 4.1.1  Develop Clear perspective in respect of gender issues in education  4.2. discuss and remove prejudiced socialization practices in school and society. | X | X | X | X | X | X |  |  |  | X |  | X |  | X | X | X |  | X | X | X | X |  |
| CLO5:  Discern and evaluate key factors involved in Gender, Sexuality, Sexual Harassment, Abuse and gain insight about Institutions redressing the related anomalies | 5.1  Redressal of Gender, Sexuality, Sexual Harassment, Abuse related anomalies | 5.1.1Evaluate critically gender socialization practices in school and society.  5.1.2 develop as a powerful agent of change in our society. | X | X | X | X | X | X |  |  |  | X | X | X | X | X |  | X | X | X | X | X |  |  |
| CLO6:  Create such environment in the classroom where learning is free of biases due to gender discrimination. | 6.1 create Healthy class environment | 6.1.1  Develop teacher with healthy mind, who not only think but execute healthy teaching learning practices  6.1.2 understand and examine the role of schools, peers, teachers, curriculum and textbooks. | X | X | X | X | X | X |  |  |  |  |  | X |  | X |  | X | X | X | X | X | X |  |
| **Course Title:**  **Understanding The Self (EDU226)** | CLO1: Know the core competencies of self | Discipline Knowledge & Expertise | Apply content Knowledge to real life situation | X | X | X |  | X | X | X | X |  |  |  |  | X | X | X | X | X | X |  | X |  | 8 |
| CLO2: Understand the importance of self-esteem and attitude | Self-Directed and Active Learning | demonstrate perseverance and willingness to learn. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  | X | X | X | X | X | X | 14 |
| CLO3: Reflect on the attitudes that generate conflicts at personal and social levels and learning skills and strategies of resolving these conflicts. | Critical Thinking & Problem-Solving Abilities | Apply critical, creative and evidence-based thinking to conceive innovative responses to future challenges. | X |  | X | X | X |  | X | X | X | X |  | X |  |  |  | X |  | X | X |  | X | 9 |
| CLO4: Strengthen self by continual reflection leading to reduction in stereotypes, and transcending barrier of identity and videncehip. | Creativity, Innovation & Reflective Thinking | Develop creative and effective responses to intellectual, professional and social challenges | X | X | X | X | X | X |  | X |  | X |  |  | X | X | X |  | X | X | X | X | X | 10 |
| CLO5: Develop attitudes and skills for resolving conflicts in creative manner and reflect on school, curricula, textbooks and pedagogical processes from peace perspective. | Integrity and Ethics | display integrity at work and be responsible global citizens with moral values | X |  | X |  | X |  | X | X | X | X | X |  | X | X | X | X | X | X | X | X |  | 12 |
| CLO6: Develop a strong sense of self and create methods of analysing and reflecting on the self | Social & Emotional Skills | demonstrate adaptability and resilience skills in during uncertain situations | X | X |  | X | X |  | X | X |  |  |  |  | X | X | X | X | X | X |  | X |  | 8 |
| **Course Title:**  **CRITICAL UNDERSTANDING OF ICT (EDU238)** | CLO1: Gain insight about the aspects of data analysis software | Knowledge and Expertise of Education | develop knowledge and skills to integrate principles of technology to achieve academic excellence | X | X |  |  | X | X | X | X |  |  |  |  | X | X | X | X | X | X |  | X |  | 9 |
| CLO2: Acquire skills to use computer technology for sharing the information and ideas through the blogs and chatting groups | Self-directed and Active Learning | choose self–directed and active learning through strong intellectual engagement in independent work relevant to technology discipline | X | X | X | X | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X | X | X | 12 |
| CLO3: Elucidate the process of locating the research studies carried in the internet and using of online journals | Research and Enquiry | demonstrate scientific enquiry and research aptitude to conduct innovative research in thrust areas of education technology , benefitting society, which will enhance the intellectual capital of the domain | X |  | X | X | X |  | X | X |  | X |  | X |  | X | X | X |  | X | X |  | X | 10 |
| CLO4:Develop awareness of the use of professional forums and professional associations | Multicultural Understanding & Global Outlook | demonstrate competence in a cross-cultural environment and evolve as a responsible global citizen. | X | X | X | X | X | X |  | X |  | X |  |  | X | X | X |  |  | X | X | X | X | 9 |
| CLO5: Initiate development of e-portfolio of their professional practice | Self-directed and Active Learning | to choose self–directed and active learning through strong intellectual engagement in independent work relevant to ICT discipline | X |  | X |  | X |  | X | X | X | X | X |  | X | X |  | X |  | X | X | X |  | 11 |
| CLO6 Identify professional development avenues, specifically the ones which use ICT | Integrity and Ethics | practice ethical behaviour and demonstrate professional integrity in their conduct. | X | X |  | X | X |  | X | X | X | X | X |  | X | X |  | X | X | X | X | X |  | 12 |
| **Course Title:**  **Creating an Inclusive School (EDU251)** | CLO1: Differentiate between impairment, disability and handicap | 1.1 Show Critical Ability | 1.1.1 Reflection on educational theories | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X |  |
| 1.1.2  Awareness about educational trends |
| 1.1.3  Relation of theory with practical |
| CLO2: Use current terminology in the context of learners with special needs | 1.2 Use Problem Solving | 1.2.1 Critical thinking and Problem-Solving Abilities | X | X | X | X | X | X | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| 1.2.2 Analytical & Decision-Making Ability |
| 1.2.3 Research and Enquiry |
| CLO3: Appreciate that disability and handicap are largely contextual | 1.3 Analytical & Decision-Making Ability | 1.3.1 Self-directed and Active learning | X | X | X | X | X | X | X |  | X | X |  | X |  | X |  | X | X |  | X | X | X |  |
| 1.3.2 Research and Enquiry |
| 1.3.3 Multicultural Understanding & Global Outlook |
| CLO4: Understand schemes and legislations for education of children with special needs | 1.4 Social & Emotional Skills | 1.4.1 Self-directed and Active learning | X | X | X | X |  | X | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| 1.4.2 Creativity, Innovation & Reflective Thinking |
| CLO5: Develop understanding about managing the learning environment in inclusive classrooms | 1.5 Assessment and evaluation Ability | 1.5.1 Leadership & Teamwork | X | X | X | X | X | X | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| 1.5.2. Decision-Making Ability |
| CLO6: Develop competencies to guide students with special needs and to handle them in inclusive schooling system, including assessment | 1.6 Knowledge and Expertise ability | 1.6.1 Multicultural Understanding & Global Outlook | X | X | X |  | X | X | X | X |  | X | X | X |  |  | X | X |  |  | X | X |  |  |
| 1.6.2 Social & Emotional Skills |
| 1.6.3 Employability, Enterprise & Entrepreneurship |
| **Course Title:**  **Skills of Creative Expression-II (EDU258)** | CLO 1: Appreciate the importance of CCA in school | Knowledge and Expertise | 1.1  Enhancing classroom learning by making real world connections. | X | X | X | X | X | X | X | X | X | X |  | X | X | X |  | X |  | X | X | X | X |  |
| 1.2  Develop social behaviour in different videncehip |
| CLO2: Appreciate the nuances of planning and organizing events. | Self-directed and Active learning | **1.1**  reinforce experiential and contextual learning. | X | X | X | X | X | X | X |  | X | X |  | X | X | X |  | X | X | X | X | X | X |  |
| 1.2  Develop advance thinking and cultivate the organizing skills |
| CLO3: Gain insight about the planning and organization of different academic activities. | Examine, Present, Demonstrate Plan,  Organize | 1.1  Connect meaningfully with the working world through field trips. | X | X | X | X | X | X | X | X | X | X |  | X | X | X |  | X |  |  | X | X | X |  |
| CLO4: Contribute to the society and welfare of the planet | Employability, Enterprise & Entrepreneurship | 1.1  Develop human values and sense of social responsibility. | X | X | X | X | X | X | X | X |  | X |  | X | X | X | X | X |  |  | X | X |  |  |
| 1.2  foster concern and accountability. |
| CLO5: Participate and plan educational visits. | Critical thinking and Problem-Solving Abilities | **1.1**  integrate new perspectives with informal environments to enhance learning. | X | X | X | X | X | X | X | X | X | X | X | X |  |  | X | X |  |  | X | X |  |  |
| 1.2  Experiential learning |
| CLO6:  Familiarize themselves with organizing sports activity and enhance physical development | Plan, Outline, Utilize, Categorize, Evaluate, Organize | 1.1  Develop fitness and inculcate a sense of sportsmanship, competitive spirit, leadership, meticulousness, cooperation and team spirit | X | X | X | X | X | X | X | X |  | X | X | X |  |  | X | X |  |  | X | X |  |  |
| **Course Title:**  **Knowledge and Curriculum II (EDU260)** | CLO1: Recall concepts related to process of curriculum | 1.1 Show Critical Ability | 1.1.1 Reflection on educational theories | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X |  |
| 1.1.2  Awareness about educational trends |
| 1.1.3  Relation of theory with practical |
| CLO2: Understand t meanings of ‘curriculum’, when seen as a dynamic process | 1.2 Use Problem Solving | 1.2.1  Critical thinking and Problem-Solving Abilities | X | X | X | X | X | X | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| 1.2.2  Analytical & Decision-Making Ability |
| 1.2.3  Research and Enquiry |
| CLO3: Apply skills in transaction of curriculum in the life | 1.3 Analytical & Decision-Making Ability | 1.3.1Self-directed and Active learning | X | X | X | X | X | X | X |  | X | X |  | X |  | X |  | X | X |  | X | X | X |  |
| 1.3.2Research and Enquiry |
| 1.3.3 Multicultural Understanding & Global Outlook |
| CLO4: Evaluate the impact of curriculum in one’s life | 1.4 Assessment and evaluation Ability | 1.4.1 Leadership & Teamwork | X | X | X | X | X | X | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| 1.4.2. Decision-Making Ability |
| 1.5.1 Multicultural Understanding & Global Outlook |
| CLO5: To interpreting and transacting curriculum in the school so that it becomes culturally sensitive in selection of knowledge, symbols and values, and child-friendly in pedagogy | 1.5Knowledge and Expertise ability | 1.5.1 Multicultural Understanding & Global Outlook | X | X | X | X | X | X | X |  | X | X | X | X |  | X | X |  |  | X | X | X |  |  |
| 1.5.2 Social & Emotional Skills |
| 1.5.3 Employability, Enterprise & Entrepreneurship |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course Title:**  **School Internship IV (EDU259)** | CLO1:  Prepare MIS of a School | Employability, Enterprise & Entrepreneurship | Define their career aspirations and work towards achieving the same by engaging in developing appropriate skills and competencies in their chosen profession | X | X |  |  | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  | X |  | 13 |
| CLO2: Participate in FDP | Group Cohesion | Incorporate Multicultural Issues and Dynamics | X | X | X | X | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X | X | X | 12 |
| CLO3: Present a paper in Seminar/ Conference in the field of Education | Research and Enquiry | The student shall demonstrate scientific enquiry and research aptitude to conduct innovative research in thrust areas of biosciences, benefitting society, which will enhance the intellectual capital of the domain. | X |  | X | X | X |  |  |  |  | X |  | X |  | X | X | X |  | X | X |  | X | 8 |
| CLO4: Book review on the work of any eminent educationist | Critical Thinking and Problem-Solving Abilities | Formulate critical thinking, interpret and comprehend research-based knowledge to design and synthesize the criteria of book review | X | X | X | X | X | X |  | X |  | X |  |  | X | X | X |  |  | X | X | X | X | 9 |
| CLO5: Prepare a Teaching Portfolio | Discipline Knowledge & Expertise. | Ability to Apply Discipline Specific Knowledge and Expertise in Core Areas. | X |  | X |  | X |  |  |  |  |  |  |  | X | X |  | X | X | X | X | X |  | 7 |
| CLO6: Engage in related activities | Self-Directed and Active Learning | Able to Convert Theory into Practical Functioning. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  | X |  | 13 |
| **Course Title:**  **Peace Education (EDU224)** | CLO1: Broaden the concept about peace and peace education, their relevance and connection to inner harmony as well as harmony in social relationships across individuals and groups, based on Constitutional values. | Critical thinking and Problem-Solving Abilities | 1.1  Understanding and generating creative/alternative ideas to deal with issues and challenges to peace. | X | X | X | X | X | X | X | X | X | X |  | X | X | X |  |  |  | X | X | X | X |  |
| 1.2  Develop the ability to handle conflicts in a creative manner. |
| CLO2: reflect on the attitudes that generate conflicts at personal and social levels and learning skills and strategies of resolving these conflicts. | Integrity and Ethics | 1.1  Develop strategies of resolving these conflicts | X | X | X | X | X | X | X |  |  | X |  | X |  | X |  | X | X | X | X | X | X |  |
| 1.2  Promote peace-building capabilities |
| CLO3: strengthen self by continual reflection leading to reduction in stereotypes, and transcending barrier of identity and socialisation | Analytical & Decision-Making Ability | 1.1  Awareness of own identity, cultural underpinning, and communication skills. | X | X | X | X | X | X | X | X | X | X |  | X | X | X |  | X |  | X | X |  | X |  |
| 1.2  embraces behaviours expressing inner peace and positive relationship |
| CLO4: orient curricular and educational processes, find creative alternatives which nurture and promote peace-building capabilities among students and counter the negative influence of media and local community to weed out negative effects by influencing parents, families, and local community | Knowledge and Expertise of peace educator | 1**.**1  Improve alternative strategies and creative solutions to overcome/transform conflicts. | X | X | X | X | X | X | X | X |  | X |  | X | X |  | X | X |  |  | X | X |  |  |
| 1.2  Identifying challenges of peace. |
| CLO5: develop attitudes and skills for resolving conflicts in creative manner and reflect on school, curricula, textbooks and pedagogical processes from peace perspective | Multicultural Understanding & Global Outlook | 1.1  building multicultural orientation. | X | X | X | X | X | X | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
|  |
| 1.2  Nurturing ethical behaviour, positivity, and non-violence |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course Title:**  **Health And Physical Education (EDU256)** | CLO1: Define the evaluation tools in the classrooms as per the current norms | Knowledge and Expertise of Education | develop knowledge and skills to integrate principles of Health and Physical Education to achieve academic excellence | X | X |  |  | X | X | X | X | X |  |  | X | X | X |  |  | X | X |  | X |  | 9 |
| CLO2: Understand the meaning, scope and importance of Health and Physical Education | Lifelong Learning | to evaluate and reflect the virtue of lifelong learning importance of health | X | X | X | X | X | X | X | X |  | X | X | X |  |  |  | X | X | X | X | X | X | 11 |
| CLO3: Develop videncehip with various methods and skills of Teaching Health and Physical Education | Critical Thinking and Problem-Solving Abilities | formulate critical thinking, interpret and comprehend research-based knowledge to design and synthesize solutions. | X |  | X | X | X |  |  | X | X | X |  | X |  | X | X | X |  | X | X |  | X | 10 |
| CLO4: Analyze the health and Physical development of learners | Analytical & Decision-Making Ability | compare, contrast and analyse data in order to take appropriate and effective decisions. | X | X | X | X | X | X |  | X |  | X |  |  | X | X | X |  |  | X | X | X | X | 9 |
| CLO5: Evaluate the Current Trends in Health and Physical Education | Critical Thinking and Evaluations | formulate critical thinking, interpret and comprehend research-based knowledge to design and synthesize solutions | X |  | X |  | X |  | X | X | X | X | X |  | X | X |  | X | X | X | X | X |  | 12 |
| CLO6: Prepare different plans according to schools’ requirement | Creativity, Innovation & Reflective Thinking | to combine scientific creativity and reflective thinking to critically evaluate innovative ideas | X | X | X | X | X | X | X | X | X |  |  | X | X | X |  |  | X | X |  | X |  | 9 |
| **Course Title:**  **Administration and management in Schools (EDU257)** | CLO1: Understanding of the concept of administration and management | Discipline Knowledge | To Demonstrate the ability to produce indented outcomes | X | X |  |  | X | X | X | X | X |  |  | X | X | X |  |  | X | X |  | X |  | 9 |
| CLO2: Learn essential components of democratic classroom management | Lifelong Learning | To demonstrate an attitude for continuous learning and reflection furthering their understanding of the world | X | X | X | X | X | X | X | X |  | X | X | X |  |  |  | X | X | X | X | X | X | 11 |
| CLO3: Discuss the importance of Institutional Planning | Communication & Collaboration, Leadership & Teamwork | To present information precisely and accurately by utilizing various information technology skills, To deliver organizational goals and team goals over personal gains | X |  | X | X | X |  |  | X | X | X |  | X |  | X | X | X |  | X | X |  | X | 10 |
| CLO4: Evaluate the videncehip of quality institutions | Evaluation skill | To locate, analyse, evaluate, and synthesise information from a wide variety of sources in a planned and timely manner | X | X | X | X | X | X |  | X |  | X |  |  | X | X | X |  |  | X | X | X | X | 9 |
| CLO5: Analyse role of various administrative authorities in maintaining quality of Educational Institutions | Analytical & Decision – Making Ability | To determine relevant data and evaluate information in order to understand complex situations and make effective decisions | X |  | X |  | X |  | X | X | X | X | X |  | X | X |  | X | X | X | X |  |  | 11 |
| CLO6: Understand functions of various educational organizations | Lifelong Learning | To demonstrate an attitude for continuous learning and reflection furthering their understanding of the world | X | X | X | X | X | X | X | X | X |  |  | X | X | X |  |  | X | X |  | X |  | 9 |
| **Course Title:**  **Guidance and Counseling (EDU414)** | CLO1: Formulate different methods for guidance and counselling | Knowledge and Expertise of Education | Develop knowledge and skills to integrate principles of technology to achieve academic excellence | X | X |  |  | X | X | X | X |  |  |  |  | X | X | X | X | X | X |  | X |  | 9 |
| CLO2: Define the role of guidance in attaining the goals of education | Self-directed and Active Learning | choose self–directed and active learning through strong intellectual engagement in independent work relevant to technology discipline | X | X | X | X | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X | X | X | 12 |
| CLO3: Appreciate the need for guidance | Research and Enquiry | demonstrate scientific enquiry and research aptitude to conduct innovative research in thrust areas of education technology, benefitting society, which will enhance the intellectual capital of the domain | X |  | X | X | X |  | X | X |  | X |  | X |  | X | X | X |  | X | X |  | X | 10 |
| CLO4: Develop videncehip with various techniques of group guidance and counselling | Multicultural Understanding & Global Outlook | demonstrate competence in a cross-cultural environment and evolve as a responsible global citizen. | X | X | X | X | X | X |  | X |  | X |  |  | X | X | X |  |  | X | X | X | X | 9 |
| CLO5: Analyze the relationship between guidance and counseling | Self-directed and Active Learning | to choose self–directed and active learning through strong intellectual engagement in independent work relevant to ICT discipline | X |  | X |  | X |  | X | X | X | X | X |  | X | X |  | X |  | X | X | X |  | 11 |
| CLO6: Evaluate the methods of guidance and counseling | Integrity and Ethics | practice ethical behaviour and demonstrate professional integrity in their conduct. | X | X |  | X | X |  | X | X | X | X | X |  | X | X |  | X | X | X | X | X |  | 12 |

* 1. **MASTER’S-Level Programme: Master of Education**

### 

### 5.2.1Mission Statement

|  |
| --- |
| **Programme Mission of M.Ed** |
| To provide teacher education at all levels in all specializations of education in the current perspective of teaching learning trends in the futuristic and emerging frontier areas of knowledge of the field of education, teacher education learning and research and to develop the overall personality of students by making them not only excellent teachers of education but also good individuals, with understanding and regard for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action. |

**5.2.2 Programme Educational Objectives (PEOs)**

|  |  |
| --- | --- |
| **S.No.** | **Programme Educational Objectives (PEOs)** |
| PEO 1 | Students will be able to gain knowledge of the discipline in the context professional work setting |
| PEO 2 | Students will be oriented for self directed learning in the field of teacher education |
| PEO 3 | Students will be able to acquire research aptitude and inquiry skills through current exposure |
| PEO 4 | * Students will be able to develop capabilities to use emerging and disruptive technologies in education |
| PEO 5 | Students will be able to vidence the relevance of critical thinking and problem solving skills |
| PEO 6 | Students will be able to prepare themselves for gaining communicative competence |
| PEO 7 | Students will be able to videncehi with the key process of reflection |
| PEO 8 | Students will be able to develop analytical thinking skills |
| PEO 9 | Students will be able to acquire leadership and team building skills through meaningful exposures |
| PEO 10. | Students will be able to expand their perspective in multicultural and global contexts |
| PEO 11. | Students will be able to understand integrity and ethics in in professional settings |
| PEO 12. | Students will be able to develop proficiency in social and emotional skills |
| PEO 13. | Students will be able to develop requisite attitude knowledge and skills for entrepreneurial mindset |
| PEO 14. | Students will be able to develop the ability to adapt to continuous and rapid changes throughout their life |
| PEO15 | Students will be able to analyze and implement the initiative to conserve natural resources and use sustainable technologies based on insights from the discipline of education. |

**5.2.3. Programme Operational Objectives (OG)**

|  |  |
| --- | --- |
| **S. No** | **Operational Objectives** |
| 1 | The program shall provide educational excellence in Teaching/Academic Delivery and research. |
| 2 | The program shall provide opportunities for self-directed learning through academic engagement. |
| 3 | The program shall facilitate environment for innovation and research excellence for the intellectual growth and benefit of society. |
| 4 | The program shall encourage application of information and communication technologies for developing requisite skills of Industry 4.0 |
| 5 | The program shall provide opportunities for development of critical thinking, interpretation and comprehension skills for scientific outlook in education and allied areas |
| 6 | The program shall create a supporting environment for developing communication skills, interpersonal skills, decision making skills |
| 7 | The program shall encourage scientific creativity, reflective thinking to generate innovative ideas, processes and products relevant to socio educational needs |
| 8 | The program shall facilitate environment for organizational exposure through the conduct of inter-institutional competitions for leadership skills and team spirit |
| 9 | The program shall encourage cultural diversity and a sense of social and environmental responsibility. |
| 10 | The program shall provide ample opportunities for international exposure to faculty and students. |
| 11 | The program shall facilitate cultivation of core values of the university, ethical conduct and professional integrity amongst students, faculty and staff. |
| 12 | The program shall provide suitable environment for practicing inclusiveness in all spheres of education and work. |
| 13 | The program shall facilitate employment opportunities and also support students to start their own ventures. |
| 14 | The program shall encourage acquisition of knowledge, skills and attitude required for lifelong learning. |
| 15 | The program shall sensitize and engage students and faculty for sustainable development and conservation of natural resources. |

* + 1. **Programme Learning Outcomes (PLOs):**

|  |  |
| --- | --- |
| **S.No** | **Learning Outcomes** |
| 1 | Students will bridge theory and practical in professional work settings |
| 2 | Students will manifest different elements of self directed learning on a relevant platform |
| 3 | Students will use research aptitude and inquiry skills in enriching themselves as a prospective teacher educator |
| 4 | Students will display digital competence in their professional settings at the advance level. |
| 5 | Students will appreciate critical thinking and problem Solving skills in the context of teacher education |
| 6 | Students will exhibit communicative competence in LSRW skills in professional settings |
| 7 | Students will employ the reflective skills in professional settings |
| 8 | Students will use analytical thinking skills for decision making in diverse context |
| 9 | Students will be able to exhibit leadership and team building skills in teacher education |
| 10 | Students will be able to apply multiculturism in addressing the teaching learning scenario |
| 11 | Students will incorporate integrity and ethics while preparing themselves as teacher educators |
| 12 | Students will use social and emotional skills in evolving holistic personality |
| 13 | Students will apply the skills to gain progression in the area of education |
| 14 | Students will participate in relevant professional and community based activities |
| 15 | Students will apply sustainable development initiatives in the field of teacher education |

* + 1. **Programme Operational Outcomes (POOs):**

|  |  |
| --- | --- |
| **S.No** | **Operational Outcomes** |
| POO 1 | The program will provide educational excellence in Teaching/Academic Delivery and research by providing professionally qualified & competent faculties as per National Council for Teacher Education Norms, by providing Knowledge resources through Seminars & Conference, Guest Lectures etc. and by timely uploading of syllabus, course material, attendance and periodic reviews of syllabus as per the university norms |
| POO2 | The program will provide scope for self-work as an integral component of Course Syllabi(field engagement and field practicum). The students will be assigned portfolio and project work promoting self-directed learning |
| POO 3 | The program will facilitate environment for innovation and research excellence for the intellectual growth of faculty and students by Dissertation, Conduct of Seminars & Conference, Guest Lectures, Competitions promoting innovative practices etc. and by providing platform for scholarly work for faculty & students |
| POO 4 | The program will be conducted in hybrid/online mode, making optimum utilization of online tools and platform such as LMS, MS Teams, Plagiarism tools and tools for data-analysis etc. both by faculty and students. The students will study compulsory course on ICT. |
| POO 5 | The program will promote critical thinking and problem solving skills through engagement in curricular ,co-curricular and research based activities. |
| POO 6 | The program will promote communication skills through engagement in curricular activities , writing research/term paper and presenting the same in Seminars and Conferences |
| POO 7 | The program will encourage creativity and reflective thinking through course work |
| POO 8 | The program will engage students to collect, analyse data and report its findings and conclusion in their dissertation report |
| POO9 | The program will facilitate environment for team building and leadership through the conduct of inter-institutional activities such as special assembly, club activities, celebration of special days and university level activities. |
| POO10 | The program will encourage cultural diversity and a sense of social responsibility in both local and global level |
| POO 11 | The program will facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff by providing curricular and co-curricular resources along with a platform for nurturing human values and belongingness. |
| POO 12 | The program will provide necessary inputs for promoting inclusivity, cultural diversity and a sense of social and environmental responsibility among students through VAC and Guest Lectures |
| POO 13 | The program shall facilitate employment opportunities and also support students to start their own ventures by providing industry interaction, invited talks by entrepreneurs by placement cell, e-cell. The program will build industry interaction through alumni networks |
| POO 14 | The program will be involved in continual improvement of processes, systems and various stakeholders |
| POO 15 | The program will facilitate mindset for sustainable development in all aspects of life amongst students and faculty |

**5.2.6. Mapping of Programme Learning Outcomes to Programme Educational Objectives (PEOs):**

**Note: in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**):

| Broad-Based  Student learning  Goals (PEOs)  Programme  Learning Outcomes  (PLOs) | | PEO 1 | PEO 2 | PEO 3 | PEO 4 | PEO  5 | PEO  6 | PEO  7 | PEO  8 | PEO  9 | PEO  10 | PEO  11 | PEO  12 | PEO  13 | PEO  14 | PEO  15 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Master’s Level Programs** | | | | |  |  |  |  |  |  |  |  |  |  |  |  |
| ***M.Ed*** | | | | |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **PLO 1** | **X** |  |  |  |  |  |  |  |  |  | **X** |  |  |  |  |
|  | **PLO 2** |  | **X** |  |  | **X** |  |  | **X** | **X** |  |  | **X** |  |  |  |
|  | **PLO 3** | **X** |  | **X** |  | **X** |  |  |  |  |  |  |  |  |  |  |
|  | **PLO 4** | **X** | **X** | **X** | **X** |  |  |  |  |  | **X** |  |  |  | **X** |  |
|  | **PLO 5** |  |  |  |  | **X** |  | **X** |  |  |  |  |  |  | **X** | **X** |
|  | **PLO 6** |  |  |  |  |  | **X** |  |  | **X** | **X** |  | **X** | **X** | **X** |  |
|  | **PLO 7** |  |  |  |  |  |  | **X** |  |  |  |  |  |  | **X** |  |
|  | **PLO 8** |  |  |  |  |  |  |  | **X** | **X** |  |  |  | **X** | **X** | **X** |
|  | **PLO 9** |  |  |  |  |  |  |  |  | **X** |  |  |  | **X** | **X** |  |
|  | **PLO 10** |  |  |  |  |  |  |  |  |  | **X** | **X** |  |  |  |  |
|  | **PLO 11** |  |  |  |  |  |  |  |  |  | **X** | **X** |  |  | **X** |  |
|  | **PLO 12** |  |  |  |  |  |  |  |  |  |  |  | **X** |  | **X** |  |
|  | **PLO 13** |  |  |  | **X** |  | **X** | **X** |  |  |  |  |  | **X** | **X** |  |
|  | **PLO 14** | **X** |  |  |  |  |  | **X** |  |  |  |  |  |  | **X** |  |
|  | **PLO 15** |  | **X** |  |  | **X** |  |  |  |  |  |  |  |  |  | **X** |

P**rogramme Learning Assessment for M. Ed.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S.No** | **Attributes** | **PLO’s** | **Competencies** | **Indicators/Goals** | **Direct Measure** | **Target Performance** | **Indirect Measure** | **Target Performance** |
| 1. 1 | Knowledge and Expertise of Education | Students will bridge theory and practical in professional work settings | Discipline Knowledge & Expertise. | The student shall be able to develop knowledge and skills to integrate principles of Education and Physical Education to achieve academic excellence | DM1: Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |
| * Learn videncehip * Reflective thinking * Critical curiosity | The student shall be able to choose self–directed and active learning through strong intellectual engagement in independent work relevant to Education discipline | DM2: Dissertation Rubrics | **Fully Attained (Grade A)**: For students secure marks in the range of 90-100%  **Partly Attained (Grade B)**: For students secure marks in the range of 70-89.9%  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 50-69.9%.  **Not Attained (Grade D):** For students secure marks less than 50%. |  |
|  | Self-directed and Active learning | Students will manifest different elements of self directed learning on a relevant platform | * Enquiry * Research | The student shall demonstrate scientific enquiry and research aptitude to conduct innovative research in thrust areas of teaching learning, pedagogy which will benefit the society and enhance the intellectual capital of the Faculty of Education. | DM1: Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | IDM1: Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |
| Information and Digital Literacy   * Use of Emerging & Disruptive Technologies | The student shall be able to efficiently use and apply information and communication technologies and participate in collaborative networks for developing requisite skills of Industry 4.0 | DM2: Dissertation Rubrics | **Fully Attained (Grade A)**: For students secure marks in the range of 90-100%  **Partly Attained (Grade B)**: For students secure marks in the range of 70-89.9%  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 50-69.9%.  **Not Attained (Grade D):** For students secure marks less than 50%. |  |  |
|  | Educational Research and Practitioner Enquiry | Students will use research aptitude and inquiry skills in enriching themselves as a prospective teacher educator | * Critical Thinking * Problem Solving | The student shall formulate critical thinking, interpret and comprehend research-based knowledge to design and synthesize solutions to scientific problems in education and allied areas | DM1: Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | IDM1: Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |
| * Active Listening * Verbal Communication * Written Communication | The student shall be able to employ effective listening and communication skills to enhance interpersonal relationship. | DM2: Plagiarism Checking of NTCC Report | 100% students will be checked for plagiarism in NTCC report submission and will be allowed to appear for viva-voce upon obtaining plagiarism report below 10%. |  |  |
|  | Information & Communication Technology Skills in Education | Students will display digital competence in their videncehip settings at the advance level. | * Design Thinking * Reflective Thinking * Critical Curiosity * Risk Taking and Persistence | The student shall be able to combine scientific creativity and reflective thinking to develop innovative ideas in education for developing processes and products relevant to societal educational needs | DM1:Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | IDM1: Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |
| Quantitative Reasoning   * Analytical skills * Decision making * Statistical Skills | The student shall be able to compare, contrast and analyze data in order to take appropriate and effective decisions | DM2: Dissertation Rubrics | **Fully Attained (Grade A)**: For students secure marks in the range of 90-100%  **Partly Attained (Grade B)**: For students secure marks in the range of 70-89.9%  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 50-69.9%.  **Not Attained (Grade D):** For students secure marks less than 50%. |  |  |
|  | Critical thinking and Problem-Solving Abilities | Students will appreciate critical thinking and problem Solving skills in the context of teacher education | * Leadership and Team work * Conflict Management   Resourcefullness | The student shall be able to attain leadership skills and perform responsibly as an individual as well as in a team while being accountable and result oriented | DM1: Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | IDM1: Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |
| * Cultural Intelligence & Diversity * Accepting Other’s Worldview | The student shall demonstrate competence in a cross-cultural environment and evolve as a responsible global citizen. |  |  |  |  |
|  | Communication Skills | Students will exhibit communicative competence in LSRW skills in professional settings | * Integrity * Professional Ethics   Personal Ethics | The students shall practice ethical behavior and demonstrate professional integrity in their conduct | DM1: Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | IDM1: Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |
| * Taking Initiative * Collaboration * Group Cohesion * Social Influence | The students shall be able to acquire social and emotional skills to work effectively with diverse and inclusive group of people in multi-cultural environment and situations. | DM2: Rubrics for Communication Skills Leadership and Team work Rubrics | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 60-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 40-59.99%.  **Not Attained (Grade D):** Students give feedback less than  40%. |  |  |
|  | Creativity, Innovation & Reflective Thinking | Students will employ the reflective skills in professional settings | * Occupational and functional competence * Preparedness for advanced practice in specific fields * Creative and integrative thinking * Ideation * Emotional Intelligence * Interpersonal Skills * Agility * Resilience | The students shall be able to define their career aspirations and work towards achieving the same by engaging in developing appropriate skills and competencies in their chosen profession (corporate career, student start up, family business, higher education etc.). | DM1: Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | IDM1: Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |
| * Goal setting and strategic awareness * Meaning making (Application of knowledge and skills) * Willingness for Continuous learning | The student shall be able to gain knowledge and learn skills throughout life vidence on self-directed learning using a range of sources and tools available |  |  |  |
|  | Analytical & Decision-Making Ability | Students will use analytical thinking skills for decision making in diverse context | * Adaptability   Resource Management and Conservation of Resources | The students shall be able to analyze and implement the initiative to conserve natural resources and use sustainable technologies by using knowledge and experience of their discipline. | DM1: Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | IDM1: Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |
|  |  | DM2: Dissertation Rubrics | **Fully Attained (Grade A)**: For students secure marks in the range of 90-100%  **Partly Attained (Grade B)**: For students secure marks in the range of 70-89.9%  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 50-69.9%.  **Not Attained (Grade D):** For students secure marks less than 50%. |  |  |
|  | Leadership & Teamwork | Students will be able to exhibit leadership and team building skills in teacher education |  |  | DM1: Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | IDM1: Student Exit Survey |  |
|  |  | DM2: Dissertation Rubrics | **Fully Attained (Grade A)**: For students secure marks in the range of 90-100%  **Partly Attained (Grade B)**: For students secure marks in the range of 70-89.9%  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 50-69.9%.  **Not Attained (Grade D):** For students secure marks less than 50%. |  |  |
|  |  |  |  |  | DM3: Rubrics for Communication Skills Leadership and Team work Rubrics | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 60-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 40-59.99%.  **Not Attained (Grade D):** Students give feedback less than  40%. |  |  |
|  | Multicultural Understanding & Global Outlook | Students will be able to apply multiculturism in addressing the teaching learning scenario |  |  | DM1: Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | IDM1: Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |
|  | Integrity and Ethics | Students will incorporate integrity and ethics while preparing themselves as teacher educators |  |  | DM1: Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | IDM1: Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |
|  |  | DM2: Dissertation Rubrics | **Fully Attained (Grade A)**: For students secure marks in the range of 90-100%  **Partly Attained (Grade B)**: For students secure marks in the range of 70-89.9%  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 50-69.9%.  **Not Attained (Grade D):** For students secure marks less than 50%. |  |  |
|  |  | DM3: Plagiarism Checking of NTCC Report | 100% students will be checked for plagiarism in NTCC report submission and will be allowed to appear for viva-voce upon obtaining plagiarism report below 10%. |  |  |
|  | Social & Emotional Skills . | Students will use social and emotional skills in evolving holistic personality |  |  | DM1: Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | IDM1: Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |
|  |  |  |  |  | DM2: Rubrics for Behavioural Science |  |  |
|  | Employability, Enterprise & Entrepreneurship | Students will apply the skills to gain progression in the area of education |  |  | Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |
|  | Lifelong Learning | Students will participate in relevant professional and community based activities |  |  | DM1: Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | IDM1: Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |
|  |  | DM2: Dissertation Rubrics | **Fully Attained (Grade A)**: For students secure marks in the range of 90-100%  **Partly Attained (Grade B)**: For students secure marks in the range of 70-89.9%  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 50-69.9%.  **Not Attained (Grade D):** For students secure marks less than 50%. |  |  |
|  | Environment and sustainability | Students will apply sustainable development initiatives in the field of teacher education |  |  | DM1: Comprehensive Exam | **Fully Attained (Grade A)**: For students secure marks in the range of 75% -100%  **Partly Attained (Grade B)**: For students secure marks in the range of 60%-  74.99%.  **Needs Improvem ent (Grade C)**: For students secure marks in the range of 40-59.99%.  **Not Attained (Grade D):** For students secure marks less than 40%. | IDM1: Student Exit Survey | **Fully Attained (Grade A)**: Students give feedback in the range of 80-100%.  **Partly Attained (Grade B)**: Students give feedback in the range of 70-79.99%.  **Needs Improvem ent (Grade C):** Students give feedback in the range of 50-69.99%.  **Not Attained (Grade D):** Students give feedback less than  50%. |

## 5.2.4 Semester Wise Course Curriculum Coherence Matrix:

## Master’s Programme(M. Ed)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester-I** | **Course Learning**  **outcomes** | **Indicators** | **GA1 /**  **PLO1** | **GA2 /**  **PLO2** | **GA2 /**  **PLO3** | **GA2 /**  **PLO4** | **GA2 /**  **PLO5** | **GA2 /**  **PLO6** | **GA2 /**  **PLO7** | **GA2 /**  **PLO8** | **GA2 /**  **PLO9** | **GA2 /**  **PLO10** | **GA2 /**  **PLO11** | **GA2 /**  **PLO12** | **GA2 /**  **PLO13** | **GA2 /**  **PLO14** | **GA2 /**  **PLO15** | **Total** |
| **Semester Course Title** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course Title:**  **Educational Studies (EDU606)** | CLO1: Define the major terms popular in the field of education | Reflection on educational theories | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X |  |
| CLO2: Outline the structure of Indian education | Critical thinking and  Problem-Solving Abilities,  Analytical & Decision-Making Ability | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| CLO3:  Deduce the issues and concerns in the field of education | Self-directed and Active  Learning, Multicultural Understanding & Global  Outlook | X |  | X | X |  | X |  | X |  | X | X |  | X | X | X |  |
| CLO 4: Review standard work done by the educationists from different disciplines. | Leadership &  Teamwork, Decision-Making Ability | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO5: Evaluate emerging global trends in education | Multicultural Understanding & Global  Outlook  Social & Emotional  Skills | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO6: Critically reflect upon the changing socio-cultural context in education | Lifelong Learning,  Employability, Enterprise & Entrepreneurship |  |  | X | X |  |  | X | X | X | X |  | X | X | X |  |  |
| **Course Title:**  **Ethical and Spiritual Development of Teachers-I (EDU607)** | CLO1: Understand the spiritual heritage of humankind.  page2image24648064 | 1.1.1  Highlight significant teachings related to different spiritual and religious aspects.  1.1.2 Show positive attitude towards individual and society . | X | X | X |  |  | X |  | X |  | X |  | X |  |  |  |  |
| CLO2: Rethink about values enshrined in Indian Constitution. | 2.1.1Interpret and guide others for fundamental beliefs.  2.1.2 Reflect upon values enshrined in Indian Constitution. | X | X | X | X | X | X |  |  | X | X | X | X |  | X | X |  |
| CLO3: Know the fundamental beliefs. | 3.1.1 Take correct decisions at the time of conflict.  3.1.2. Motivate others for good social cause. |  | X | X | X | X | X |  | X | X | X |  |  | X |  | X |  |
| CLO4: The child will be able to handle the responsibility towards one another. | 4.1.1  Develop ability to handle responsibility  As a member of society.  4.1.2 Develop social skills and values. |  | X |  | X |  | X |  | X | X | X |  | X | X | X | X |  |
| CLO5: Develop the ability to utilize basic academic skills as self-discipline and self-motivation toward learning and other aspects of life. | 5.1.1 utilize basic academic skills as self-discipline and self-motivation toward learning and other aspects of life.  5.2.1 Show respect and help others in different life situations. |  |  |  | X | X | X | X | X |  | X | X | X | X | X |  |  |
| CLO6: Execute and realize the importance of planning and organizing Spiritualistic and Ethical based activities and or events during Human Value Quarter, amity Youth Festival, Sangthan and others. | 6.1.1  Show confidence in videnceh and conducting activities based on ethics and spirituality.  6.1.2  Take part is the above activities and show interest.  6.1.3  Take good decision in various situations. |  |  |  |  |  | X |  | X |  | X | X | X | X | X | X |  |
| **Course Title:**  **Inclusive Strategies in Education (EDU609)** | CLO1: Differentiate between impairment, disability and handicap | * + 1. Reflection on educational theories   1.1.2  Awareness about educational trends  1.1.3  Relation of theory with practical | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  |
| CLO2: Use current terminology in the context of learners with special needs | 1.2.1 Critical thinking and Problem-Solving Abilities  1.2.2 Analytical & Decision-Making Ability  1.2.3 Research and Enquiry | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| CLO3: Appreciate that disability and handicap are largely contextual | 1.3.1 Self-directed and Active learning  1.3.2 Research and Enquiry  1.3.3 Multicultural Understanding & Global Outlook | X |  | X | X |  | X |  | X |  | X | X |  | X | X | X |  |
| CLO4: Understand schemes and legislations for education of children with special needs | 1.4.1 Self-directed and Active learning  1.4.2 Creativity, Innovation & Reflective Thinking | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO5: Develop understanding about managing the learning environment in inclusive classrooms | 1.5.1 Leadership & Teamwork  1.5.2. Decision-Making Ability | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO6: Develop competencies to guide students with special needs and to handle them in inclusive schooling system, including assessment | 1.6.1 Multicultural Understanding & Global Outlook  1.6.2 Social & Emotional Skills  1.6.3 Employability, Enterprise & Entrepreneurship | X | X |  | X | X | X |  |  | X | X |  |  | X | X |  |  |
| **Course Title: Basic Research in Education (EDU617)** | CLO1:  Define the concept and types of research in education and  describe the quantitative, qualitative and mixed research. | Exhibit appropriate research skills and knowledge | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X |  |
| CLO2: Explain the sampling procedure and hypothesis testing. | Exhibit quantitative aptitude | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| CLO3: Identify the research area and formulate the research problem. | Choose and frame research problem | X | X | X | X |  | X | X | X |  | X | X |  | X | X | X |  |
| CLO4: Analyze the research design and procedure of conducting research | Select suitable research design while conducting research | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO5: Select and use appropriate statistics for analysis and interpretation | Analyze data statistically | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO6: Design a research proposal and write a report | Develop a research report | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| **Course Title:**  **Economics of Education (EDU626)** | CLO1: Enlist various governmental schemes working for boosting the economy of India | Reflection on educational theories | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X |  |
| CLO2: Understand the concept of planning, financing and cost of education | Critical thinking and  Problem-Solving Abilities,  Analytical & Decision-Making Ability | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| CLO3:. Develop and understanding of the link between the educational system and economic development and conduct research | Self-directed and Active  Learning, Multicultural Understanding & Global  Outlook | X |  | X | X |  | X |  | X |  | X | X |  | X | X | X |  |
| CLO 4:  Analyze the role various schemes launched for the upliftment of rural | Leadership &  Teamwork, Decision-Making Ability | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO5: Estimate the drop-out rates at different levels of education | Multicultural Understanding & Global  Outlook  Social & Emotional  Skills | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO6: Construct a concrete plan of action to bring the changes in Indian education system | Lifelong Learning,  Employability, Enterprise & Entrepreneurship |  |  | X | X |  |  | X | X | X | X |  | X | X | X |  |  |
| **Course Title:**  **Psychology of Learning and Development (EDU650)** | CLO1: Gain an understanding of learners and their development vis a vis context of learning, problems of adolescence, language development | Submit an assignment based on this | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X |  |
| CLO 2  Engage in a critical study of different perspectives on learning | Apply learning theories in their internship course | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| CLO3 Investigate the context and process of socialization | Participate actively in class discourses | X | X | X | X |  | X | X | X |  | X | X |  | X | X | X |  |
| CLO4 • Acquire deep insight related to school learning environment and assessment | Submit portfolio work related to this | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO 5 Understand different factors influencing school environment and ways of enhancing it through optimal usage of time, resources and physical space | Suggest ways of facilitating learning environment in different type of school settings | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO 6 Acquire the concept of group dynamics, adjustment, mental health and hygiene | Engage in collaborative group work | X | X |  | X | X | X |  |  | X | X |  |  | X | X |  |  |
| CLO7 Analyze the nature, causes and prevention of school violence | Discuss case studies and critically reflect on them in class. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CLO8 Appreciate the significance of developing emotional intelligence and spiritual intelligence amongst learners to ensure a safe, secure and peaceful world | Present their ideas in spoken as well as written form |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course Title:**  **Field Engagement-I (EDU608)** | CLO1: Describe the conceptual knowledge with real-life events in the Psychology of learning and development | Awareness of educational trends, Self-directed and Active  learning, Creativity, Innovation & Reflective Thinking | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X |  |
| CLO2 Relate the conceptual knowledge with real-life events in the Psychology of learning and development | Multicultural Understanding & Global  Outlook,  Social & Emotional  Skills, Employability,  Enterprise &  Entrepreneurship | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| CLO3: Validate the theoretical understandings developed through various foundation and pedagogy courses through Economics of  Education and Educational Studies | Leadership &  Teamwork, Decision-Making Ability | X |  | X | X |  | X |  | X |  | X | X |  | X | X | X |  |
| CLO4: Analysing their observations adequately using different processes of observations | Self-directed and Active  learning, Creativity, Innovation & Reflective Thinking | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO5: Evaluate self-sufficiency by exploring the field of Inclusive Education and will develop the skill of reflection and observation | Leadership &  Teamwork, Decision-Making Ability | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO6: Create the working processes of Teacher Education Institutions with field observations | To combine creativity and reflective thinking to critically evaluate innovative ideas | X | X |  | X | X | X |  |  | X | X |  |  | X | X |  |  |
| **Semester-II** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course Title:**  **Field Experiences and Practicum (EDU601)** | CLO1: Develop conceptual understandings of different techniques of Observation as a Tool | Analytical & Decision-Making Ability | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X |  |
| CLO2: Interpret the understandings developed through various ways | Critical thinking and  Problem-Solving Abilities | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| CLO3: Explain and develop various tools and Observational Procedures | Self-directed and Active  learning | X |  | X | X |  | X |  | X |  | X | X |  | X | X | X |  |
| CLO4: Acquire self-sufficiency in exploring the classroom as a learning site | Leadership &  Teamwork, Decision-Making Ability | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO5: Evaluate lesson plans delivered by Pre-service teachers | Multicultural Understanding & Global  Outlook | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO6: Create the Explain and  develop  various tools  and  Observational  Procedures | To combine creativity and reflective thinking to critically evaluate innovative ideas | X | X |  | X | X | X |  |  | X | X |  |  | X | X |  |  |
| **Course Title:**  **Curriculum Studies (EDU616)** | CLO 1:  Explain the foundations of curriculum | 1.1:  Acquire a clear perspective of Indian thinkers on Education and its importance in curriculum.  1.2:  Explain the factors/issues influencing curriculum development | X |  | X | X | X |  |  |  |  | X |  | X | X | X |  |  |
| CLO 2: Understand the concept of curriculum and curriculum development | 2.1:  explain the concept of curriculum  2.2:  Understand the development of curriculum as planned learning experiences. | X |  | X | X | X |  |  | X |  | X |  | X | X | X |  |  |
| CLO3:  Apply the principles of curriculum construction | 3.1:  Draw out the challenges in achieving curriculum construction.  3.2:  Understand the underlying concept of curriculum and skill to systematically design learning experiences to achieve the socially desired goals. | X |  |  | X |  | X |  | X | X | X |  |  | X | X |  |  |
| CLO 4:  Describe factors affecting curriculum change | 4.1:  Evaluate the quality indicators of education in India  4.2:  Understand the whole set of concepts, including innovation, development, and adoption for curriculum change. | X | X |  | X | X |  | X | X | X | X |  |  | X | X |  |  |
| CLO5:  Evaluate Taba’s model of curriculum development | 5.1:  Reflect upon the issues of global concerns in the field of education.  5.2:  Analyse the Taba’s model to allow the curriculum to be designed around student’s  needs. | X | X | X | X | X | X | X | X |  | X | X |  | X | X |  |  |
| CLO6:  Develop curriculum using the principles of construction of Curriculum | 6.1:  Devise means of addressing global issues through education  6.2:  Enumerate curriculum components; and  explain the process of curriculum construction. | X | X | X | X |  |  | X |  |  | X | X |  | X | X | X |  |
| **Course Title:**  **Philosophy of Education (EDU627)** | CLO1: Acquire knowledge of Philosophy, Philosophy in Education, and Philosophy of Education | Reflection on educational theories | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X |  |
| CLO2: Understand and incorporate new and alternative education systems to reach the masses | Critical thinking and  Problem-Solving Abilities,  Analytical & Decision-Making Ability | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| CLO3: Appraise the state-of-the-art alternatives emerging in the discipline | Self-directed and Active  Learning, Multicultural Understanding & Global  Outlook | X |  | X | X |  | X |  | X |  | X | X |  | X | X | X |  |
| CLO 4:  . Analysis and reasoning of the issues and innovations arising and developing in the field of Education | Leadership &  Teamwork, Decision-Making Ability | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO5:  Critical evaluation and understanding of the Eastern and Western philosophers and their schools of thought | Multicultural Understanding & Global  Outlook  Social & Emotional  Skills | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO6: Compare, differentiate and elaborate on the Indian and Western schools of philosophy | Lifelong Learning,  Employability, Enterprise & Entrepreneurship |  |  | X | X |  |  | X | X | X | X |  | X | X | X |  |  |
| **Course Title:**  **Ethical and Spiritual Development of Teachers-II (EDU628)** | CLO1 Describes the Concept of Spirituality in Education | Awareness of educational trends, Self-directed and Active  learning, Creativity, Innovation & Reflective Thinking | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X |  |
| CLO2 Understand the Importance of Spirituality in Education | Multicultural Understanding & Global  Outlook,  Social & Emotional  Skills | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| CLO3: Apply the contribution of Spiritual Indian Thinkers | Leadership &  Teamwork, Decision-Making Ability | X |  | X | X |  | X |  | X |  | X | X |  | X | X | X |  |
| CLO4: Analyse the importance of the Value Crisis | Self-directed and Active  learning, Creativity, Innovation & Reflective Thinking | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO5 Evaluate the importance of Values enshrined in the Indian constitution and their practices. | Leadership &  Teamwork, Decision-Making Ability | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO6: Organize events related to Spirituality &Culture | Leadership &  Teamwork, Decision-Making Ability | X | X |  | X | X | X |  |  | X | X |  |  | X | X |  |  |
| **Course Title:**  **SOCIOLOGY OF EDUCATION (EDU638)** | CLO1: Understand the intimate relationship between education and sociology | Reflection on educational theories,  Awareness of educational trends,  Relation of theory with practical | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X |  |
| CLO2: Appraise the major theoretical approaches available in the sociology of education | Critical thinking and  Problem-Solving Abilities,  Analytical & Decision-Making Ability | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| CLO3: Develop a critical perspective about the linkage of education with the social system | Self-directed and Active  Learning, Multicultural Understanding & Global  Outlook | X |  | X | X |  | X |  | X |  | X | X |  | X | X | X |  |
| CLO4: Acquaint with the nuances of cultural specificity and its implication on the economy. | Leadership &  Teamwork, Decision-Making Ability | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO5: Interpret the meaning of multiple modes of society in a chronological and analytical mode | Multicultural Under  standing & Global  Outlook  Social & Emotional  Skills | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO6: Acquaint  with the  nuances of  cultural  specificity  and its  implication  on  economy. | Lifelong Learning,  Employability, Enterprise & Entrepreneurship |  |  | X | X |  |  | X | X | X | X |  | X | X | X |  |  |
| **Course Title:**  **TEACHER EDUCATION I (EDU639)** | CLO 1:  Examine the nature and objectives of teacher education | Express their views independently on the subject | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| CLO2:  Evaluate the growth and development of teacher education in the country | Deliberate on issues and concerns related to issues and concerns in Teacher Education in India |  | X | X | X | X | X |  | X | X | X |  |  | X | X | X |  |
| CLO3:  Appraise the existing teacher education curriculum according to contemporary needs | Present their critical review on existing TEI curriculum and suggest recommendations |  |  |  | X |  | X |  | X | X | X |  | X | X | X | X |  |
| CLO 4:  Apply various methods and techniques for transaction of curriculum | Apply their understanding in field and submit a report on the same | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO 5:  Examine the role and responsibilities of various regulatory bodies | Display their understanding on the subject in verbal and written form |  |  |  | X | X | X | X | X |  | X | X | X | X | X | X |  |
| CLO 6:  Support institutions related with teacher education | Prepare a report on their support services provided to fellow teacher education institutions |  |  | X | X | X | X | X |  | X | X | X | X | X | X | X |  |
| **Course Title:**  **Professional Ethics for Teacher Educators (EDU654)** | CLO 1:  Define Professional Ethics as a concept | Express their views independently on the subject | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| CLO2:  Classify the Professional Ethics at the different levels | Deliberate on issues and concerns related to professional ethics at levels |  | X | X | X | X | X |  | X | X | X |  |  | X | X | X |  |
| CLO3:  Apply the principles of Professional Ethics in the real environment | Analyze case studies on moral dilemmas |  |  |  | X |  | X |  | X | X | X |  | X | X | X | X |  |
| CLO 4:  Analyze the role of various professional bodies in critical way | Elaborate upon the roles of various stakeholders critically | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO 5:  Appraise the professional ethics on broader perspective | Display their understanding on the subject in verbal and written form |  |  |  | X | X | X | X | X |  | X | X | X | X | X | X |  |
| CLO 6:  Frame action plan for using professional ethics as mandatory exercise | Design action plan to resolve conflicts and concerns related to moral dilemmas |  |  | X | X | X | X | X |  | X | X | X | X | X | X | X |  |
| **Course Title:**  **Disruptive Technologies and Teacher Education (EDU656)** | CLO1: Gain insight into the meaning, need for and importance of implementing disruptive technology. | Justify the need for and importance of implementing disruptive technology | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X |  |
| CLO2: Develop an understanding on impact Internet of Things devices used in the school. | Recommend the Internet of Things devices used in the school. | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| CLO3: Find out augmented learning and virtual learning tools to meet learner’s needs | Provide suggestion the augmented learning and virtual learning tools to meet learner’s needs | X | X | X | X |  | X | X | X |  | X | X |  | X | X | X |  |
| CLO4: Identify the education 4.0 tools for developing collaborative learning platforms for pupils | Use education 4.0 tools for developing collaborative learning platforms for pupils | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO5: Develop awareness about cyber security in field of school education | Use digital technology in the field of education by taking appropriate cyber security | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course Title:**  **Data Analytics II (EDU728)** | CLO1: Develop an understanding of concept of Measurement, Assessment and evaluation | Develop tools for Measurement, Assessment and evaluation of students | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  | **X** | **X** | **X** | **X** |  |  |
| CLO2: Acquaint them with the knowledge, understanding and skills of amalgamation of ICT in teaching learning and evaluation | Demonstrate the use of ICT in teaching learning and evaluation | **X** |  | **X** |  | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** |  |  |
| CLO3: Select and use appropriate statistical methods and approaches for analysis and interpretation of data. | Usevarious methods and approaches for data interpretation. | **X** | **X** | **X** |  | **X** | **X** | **X** |  | **X** | **X** |  | **X** | **X** | **X** |  |  |
| CLO4: Use ICT tools in the field of education teaching and evaluation | Demonstrate the use of ICT tools in teaching learning and evaluation | **X** |  | **X** | **X** | **X** | **X** |  | **X** | **X** |  |  | **X** | **X** |  |  |  |
| **Course Title:**  **Field Engagement-II (EDU629)** | CLO1: Develop conceptual understandings about teaching and learning in school environment | Clarity about Education System | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X |  |
| CLO2: Validate the theoretical understandings developed through various foundation and pedagogy courses | Awareness about educational trends | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| CLO3:  Explain meaningful learning sequences appropriate to the specificity of different levels of learning | Self-directed and Active  Learning, | X |  | X | X |  | X |  | X |  | X | X |  | X | X | X |  |
| CLO4: Acquire self-sufficiency in exploring the classroom as a learning site | Reflection | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO5: Know the nuances of the teaching field in-depth manner | Multicultural Understanding & Global  Outlook  Social & Emotional  Skills | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| **Course Title:**  **Self-Development (EDU636)** | CLO1: To understand what you are and what you want to be? | Clarity about Education System | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X |  |
| CLO2: To make self-exploration and self-evolution. | Higher order thinking | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| CLO3: To recognize one’s relation with every unit in existence and fulfilling it | Self-directed and Active  Learning, | X |  | X | X |  | X |  | X |  | X | X |  | X | X | X |  |
| CLO 4: To know human conduct, human character and to live accordingly | Reflection | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO5: Develop harmony within self and in harmony with entire existence. | Collaboration, sympathy | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| **Course Title:**  **Communication and Expository Writing (EDU637)** | CLO 1 identifies the different types of expository texts | Develop expository texts on their own | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X |  |
| CLO2 understand the importance of listening skills | -perform on audio tasks | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| CLO3  - perform on listening and speaking tasks assigned in the class | Participate in set tasks appropriately | X | X | X | X |  | X | X | X |  | X | X |  | X | X | X |  |
| CLO4 Defend their argument citing facts and research-based evidence | Express their views in a logically organized manner | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO 5 Create a term paper after gaining thorough understanding of the selected area of study | Present a term paper on a topic of research significance | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Semester-III** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course Title:**  **ADVANCED RESEARCH IN EDUCATION (EDU706)** | CLO1: Understand concept, Characteristics & Themes of Qualitative Research & Quantitative educational Research | Exhibit appropriate research skills and knowledge | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  | **X** | **X** | **X** | **X** |  |
| CLO2:Investiate appropriate methods of Qualitative & Quantitative data analysis | Analyze data statistically | **X** | **X** |  | **X** |  | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** |  |
| CLO3: Examine the concept of Qualitative & Quantitative Educational Research | Explain the concept of Qualitative & Quantitative Educational Research | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |  | **X** | **X** |  | **X** | **X** | **X** |  |
| CLO4: Design a framework or outline of Qualitative & Quantitative Research | Develop a research report | **X** | **X** |  | **X** |  | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** |  |
| CLO5: Develop tools which allows for evaluation and data collection of Qualitative & Quantitative Research | Exhibit quantitative aptitude |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course Title:**  **Teacher Education-II (EDU707)** | CLO1: Develop understanding of various strategies of teachers’ professional development | Develop knowledge and skills to integrate principles of curriculum development to achieve academic excellence | X | X |  |  |  |  | X | X | X | X | X | X |  | X | X | 10 |
| CLO2 : Gain insight into the status of teachers’ in-service education in the country | Compare, contrast and analyse data of status of teacher education in various states of India to take appropriate and effective decisions | X | X | X | X | X | X |  |  |  | X |  | X | X | X | X | 11 |
| CLO3: Develop understanding of the process of In-service education | .  Choose self–directed and active learning through strong intellectual engagement in independent work | X | X |  |  |  | X |  | X | X | X |  | X | X |  | X | 9 |
| CLO 4: Use various methods and techniques for the identification of training needs | The student shall formulate critical thinking, interpret and comprehend research-based knowledge to identify the training needs and design the modus operandi. |  | X |  | X |  |  | X | X | X |  | X | X | X | X | X | 10 |
| CLO5: Use various techniques for the evaluation of In-service teacher education programmes | The student shall formulate critical thinking, interpret and comprehend research-based knowledge to assess the ongoing teacher education program. | X | X | X | X |  |  | X | X |  | X |  | X | X | X |  | 10 |
| CLO6: Reflect on issues, concerns and problems of teacher in-service education | The student shall demonstrate scientific enquiry and research aptitude to reflect on issues, concerns and problems of teacher in-service education de which will develop the intellectual capital of the domain. | X | X | X | X | X |  | X |  |  | X | X | X | X | X |  | 11 |
| **Course Title:**  **Ethical and Spiritual Development of Teachers-III (EDU725)** | CLO1:  Understand the knowledge about Yoga education as prevalent in ancient and Vedic eras of Indian History. | 1.1.1 Highlight significant teaching related to yoga and Vedic traditions  1.1.2 Show positive attitude towards Indian History, Vedic Knowledge and life. | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |  | X |  | **X** | **X** | **X** | **X** |  |
| CLO2 Appreciate the contribution towards Yoga Education by great Indian thinkers from time to time. | 2.1.1 Highlight significant teaching of thinkers.  2.1.2 Reflect in context of different yogic practices and philosophy. | **X** |  | X | **X** |  | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** |  |
| CLO3:  Apply the knowledge of Yoga, Mindfulness and meditation in their life. | 3.1.1Plan, develop spiritual, yoga and mindfulness related activities 3.1.2 Conduct and practice yoga for healthy living. | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |  | **X** |  |  | **X** | **X** | **X** |  |
| **Course Title:**  **Disruptive Technologies and Teacher Education (EDU656)** | CLO1: Gain insight into the meaning, need for and importance of implementing disruptive technology. | Justify the need for and importance of implementing disruptive technology | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X |  |
| CLO2: Develop an understanding on impact Internet of Things devices used in the school. | Recommend the Internet of Things devices used in the school. | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| CLO3: Find out augmented learning and virtual learning tools to meet learner’s needs | Provide suggestion the augmented learning and virtual learning tools to meet learner’s needs | X | X | X | X |  | X | X | X |  | X | X |  | X | X | X |  |
| CLO4: Identify the education 4.0 tools for developing collaborative learning platforms for pupils | Use education 4.0 tools for developing collaborative learning platforms for pupils | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO5: Develop awareness about cyber security in field of school education | Use digital technology in the field of education by taking appropriate cyber security | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course Title:**  **Data Analytics II (EDU728)** | CLO1: Develop an understanding of concept of Measurement, Assessment and evaluation | Develop tools for Measurement, Assessment and evaluation of students | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  | **X** | **X** | **X** | **X** |  |  |
| CLO2: Acquaint them with the knowledge, understanding and skills of amalgamation of ICT in teaching learning and evaluation | Demonstrate the use of ICT in teaching learning and evaluation | **X** |  | **X** |  | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** |  |  |
| CLO3: Select and use appropriate statistical methods and approaches for analysis and interpretation of data. | Usevarious methods and approaches for data interpretation. | **X** | **X** | **X** |  | **X** | **X** | **X** |  | **X** | **X** |  | **X** | **X** | **X** |  |  |
| CLO4: Use ICT tools in the field of education teaching and evaluation | Demonstrate the use of ICT tools in teaching learning and evaluation | **X** |  | **X** | **X** | **X** | **X** |  | **X** | **X** |  |  | **X** | **X** |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Course Title:**  **Internship in School and Teacher Education Institutions (EDU726)** | CLO1: Describe the conceptual knowledge and understanding of the teaching and learning environment | Analytical & Decision-Making Ability | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X |  |
| CLO2: Explain the competency in designing learning sequences for effective teaching | Critical thinking and  Problem-Solving Abilities | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| CLO3: Experiment with the significance of observing discourses in the classroom | Self-directed and Active  learning | X |  | X | X |  | X |  | X |  | X | X |  | X | X | X |  |
| CLO4: Analyzing their observations adequately using different processes of observations | Leadership &  Teamwork, Decision-Making Ability | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO5: Evaluate Designed lesson plan sequences on behaviorism and constructionist paradigm | Multicultural Understanding & Global  Outlook | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO6: Create the working processes of Teacher Education Institutions with a Review of Literature | To combine creativity and reflective thinking to critically evaluate innovative ideas | X | X |  | X | X | X |  |  | X | X |  |  | X | X |  |  |
| **Course Title:**  **SECONDARY EDUCATION INSTITUTIONS: STRUCTURE, STATUS AND CONCERNS (EDU702)** | CLO1:  know the roles of secondary education in India. | Reflection on educational theories  1.1.2  Awareness about educational trends  1.1.3  Relation of theory with practical | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  |
| CLO2:  Understand the relationship between secondary and sr. secondary education. | 1.2.1 Critical thinking and Problem-Solving Abilities  1.2.2 Analytical & Decision-Making Ability  1.2.3 Research and Enquiry | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| CLO3:  Review the structures and size of the Indian Education system | 1.3.1 Self-directed and Active learning  1.3.2 Research and Enquiry  1.3.3 Multicultural Understanding & Global Outlook | X |  | X | X |  | X |  | X |  | X | X |  | X | X | X |  |
| CLO4:  Analyse different policies of secondary and sr. secondary education | 1.4.1 Self-directed and Active learning  1.4.2 Creativity, Innovation & Reflective Thinking | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO5: Reflect the issues and concerns related to universalization of secondary education | 1.5.1 Leadership & Teamwork  1.5.2. Decision-Making Ability | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO6:  Identify the indicators, standards and strategies for enhancement of quality in secondary schools  Sensitize teacher and students about Issues and Challenges in secondary education | 1.6.1 Multicultural Understanding & Global Outlook  1.6.2 Social & Emotional Skills  1.6.3 Employability, Enterprise & Entrepreneurship | X | X |  | X | X | X |  |  | X | X |  |  | X | X |  |  |
| **Course Title:**  **ELEMENTARY EDUCATION INSTITUTIONS: STRUCTURE, STATUS AND CONCERNS (EDU703)** | CLO 1: Outline the salient features of the ‘philosophy and practice’ of education advocated by the various thinkers | Acquire a clear perspective of Indian thinkers on Education | X |  | X | X | X |  |  |  |  | X |  | X | X | X |  |  |
| CLO 2: Elaborate the status of elementary education in India highlighting the initiatives by the government | Comprehend status of elementary education in India in the contemporary times | X |  | X | X | X |  |  |  |  | X |  | X | X | X |  |  |
| CLO3: Examine the issues and concerns related to universalization of Elementary education | draw out the challenges in achieving UEE. | X |  |  | X |  | X |  | X | X | X |  |  | X | X |  |  |
| CLO 4: Compare the Indian and western perspective of indicators, standards and strategies for enhancement of quality in elementary schools | Evaluate the quality indicators of education in India | X | X |  | X | X |  | X | X | X | X |  |  | X | X |  |  |
| CLO5: Review the problems pertaining to global concerns in education | Reflect upon the issues of global concerns in the field of education | X | X | X | X | X | X | X | X |  | X | X |  | X | X |  |  |
| CLO6: Create a roadmap for teachers highlighting their role in addressing the issues of global concern | Devise means of addressing global issues through education | X | X | X | X |  |  | X |  |  | X | X |  | X | X | X |  |
| **Course Title:**  **SECONDARY EDUCATION INSTITUTIONS: POLICY, ECONOMICS AND PLANNING (EDU704)** | CLO1: Gain Insight into the structures and size of the Indian Education system | Clarity about Education System | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X |  |
| CLO2: Understand the challenges and issues of secondary and sr. secondary education. | Awareness about educational trends | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| CLO3:  Identify the indicators, standards, and strategies for the enhancement of quality in secondary school. | Self-directed and Active  Learning, | X |  | X | X |  | X |  | X |  | X | X |  | X | X | X |  |
| CLO 4:  Get engaged with studies on Indian society and education. | Reflection on Indian Education System | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO5:  Reason out the importance of various commissions in developing the Indian education | Multicultural Understanding & Global  Outlook  Social & Emotional  Skills | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO6:  Examine the issues and concerns related to the universalization of secondary education. | Lifelong Learning,  Employability, Enterprise & Entrepreneurship |  |  | X | X |  |  | X | X | X | X |  | X | X | X |  |  |
| **Course Title:**  **ELEMENTARY EDUCATION INSTITUTIONS: POLICY, ECONOMICS AND PLANNING (EDU705)** | CLO1: Examine the issues and concerns related to universalization of Elementary education | Discuss the issues and concerns related to universalization of Elementary education | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  | **X** | **X** | **X** | **X** |  |
| CLO2: Critically appraise the education Policies related to Financing of Education in India | Explain education Policies related to Financing of Education in India | **X** | **X** |  | **X** |  | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** |  |
| CLO3: Evaluate the Interventions and hurdles in achieving UEE | Relate the Interventions and hurdles in achieving UEE | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |  | **X** | **X** |  | **X** | **X** | **X** |  |
| CLO4: Study the role of NGO, VEC, SSA in achieving UEE | Explain the role of NGO, VEC, SSA in achieving UEE | **X** | **X** |  | **X** | **X** | **X** | **X** |  | **X** | **X** |  |  | **X** | **X** |  |  |
| CLO5: Examine government’s role in financing of elementary education | Critically evaluate the government’s role in financing of elementary education | **X** | **X** |  | **X** | **X** | **X** | **X** |  | **X** | **X** |  |  | **X** | **X** |  |  |
| **Semester-IV** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course Title:**  **Ethical and Spiritual Development of Teachers-IV(EDU724)** | CLO1: : describe the knowledge about Yoga education in their life. | Knowledge and Expertise of yoga in life . | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |  | X |  | **X** | **X** | **X** | **X** |  |
| Develop healthy lifestyle competencies. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CLO2: understand the know about the historical development of Yoga education during medieval and modern times. | 1.1  Develop skills in yoga practices | **X** |  |  | **X** |  | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** |  |
| 1.2  Self-directed and Active learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CLO3: apply the contribution towards Yoga Education by great Indian thinkers from time to time. | Analyse the importance of yoga education for life | **X** | **X** |  | **X** |  | **X** | **X** | **X** |  | **X** | X |  | **X** | **X** | **X** |  |
| CLO4: analyze the importance of Spirituality & Ethics | **1.1**  Develop spirituality | **X** | **X** |  | **X** | X | **X** | **X** |  | **X** | **X** |  | X | **X** | **X** |  |  |
| 1.2  Enrich the knowledge of ethical practices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CLO5: evaluate the importance of planning and organizing Spiritualistic & Cultural based activities | **1.1**  Acquire skills in videnceh events | **X** | **X** | X | **X** | **X** | **X** |  |  | **X** | **X** |  |  | **X** | **X** |  |  |
| 1.2  Develop the ability to work as team. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CLO6: organize these events during Human Value Quarter and Sangthan etc. | **1.1**  Accelerate the human values | **X** | **X** |  | **X** | **X** | **X** |  |  | **X** | **X** |  |  | **X** | **X** |  |  |
| 1.2  Understand the responsibility towards society. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course Title:**  **ICT in Teachers Education (EDU727)** | CLO1: Acquire knowledge about information and Communication technologies in the field of education | Choose and refer ICT for a particular lesson plan based on the content | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  | **X** | **X** | **X** | **X** |  |
| CLO2: Discuss the fundamentals of Computer and Internet | Use Computer fundamental and Internet for teaching and research | **X** | **X** |  | **X** |  | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** |  |
| CLO3: Analyse data by using database software | Use database software for data analysis | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |  | **X** | **X** |  | **X** | **X** | **X** |  |
| CLO4: Develop awareness about multimedia and web content in education and research | Develop lesson plans using multimedia and web content in education and research | **X** | **X** |  | **X** | **X** | **X** | **X** |  | **X** | **X** |  |  | **X** | **X** |  |  |
| CLO5: Acquire information about wed based technologies for online learning and training | Use wed based technologies for online learning and training | **X** | **X** |  | **X** | **X** | **X** | **X** |  | **X** | **X** |  |  | **X** | **X** |  |  |
| **Course Title:**  **Academic Writing Skills (EDU701)** | CLO1 Identify the different genres in academic writing viz critical essay, research article, poster, report, annotated bibliography, research proposal, book review etc | Prepare a research review record analyse all its aspect (at least 15 literature review) | X | X | X |  |  |  |  |  |  | X |  |  |  | X |  |  |
| CLO2 – interpret the reasoning used in the academic writing and prepare comparative reports on the same | Review a research paper | X | X | X | X | X | X |  |  | X | X | X | X |  | X | X |  |
| CLO 3 – scrutinize and analyse the style, language and other mechanics of writing used in select genre | Identify different writing styles and analyse the same for improvement |  | X | X | X | X | X |  | X | X | X |  |  | X | X | X |  |
| CLO4 – engage in a workshop and appreciate the use of distinct vocabulary, language, structure and style in select academic work | Engage in editing and proof reading |  |  |  | X |  | X |  | X | X | X |  | X | X | X | X |  |
| CLO 5 composes their original piece of work, adopting all nuances of essential academic writing skills in mind. | Compose a critical review and a research paper keeping all essentials in mind | X | X | X | X | X |  | X | X | X | X | X | X | X | X | X |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course Title:**  **CURRICULUM DEVELOPMENT AT SECONDARY SCHOOL STAGE (EDU708)** | CLO 1:  Develop an understanding of underlying principles of curriculum development and evaluation at Secondary Stage | 1.1:  Acquire a clear perspective of Indian Educational philosophy and its importance in curriculum.  1.2:  Explain the factors/issues influencing curriculum development and evaluation at secondary stage. | X |  | X | X | X |  |  | X |  | X |  | X | X | X |  |  |
| CLO 2:  Reflect on the need for and importance of different courses at secondary level. | 2.1:  Understand and analyse the need and importance of different courses.  2.2:  Develop an interest in greater details of education system, curriculum and evaluation. | X |  | X | X | X |  | X |  |  | X |  | X | X | X |  |  |
| CLO3:  develop the capability to use effectively various methods and approaches of teaching learning of various subjects at secondary level | 3.1:  create insight about different methods and approaches of teaching  3.2:  Develop skills towards pedagogy of different subjects. | X |  |  | X |  | X |  | X | X | X |  | X | X | X |  |  |
| CLO 4:  understand the nature and uses of different types of tools and techniques of evaluation in education | 4.1:  Develop skills of collecting and analyzing information about a program’s activities, characteristics, and outcomes.  4.2:  Understand the nature of evaluation at different level for improvement. | X | X |  | X | X |  | X | X | X | X | X |  | X | X |  |  |
| CLO5:  acquire the skill to construct the achievement and diagnostic tests | 5.1:  Develop the diagnostic and achievement tests for evaluation. | X | X | X | X |  | X | X | X |  | X | X |  | X | X |  |  |
| CLO 6:  administer the tests and interpret the best scores and its implication to students and parents undertake action research and interpret the results | 6.1:  Understand the underlying concept of evaluation for implementations.  6.2:  Undertake action research for the effective implementation and achievement. | X |  | X | X |  |  | X |  |  | X | X |  | X | X | X |  |
| **Course Title:**  **CURRICULUM DEVELOPMENT AT ELEMENTARY SCHOOL STAGE (EDU709)** | CLO 1: Know the context of elementary education | Gain knowledge of the concept of elementary education in India | X |  | X | X | X |  |  |  |  | X |  | X | X | X |  |  |
| CLO 2: Understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE | Identify the challenges in achievement of UEE | X |  | X | X | X |  |  |  |  | X |  | X | X | X |  |  |
| CLO 3: Discuss the development of elementary education in India since independence | Debate over the progress in elementary education in India | X |  |  | X |  | X |  | X | X | X |  |  | X | X |  |  |
| CLO 4: Reflect on the relevance of strategies and programmes of UEE. | Deliberating over various strategies for UEE | X | X |  | X | X |  | X | X | X | X |  |  | X | X |  |  |
| CLO5: Develop an understanding of underlying principles of curriculum development and evaluation at elementary stage | Evaluate the underlying principles of Curriculum | X | X | X | X | X | X | X | X |  | X | X |  | X | X |  |  |
| CLO6: Gain insight into the need and objectives of elementary teacher education, | Develop plan for identification of need | X | X | X | X |  |  | X |  |  | X | X |  | X | X | X |  |
| **Course Title:**  **MEASUREMENT AND ASSESSMENT AT SECONDARY SCHOOL STAGE (EDU710)** | CLO1: Explain the importance and purpose of measurement and evaluation in human performa nce | Differentiate the concept of measurement from evaluation | X |  | X | X | X |  |  |  |  | X |  | X | X | X |  |  |
| CLO 2: Demonstrate an understanding of basic statistical procedures and competency in statistical calculations used in measurement and evaluation of human per for mance | Develop competency to use suitable statistics as per the data and objectives | X |  | X | X | X |  |  |  |  | X |  | X | X | X |  |  |
| CLO 3: Collect reliable, valid, and objective human performance data. | Collection of data | X |  |  | X |  | X |  | X | X | X |  |  | X | X |  |  |
| CLO 4: Identify and describe appropriate tests and equipment to measure and evaluate various aspects of human performance. | Quantify and Analyse the human performance | X | X |  | X | X |  | X | X | X | X |  |  | X | X |  |  |
| CLO 5: Identify and describe appropriate tests and equipment to measure and evaluate various aspects of human per for manic | Interpret the compiled data | X | X | X | X | X | X | X | X |  | X | X |  | X | X |  |  |
| CLO 6: Use statistic cs to analyze e and interpret et collect ed data | Comprehend the results attained after applying the statistics | X | X | X | X |  |  | X |  |  | X | X |  | X | X | X |  |
| **Course Title:**  **MEASUREMENT AND EVALUATION AT ELEMENTARY SCHOOL STAGE (EDU711)** | CLO1: Explain the importance and purpose of measurement and evaluation in human performance | Reflection on educational theories,  Awareness of educational trends,  Relation of theory with practical | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X |  |
| CLO2: Demonstrate an understanding of basic statistical procedures and competency in statistical  calculations used in measurement and evaluation of human performance | Critical thinking and  Problem-Solving Abilities,  Analytical & Decision-Making Ability | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| CLO3: Identify and describe appropriate tests and equipment to measure and evaluate various aspects of  Human performance. | Self-directed and Active  Learning, Multicultural Understanding & Global  Outlook | X |  | X | X |  | X |  | X |  | X | X |  | X | X | X |  |
| CLO4: Collectreliable,valid, andobjectivehumanperformance data. | Leadership &  Teamwork, Decision-Making Ability | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO5: Use  statistics to  analyze and  interpret  collected  data | Multicultural Under  standing & Global  Outlook  Social & Emotional  Skills | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO6: Prepare a blueprint for achievement tests | Lifelong Learning,  Employability, Enterprise & Entrepreneurship |  |  | X | X |  |  | X | X | X | X |  | X | X | X |  |  |
| **Course Title:**  **Educational Administration and Management at Elementary School Stage (EDU712)** | CLO1: Develop an insight into maintaining a healthy school environment | * + 1. Reflection on educational theories     2. Awareness about educational trends   1.1.3 Relation of theory with practical | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  |
| CLO2: Explain the role of headmaster and teacher in school management and administration | 1.2.1 Critical thinking and Problem-Solving Abilities  1.2.2 Analytical & Decision-Making Ability  1.2.3 Research and Enquiry | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| CLO3: Describe the administrative structure of elementary school education | 1.3.1Self-directed and Active learning  1.3.2Research and Enquiry  1.3.3 Multicultural Understanding & Global Outlook | X |  | X | X |  | X |  | X |  | X | X |  | X | X | X |  |
| CLO4: Acquaint the student teachers with the concept and concerns of educational administration | 1.4.1 Leadership & Teamwork  1.4.2. Decision-Making Ability | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO5: Develop an understanding of the role of the headmaster and the teacher in school management | 1.5.1 Multicultural Understanding & Global Outlook  1.5.2 Social & Emotional Skills  1.5.3 Employability, Enterprise & Entrepreneurship | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| **Course Title:**  **Educational Administration and Management at Secondary School Stage (EDU713)** | CLO1: Develop an insight into maintaining a healthy school environment. | Clarity about Education System | X | X | X | X | X | X | X | X |  |  |  | X | X | X | X |  |
| CLO2: Explain the role of headmaster and teacher in school management and administration | Critical thinking and  Problem-Solving Abilities,  Analytical & Decision-Making Ability | X | X |  | X |  | X | X | X |  | X | X | X | X | X | X |  |
| CLO3: Describe the administrative structure of elementary school education. | Self-directed and Active  Learning, Multicultural Understanding & Global  Outlook | X |  | X | X |  | X |  | X |  | X | X |  | X | X | X |  |
| CLO 4: Acquaint The students with the concept and concerns of educational administration. | Leadership &  Teamwork, Decision-Making Ability | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO5: Evaluate the administrative practices at secondary level | Multicultural Understanding & Global  Outlook  Social & Emotional  Skills | X | X |  | X | X | X | X |  | X | X |  |  | X | X |  |  |
| CLO6: Create a plan for creating healthy environment at school level | Lifelong Learning,  Employability, Enterprise & Entrepreneurship |  |  | X | X |  |  | X | X | X | X |  | X | X | X |  |  |
| **Course Title:**  **Guidance and Counselling at Elementary School Stage (EDU714)** | CLO1: Define the meaning and need for guidance and counseling at elementary Stage. | The student shall be able to develop knowledge and skills to integrate principles of guidance and counselling | X | X | X | X | X | X |  |  | X |  | X | X |  | X |  | 10 |
| CLO2: Utilize the testing and non- techniques of gathering information in guidance services. | Demonstrate scientific enquiry and research aptitude to conduct innovative research in thrust area |  | X | X | X | X | X |  | X | X |  |  |  |  |  | X | 9 |
| CLO3: Understand the role of teachers and counselors in organizing guidance programmes and in career planning of students. | Choose self–directed and active learning through strong intellectual engagement in independent work |  |  |  | X |  | X |  | X |  | X |  | X | X |  | X | 7 |
| CLO4: Identify sources of occupational information, types and modes of dissemination of such information at elementary stage for career planning | The student shall be able to define their career aspirations and work towards achieving the same by engaging in developing appropriate skills and competencies in their chosen profession |  | X |  | X |  |  | X | X | X |  |  | X | X | X | X | 9 |
| CLO5: Analyze the role of various guidance agencies at state and national level. | Compare, contrast and analyse data in order to take appropriate and effective decisions. | X | X | X | X | X | X |  | X |  | X | X | X | X | X |  | 12 |
| CLO6: Assess the measures taken by agencies for promoting inclusive environment of special children in schools. | The student shall demonstrate competence in an- inclusive environment and evolve as a responsible citizen. | X | X | X | X | X | X |  |  | X |  | X | X |  | X |  | 10 |
| **Course Title:**  **Guidance and Counselling at Secondary School Stage (EDU715)** | CLO1: Name the various types of guidance services | Comprehend the meaning, nature and scope of guidance | X |  | X | X | X |  |  |  |  | X |  | X | X | X |  |  |
| CLO2: Define the role of guidance in attaining the goals of education | Recognize the role of guidance in attaining the goals of education | X |  | X | X | X |  |  |  |  | X |  | X | X | X |  |  |
| CLO 3: Solves the psychological problems faced by their clients | Develop acquaintance with various techniques of group guidanc | X |  |  | X |  | X |  | X | X | X |  |  | X | X |  |  |
| CLO 4: Analyse the various myth underlying with counselling and guidance | Appreciate the need for and goals of counseling | X | X |  | X | X |  | X | X | X | X |  |  | X | X |  |  |
| CLO 5: Examine the role of various government schemes in providing placements | Provide guidance to school students on the concerns of cyber security | X | X | X | X | X | X | X | X |  | X | X |  | X | X |  |  |
| CLO6: Develop acquaintance with various techniques of group guidance. | Acquaintence with the skills and qualities of an effective counselor. | X | X | X | X |  |  | X |  |  | X | X |  | X | X | X |  |

**PROGRAMME MISSION, PEO’s, PLO’s and ASSESMENT PLAN FOR EACH PROGRAMME**

**5.1 Bachelor’s-Level Programme – Bachelor of Physical Education (BPES)**

**5.1.1Mission Statement**

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| **Programme Mission** |
| To provide Teacher Education at fundamental levels in all areas of Physical Education in the current perspective of teaching learning trends in line with Industry 4.0 and the futuristic and emerging frontier areas of knowledge in the field of physical education learning and to develop the overall personality of students by making them not only excellent teachers in the fundamental areas but also good individuals, with understanding and regard for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage, conviction and action. |

**5.1.2 Programme Educational Objectives (PEOs)**

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| --- | --- |
| **S.No** | **Programme Educational Objectives** |
| 1 | Students shall describe fundamental knowledge of the physical education & sports philosophy and principles in a professional work setting. |
| 2 | Students shall integrate basic theory, practicum & teaching practice, in making effective decisions by understanding the relationship of physical education & sports with global environment. |
| 3 | Students shall construct effective educational understanding of physical education with utilization of latest Information Technology and shall describe fundamental knowledge of Physical Education and Sports in professional work setting. |
| 4 | Students shall classify when and how to use appropriate teaching skills & techniques in physical education & sports |
| 5 | Students shall demonstrate useful communication and behavioural skills in physical education & sports and shall act ethically in all organizational aspects. |
| 6 | Students shall demonstrate effective teaching & practical skills in physical education, sports |
| 7 | Students shall develop positive problem solving approach and leadership in the field of Physical Education and Sports. |
| 8 | Students shall act ethically and responsibly in physical education & sports |
| 9 | Students shall critically evaluate and reflect learning and development throughout their career in physical education & sports and demonstrate effective teaching & practical skills in physical education, sports |
| 10 | Students shall be able to understand recognize and acquire social and emotional skills required to work in diverse and inclusive groups in multi-cultural environment and situations. |
| 11 | Students shall be able to develop and demonstrate competency in information and communication technology in learning and working environment and attain professional skill related to industry 4.0. |
| 12 | Students shall be able to demonstrate scientific aptitude and enquiry based approach to resolve problems related to the professional field of Physical Education Exercise, Fitness, Yoga , Sports Science and Coaching. |
| 13 | Students shall be able to develop self-learning and active learning approach related to the concept of Physical Education and Sports Sciences throughout life. |
| 14 | Students shall be able to develop creative and innovative approach in teaching learning and practical application of the profession. |
| 15 | Students shall be able to develop analytical ability and shall be able to compare situations and demonstrate decision making ability. |
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**5.1.3. Programme Operational Objectives (OGs)**

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| --- | --- |
| **S.No** | **Programme Operational Objectives** |
| 1 | The program shall provide educational excellence in Teaching/Academic Delivery. By providing professionally qualified & competent faculties as per national Council for Teacher Education Norms . By providing knowledge resources as per norms and standards of the governing body according to the latest Industry 4.0 concept through industry exposure. By timely uploading of syllabus course material attendance and periodic reviews of syllabus as per the university norms. |
| 2 | The program shall facilitate environment for innovation and research excellence for the intellectual growth of faculty. By conduct of Seminars & Conference, Guest Lectures etc. By providing platform for scholarly work for faculty & students. |
| 3 | ASPESS shall facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff. |
| 4 | The program shall encourage cultural diversity and a sense of social and environmental responsibility. By providing value addition courses. By providing platform for nurturing human values. |
| 5 | The program shall provide ample opportunities for international exposure to faculty and students. |
| 6 | The program shall be involved in continual improvement of processes and systems and to attain national and international accreditations and university rankings. |
| 7 | The program shall build a strong industry/schools interaction by way of alumni networks |
|  | The program shall facilitate employment opportunities and also support students to start their own ventures. |
| 8 | The program shall facilitate environment for organizational exposure through the conduct of inter-institutional & intramural competitions |
| 9 | The program shall provide opportunities for developing analytical thinking skills in different contexts associated with Physical Education and Sports |
| 10 | The program shall facilitate the students to work in different teams while conducting inter-institutional & intramural competitions to develop leadership and team cohesion |
| 11 | The program shall provide ample opportunities for multicultural work and learning environment and also facilitate international exposure to faculty and students. |
| 12 | The program shall integrate ethics and values in teaching and learning and building rapport with the faculty and staff. |
| 13 | The program shall encourage cultural diversity and a sense of social and environmental responsibility. |
| 14 | The program shall build a strong industry/schools interaction and provide lifelong learning attitudes in the students through professional networking and collaboration with the expertise from industry/schools. |
| 15 | The program shall facilitate environment friendly approach amongst the students by developing and attitude to conserve natural resources and use sustainable technologies in the field of Physical Education and sports. |
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**5.1.4 Programme Learning Outcomes (PEOs):**

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| --- | --- | --- |
| **S. No.** | **Graduate Attributes** | **Programme Learning Outcomes** |
| 1. | Knowledge & Expertise of Physical Education & Sports | The students will be able to understand the theoretical knowledge regarding the foundation of physical education, history and teaching pedagogy, management in physical education, would be able to classify information through their teaching ability skills that has been enhanced through these courses, would be able to interpret rules and regulation of the games and sports throughout the practical sessions. |
| 2. | Self-direction and Active Learning | The students shall be able to develop an understanding of the anatomy, nutrition, psychological and physiological aspects and its effects on sports and fitness and also the practical application of all these factors on physical education and sports sciences. |
| 3. | Research and Enquiry in Physical Education & Sports | The students will be able to identify the approach of the scientific of physical education and sports sciences through study of basic movements, kinesiology, Basic physiology, anatomy and research aptitude in the field of physical education and sports sciences. |
| 4 | Information & Communication Technology Skills in Physical Education & Sports. | The students shall be able to understand the use and application of information and communication technologies through minor projects, teaching methodology, teaching ability courses of physical education and sports sciences. |
| 5 | Critical Thinking & Problem-Solving Abilities. | The students shall be able to understand the importance of critical thinking ability and will be able to relate and comprehend with research-based knowledge demonstrating problem solving techniques, through practical lessons of every game conducted in these courses. |
| 6 | Communication Skills | The students shall be able to demonstrate effective listening and communication skill for building up professional and interpersonal relationships through teaching pedagogy in physical education, professional preparation in physical education and personality development and career counseling subjects. |
| 7 | Creative, Innovative and Reflective Thinking. | The student shall be able to understand the concept of sociology, recreation and leisure in physical education scientific creativity and apply skills related to teaching, learning and practical application significant to the societal educational needs. |
| 8 | Analytical and Decision-Making Ability. | The students shall be able to understand, compare, and analyze situations through professional preparation courses, applied psychology in physical education and will be able to demonstrate appropriate decision-making ability. |
| 9 | Leadership and Teamwork | The student shall be able to understand the purpose of leadership skills, personality development skills and management skills and apply while working as an individual or with cohesion while working with the team members demonstrating accountability and result oriented behavior. |
| 10 | Multicultural Understanding & Global Outlook. | The student shall understand and acquire multicultural understanding in accomplishment of professional tasks through sports event organization, minor projects and practical skill classes and evolve as a responsible global citizen. |
| 11 | Integrity and Ethics | The students shall understand and apply ethical behavior and professional integrity while performing all professional task related to teaching, learning, organizational and practical related to physical education and sports. |
| 12 | Social and Emotional Skills. | The students shall be able to understand the required social and emotional skills through basics of adapted physical education and sociology in physical education and will be able to work with the diverse and inclusive groups in multi-cultural environment and situations during all professional endeavors. |
| 13 | Employability, Enterprise & Entrepreneurship in Physical Education & Sports. | The students shall be able to understand and apply the required professional attributes and will be clear in defining their career aspirations and work towards achieving them through their professional competencies required in physical education and sports. (Corporate career, student start up, family business, higher education etc.). |
| 14 | Lifelong Learning | The student shall be able to understand the purpose of leadership skills and apply while working as an individual or with cohesion while working with the team members demonstrating accountability and result oriented behavior |
| 15 | Environment & Sustainability. | The students shall be able to develop an understanding with the environment and will implement the initiative to conserve natural resources and use sustainable technologies in the field of physical education and sports. |

**5.1.5 Programme Operational Outcomes (POOs) :**

|  |  |  |
| --- | --- | --- |
| **S. No.** | **Graduate Attributes** | **Programme Operational Outcomes** |
| 1. | Knowledge & Expertise of Physical Education & Sports | The program shall provide opportunities to the teachers and students to upgrade and attain knowledge and technical efficiency and expertise in Physical Education and Sports by participating in Conferences, Seminars and Teaching Pedagogy workshops. • The students and teachers shall be able to demonstrate Knowledge expectancy and expertise in the field of Physical Education  Upgradation and completion of syllabus modification periodically as per the NCTE ,Education 4.0 and as per the University norms. |
| 2. | Self-direction and Active Learning | The program shall facilitate excellence and intellectual growth of faculty through organizing National and International Conferences and workshops. |
| 3. | Research and Enquiry in Physical Education & Sports | The program shall facilitate environment for innovation and research excellence for the faculty • by organising of National and International Conference/Workshop/Seminar • by providing opportunities to think and implement research thoughts in the curriculum. The students and faculty shall be able to publish and present research papers and scientific literature at various platforms such as books , journals and periodicals. |
| 4 | Information & Communication Technology Skills in Physical Education & Sports. | The program shall facilitate technological skill and competency related to Physical Education and Sports. Students and faculties shall be able to demonstrate skills in information and Technology while teaching and learning. |
| 5 | Critical Thinking & Problem-Solving Abilities. | The program shall provide ample opportunity to students and teachers to utilize problem solving skills during organization of sports competition and intramural competitions. |
| 6 | Communication Skills | The program shall encourage efficiency in communicating in one and more languages by means of providing value added courses in communication, skill and foreign language. |
| 7 | Creative, Innovative and Reflective Thinking. | The program shall build a strong base for creative and innovative ideas amongst the students. The students shall be able to create innovative teaching and coaching session plans. |
| 8 | Analytical and Decision-Making Ability. | The program shall promote analytical thinking and provide opportunity for the students in form of competitions, training programmes, volunteering activities to showcase decision making ability. |
| 9 | Leadership and Teamwork | The program shall facilitate environment for organizational exposure • by orgainising inter-  institutional & intramural competitions. |
| 10 | Multicultural Understanding & Global Outlook. | The program shall encourage cultural diversity and a sense of social and environmental responsibility • by integrating value addition courses including Yoga • by providing platform for nurturing human values • by education experiences for people with disability |
| 11 | Integrity and Ethics | The program shall facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff • by providing platform and opportunities through organization of various sports and cultural events that enhance core values and ethical conducts. |
| 12 | Social and Emotional Skills. | The students shall be able to understand the required social and emotional skills through basics of adapted physical education and sociology in physical education and will be able to work with the diverse and inclusive groups in multi-cultural environment and situations during all professional endeavors |
| 13 | Employability, Enterprise & Entrepreneurship in Physical Education & Sports. | The program shall facilitate employment opportunities and also support students to start their  own ventures • by organizing activities and campus selection through placement cell of the institution. |
| 14 | Lifelong Learning | The program shall facilitate lifelong learning approach by encouraging students to participate in value added, life-skills and professional building courses continuously. |
| 15 | Environment & Sustainability. | The program shall provide ample opportunities for international exposure to faculty and students  by providing opportunities to interact with foreign delegates and participants during the conduct of national and international events. |

**5.1.6 Mapping of Programme Learning Outcomes to Programme Educational Objectives (PEOs): BPES**

**Note:**

* **in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**):

| **Programme Educational**  **Objectives (PEOs)**  **Programme**  **Learning**  **Outcome (PLOs)** | | **PEO 1** | **PEO 2** | **PEO 3** | **PEO4** | **PEO5** | **PEO 6** | **PEO 7** | **PEO 8** | **PEO 9** | **PEO10** | **PEO11** | **PEO 12** | **PEO13** | **PEO14** | **PEO 15** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Programme :*** | | | | |  |  |  |  |  |  |  |  |  |  |  |  |
| PLO 1 | The students will be able to understand the theoretical knowledge regarding the foundation of physical education, history and teaching pedagogy, management in physical education, would be able to classify information through their teaching ability skills that has been enhanced through these courses, would be able to interpret rules and regulation of the games and sports throughout the practical sessions. | ✓ | ✓ |  | ✓ |  | ✓ |  |  | ✓ |  |  |  |  | ✓ |  |
| PLO2 | The students shall be able to develop an understanding of the anatomy, nutrition, psychological and physiological aspects and its effects on sports and fitness and also the practical application of all these factors on physical education and sports sciences. | ✓ | * ✓✓✓✓✓✓ |  |  |  | ✓ |  |  | ✓ |  |  |  |  |  |  |
| PLO3 | The students will be able to identify the approach of the scientific of physical education and sports sciences through study of basic movements, kinesiology, Basic physiology, anatomy and research aptitude in the field of physical education and sports sciences. |  |  |  | ✓ |  |  | ✓ |  |  |  |  | ✓ |  |  |  |
| PLO4 | The students shall be able to understand the use and application of information and communication technologies through minor projects, teaching methodology, teaching ability courses of physical education and sports sciences. |  |  |  |  |  |  |  |  | ✓ |  | ✓ |  |  | ✓ |  |
| PLO 5 | The students shall be able to understand the importance of critical thinking ability and will be able to relate and comprehend with research-based knowledge demonstrating problem solving techniques, through practical lessons of every game conducted in these courses. |  |  |  |  |  | ✓ |  |  |  |  |  | ✓ |  | ✓ | ✓ |
| PLO 6 | The students shall be able to demonstrate effective listening and communication skill for building up professional and interpersonal relationships through teaching pedagogy in physical education, professional preparation in physical education and personality development and career counseling subjects. | ✓ | ✓ |  | ✓ | ✓ | ✓ |  |  |  |  |  |  |  |  |  |
| PLO 7 | The student shall be able to understand the concept of sociology, recreation and leisure in physical education scientific creativity and apply skills related to teaching, learning and practical application significant to the societal educational needs. | ✓ | ✓ |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |
| PLO 8 | The students shall be able to understand, compare, and analyze situations through professional preparation courses, applied psychology in physical education and will be able to demonstrate appropriate decision-making ability. | ✓ | ✓ |  | ✓ |  | ✓ |  |  |  |  |  |  |  |  | ✓ |
| PLO9 | The student shall be able to understand the purpose of leadership skills, personality development skills and management skills and apply while working as an individual or with cohesion while working with the team members demonstrating accountability and result oriented behavior. | ✓ | ✓ |  |  |  | ✓ |  |  |  |  | ✓ |  |  |  |  |
| PLO10 | The student shall understand and acquire multicultural understanding in accomplishment of professional tasks through sports event organization, minor projects and practical skill classes and evolve as a responsible global citizen. |  |  |  |  |  |  |  |  | ✓ | ✓ |  | ✓ |  |  |  |
| PLO11 | The students shall understand and apply ethical behavior and professional integrity while performing all professional task related to teaching, learning, organizational and practical related to physical education and sports. | ✓ |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |
| PLO12 | The students shall be able to understand the required social and emotional skills through basics of adapted physical education and sociology in physical education and will be able to work with the diverse and inclusive groups in multi-cultural environment and situations during all professional endeavors. |  | ✓ |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |
| **PLO13** | The students shall be able to understand and apply the required professional attributes and will be clear in defining their career aspirations and work towards achieving them through their professional competencies required in physical education and sports. (Corporate career, student start up, family business, higher education etc.). |  |  | ✓ | ✓ |  |  |  |  | ✓ |  | ✓ |  |  |  |  |
| **PLO14** | The student shall be able to understand the purpose of leadership skills and apply while working as an individual or with cohesion while working with the team members demonstrating accountability and result oriented behavior |  |  |  |  |  |  |  |  | ✓ | ✓ |  |  |  |  | ✓ |
| **PLO15** | The students shall be able to develop an understanding with the environment and will implement the initiative to conserve natural resources and use sustainable technologies in the field of physical education and sports. |  |  |  |  |  |  |  | ✓ |  |  |  |  | ✓ |  |  |

###### Programme Learning Assessment for Bachelors of Physical Education(BPES)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S.No** | **Graduate**  **Attributes** | **PLOs** | **Competency**  **(CT)** | **Indicators**  **(ID)** | **Direct**  **Measures**  **/Tools (DM)** | **Target Performance** | **Indirect**  **Measures**  **/Tools (IM)** | **Target Performance** |
| 1. | GA1Knowledge & Expertise of Physical Education & Sports | PLO1: The students will be able to understand the theoretical knowledge regarding the foundation of physical education, history and teaching pedagogy, management in physical education, would be able to classify information through their teaching ability skills that has been enhanced through these courses, would be able to interpret rules and regulation of the games and sports throughout the practical sessions. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
| ID2 |
| CT2 |  | - | - | - |  |
|  |
| 2. | GA2 Self-direction and Active Learning | PLO2 The students shall be able to develop an understanding of the anatomy, nutrition, psychological and physiological aspects and its effects on sports and fitness and also the practical application of all these factors on physical education and sports sciences. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA3 Research and Enquiry in Physical Education & Sports | PLO3 The students will be able to identify the approach of the scientific of physical education and sports sciences through study of basic movements, kinesiology, Basic physiology, anatomy and research aptitude in the field of physical education and sports sciences. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  |  |  | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA4 Information & Communication Technology Skills in Physical Education & Sports. | PLO4 The students shall be able to understand the use and application of information and communication technologies through minor projects, teaching methodology, teaching ability courses of physical education and sports sciences. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA5 Critical Thinking & Problem-Solving Abilities. | PLO5 The students shall be able to understand the importance of critical thinking ability and will be able to relate and comprehend with research-based knowledge demonstrating problem solving techniques, through practical lessons of every game conducted in these courses. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA6 Communication Skills | PLO6 The students shall be able to demonstrate effective listening and communication skill for building up professional and interpersonal relationships through teaching pedagogy in physical education, professional preparation in physical education and personality development and career counseling subjects. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA7 Creative, Innovative and Reflective Thinking. | PLO7 The student shall be able to understand the concept of sociology, recreation and leisure in physical education scientific creativity and apply skills related to teaching, learning and practical application significant to the societal educational needs. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA8 Analytical and Decision-Making Ability | PLO8 The students shall be able to understand, compare, and analyze situations through professional preparation courses, applied psychology in physical education and will be able to demonstrate appropriate decision-making ability. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA9 Leadership and Teamwork | PLO9 The student shall be able to understand the purpose of leadership skills, personality development skills and management skills and apply while working as an individual or with cohesion while working with the team members demonstrating accountability and result oriented behavior. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA10 Multicultural Understanding & Global Outlook | PLO10 The student shall understand and acquire multicultural understanding in accomplishment of professional tasks through sports event organization, minor projects and practical skill classes and evolve as a responsible global citizen. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA11 Integrity and Ethics | PLO11 The students shall understand and apply ethical behavior and professional integrity while performing all professional task related to teaching, learning, organizational and practical related to physical education and sports. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA12Social and Emotional Skills. | PLO12The students shall be able to understand the required social and emotional skills through basics of adapted physical education and sociology in physical education and will be able to work with the diverse and inclusive groups in multi-cultural environment and situations during all professional endeavors | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | G13Employability, Enterprise & Entrepreneurship in Physical Education & Sports. | PLO13 The students shall be able to understand and apply the required professional attributes and will be clear in defining their career aspirations and work towards achieving them through their professional competencies required in physical education and sports. (Corporate career, student start up, family business, higher education etc.). | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA14 The students shall be able to understand and apply the required professional attributes and will be clear in defining their career aspirations and work towards achieving them through their professional competencies required in physical education and sports. (Corporate career, student start up, family business, higher education etc.). | PLO14 The student shall be able to understand the purpose of leadership skills and apply while working as an individual or with cohesion while working with the team members demonstrating accountability and result oriented behavior. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA15 Environment & Sustainability | PLO15 The students shall be able to develop an understanding with the environment and will implement the initiative to conserve natural resources and use sustainable technologies in the field of physical education and sports. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |

**\*CE- Comprehensive Examination**

* + 1. **Semester Wise Course Curriculum Coherence Matrix:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester-I** | **Course Learning**  **outcomes** | **Course**  **Competency** | **Indicators** | **Assessment**  **Based on Bloom**  **Taxonomy** | | | | | | | **GA1 /**  **PLO1** | | **GA2 /**  **PLO2** | | **GA3 /**  **PLO3** | | **GA4/PLO4** | | **GA5/PLO5** | **GA6/PLO6** | **GA07 /**  **PLO7** | **GA8/**  **PLO8** | **GA9 /**  **PLO9** | **GA10 /**  **PLO10** | **GA11/PLO11** | **GA12/PLO12** | **GA13/PLO14** | **GA15 /**  **PLO15** |
| **Semester Course Title** | **Remembering** | **Understanding** | **Applying** | **Analyzing** | **Evaluating** | **Creating** |  | |  | |  | |  | |  | |  |  |  |  |  |  |  |  |  |
| **Course Title -1 :** Environmental Studies - I | CLO1: | Develop an ability to integrate the many disciplines and fields that intersect with environmental concerns | 1.1 Demonstrate ability to apply multi disciplinary concept related to environment. | x | x | x |  |  |  | x | | x | | x | | x | | x | | x | x | x | x | x |  |  |  |  |
| CLO2 | Apply an awareness, knowledge, and appreciation of the intrinsic values of environmental study and its conservation and demonstrate an integrative approach to environmental issues with a focus on sustainability | Differentiate and demonstrate various conservational approach towards environmental sustainability | x | x | x | **x** | **x** |  | x | | x | | x | | x | | x | | x | x | x | x | x | x | x | x | x |
| CLO3 | Implement the various theoretical concepts learnt related to environmental conservation | Apply theoretical concept into real life situations. | x | x | x | **x** | **x** | **x** | x | | x | | x | | x | | x | | x | x | x | x | x |  | x | x | x |
| **Course Title -2**Practical Skills - I | CLO1 | Describe & Explain the concept of SWIMMING & YOGA | Demonstrate the understanding of practical concept of swimming and Yoga | x | x | x |  |  |  | x | | x | | x | | x | | x | | x | x | x | x | x |  |  |  |  |
| CLO2 | Demonstrate the skills of SWIMMING & YOGA | Exhibit technical proficiency in swimming and yoga | x | x | x | **x** | **x** |  | x | | x | | x | | x | | x | | x | x | x | x | x | x | x | x | x |
| CLO3 | Analyse and evaluate skills of SWIMMING & YOGA | Examine the skills of swimming & Yoga | x | x | x | **x** | **x** | **x** | x | | x | | x | | x | | x | | x | x | x | x | x |  | x | x | x |
| **Course Title -3** Anatomy and First Aid- I | CLO1 | Develop an understanding of anatomy from an atomic level through to the integration of various systems for the maintenance of health and wellbeing. | Understanding the various concepts of Anatomy | x | x | x |  |  |  | x | | x | | x | | x | | x | | x | x | x | x | x |  |  |  |  |
|  | CLO2 | Demonstrate and understand the relationship between structure (anatomy) and function (physiology) for the human body. | **Differentiate and interpret concept of Anatomy and physiology** | x | x | x | **x** | **x** |  | x | | x | | x | | x | | x | | x | x | x | x | x | x | x | x | x |
|  | CLO3 | Employ the acquired knowledge of first aid in the conditions of scorpion bites, spiders and snake bites. | Apply the knowledge in injury and real life situations. | x | x | x | **x** | **x** | **x** | x | | x | | x | | x | | x | | x | x | x | x | x |  | x | x | x |
| **Course Title -4 :**History in Physical Education | CLO1 | Describe the historical development of Physical Education in India and abroad | Understanding of historical concept of Physical education | x | x | x |  |  |  | x | | x | | x | | x | | x | | x | x | x | x | x |  |  |  |  |
|  | CLO2 | Differentiate the origin and development of the sporting event in Physical Education | Describe the origin development of the sporting event | x | x | x | **x** | **x** |  | x | | x | | x | | x | | x | | x | x | x | x | x | x | x | x | x |
|  | CLO3 | Analyse and interprete the movement of Physical Education by eminent personalities. | Relate the movement of Physical Education by eminent personalities in current situation. | x | x | x | **x** | **x** | **x** | x | | x | | x | | x | | x | | x | x | x | x | x |  | x | x | x |
|  |  |  |  |  |  |  |  |  |  |  | |  | |  | |  | |  | |  |  |  |  |  |  |  |  |  |
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**5.2 BACHELOR’S-Level Programme -Bachelor of Physical Education (BPEd)**

**5.2.1Mission Statement**

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| **Programme Mission** |
| To provide professional training for teacher education in the field of physical education in the current perspective of teaching learning trends in line with Industry 4.0 and the futuristic and emerging frontier areas of knowledge to develop the overall personality of students by making them not only excellent teachers of physical education but also good individuals, with understanding and regard for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action. |

**5.2.2 Programme Educational Objectives (PEOs)**

|  |  |
| --- | --- |
| **S.No** | **Educational Objectives** |
| 1 | A platform shall be provided to organize leisure and recreational activities and also to understand the nature, purpose and philosophy of physical education & sports. |
| 2 | Physical education teachers shall be prepared with an understanding of latest industrial trends and broader educational prospective. |
| 3 | The basic planning, teaching, organising & administrating physical education & sports programs effectively through the use of technology shall be provided |
| 4 | Teachers shall be made capable of imparting and inspire the society in the basic knowledge about health, Hygiene, nutrition, Yoga and various games and sports. |
| 5 | Communication skills and competencies shall be developed to organise school and community games and sports |
| 6 | The spirit of sportsmanship, self-control, judgement, emotional stability, mental and physical alertness, scientific temper, optimism & respect shall be cultivated. |
| 7 | Students shall develop positive problem solving approach and leadership in the field of Physical Education and Sports. |
| 8 | Students shall act ethically and responsibly in physical education & sports |
| 9 | Students shall critically evaluate and reflect learning and development throughout their career in physical education & sports and demonstrate effective teaching & practical skills in physical education, sports |
| 10 | Students shall be able to understand recognize and acquire social and emotional skills required to work in diverse and inclusive groups in multi-cultural environment and situations. |
| 11 | Students shall be able to develop and demonstrate competency in information and communication technology in learning and working environment and attain professional skill related to industry 4.0. |
| 12 | Students shall be able to demonstrate scientific aptitude and enquiry based approach to resolve problems related to the professional field of Physical Education Exercise, Fitness, Yoga , Sports Science and Coaching. |
| 13 | Students shall be able to develop self-learning and active learning approach related to the concept of Physical Education and Sports Sciences throughout life. |
| 14 | Students shall be able to develop creative and innovative approach in teaching learning and practical application of the profession. |
| 15 | Students shall be able to develop analytical ability and shall be able to compare situations and demonstrate decision making ability. |

**5.2.3. Programme Operational Objectives (OG)**

|  |  |
| --- | --- |
| **S.No** | **Operational Objectives** |
| 1 | The program shall provide educational excellence in Teaching/Academic Delivery. |
| 2 | The program shall facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff. |
| 3 | The program shall encourage cultural diversity and a sense of social and environmental responsibility. |
| 4 | The program shall encourage cultural diversity and a sense of social and sports  environment responsibilityaccording to the latest Industry 4.0 concept through industry exposure |
| 5 | The program shall provide ample opportunities for international exposure to faculty and  students. |
| 6 | The program shall be involved in continual improvement of processes and systems and to attain  national recognition. |
| 7 | The program shall build a strong industry/schools interaction by way of alumni networks  and empanelment of expertise from industry/schools |
| 8 | The program shall facilitate employment opportunities and also support students to start their own ventures. |
| 9 | The program shall facilitate environment for organizational exposure through the  conduct of inter-institutional & intramural competitions. |
| 10 | The program shall facilitate the students to work in different teams while conducting inter-institutional & intramural competitions to develop leadership and team cohesion |
| 11 | The program shall provide ample opportunities for multicultural work and learning environment and also facilitate international exposure to faculty and students. |
| 12 | The program shall integrate ethics and values in teaching and learning and building rapport with the faculty and staff. |
| 13 | The program shall encourage cultural diversity and a sense of social and environmental responsibility. |
| 14 | The program shall build a strong industry/schools interaction and provide lifelong learning attitudes in the students through professional networking and collaboration with the expertise from industry/schools. |
| 15 | The program shall facilitate environment friendly approach amongst the students by developing and attitude to conserve natural resources and use sustainable technologies in the field of Physical Education and sports. |

**5.2.4 Programme Learning Outcomes (PLOs):**

|  |  |
| --- | --- |
| **S.No** | **Learning Outcomes** |
| 1 | The students shall be able to differentiate curriculum studies comparing, applying, and analyzing new practices, concepts, principles and theories in physical education, exercise, fitness, and sports. And also acquire knowledge of physical education disciplines for effective teaching, learning process and theories for practical application |
| 2 | Adopt and adapt change to motivate self and children involved in physical education and sports. Enhance personality with permeability to change with new environment, organize self-directed and active learning through independent assimilation of the theoretical and practical concepts related to analyzing the teaching, learning and practical application in physical education and sports to meet the requirements of school education teacher. |
| 3 | Students will be able to demonstrate and differentiate the ability of scientific enquiry and research aptitude towards stating, formulating, interpreting, designing, analyzing, evaluating, and reporting their research work in the area of physical education and sports. |
| 4 | The students shall be able to effectively use computers and execute day to day tasks electronically. Will have ability to access internet & use email effectively, compare and apply information and communication technologies in learning, networking, and collaborating with the industry to develop the required professional skills related to industry 4.0. |
| 5 | The students shall be able to demonstrate and relate critical thinking ability and will be able to differentiate and compare with research-based knowledge demonstrating problem solving aptitude. |
| 6 | The students shall be able to Speak proficiently in two or more languages. Convey written information related to physical education and sports effectively. And also demonstrate and implement effective listening and communication skills for building up professional and interpersonal relationship. |
| 7 | The student shall be able to demonstrate and implement the ability to combine scientific creativity and reflective thinking to develop innovative skills related to teaching, learning and practical application significant to the societal educational needs. Relate and examine various dimensions of physical education and sports for development of specialized programs. |
| 8 | Students will be able to utilize analytical thinking skills in different contexts of physical activities, sports and exercise. They shall be able to compare, contrast, and analyze situations and will be able to demonstrate appropriate decision-making ability. |
| 9 | The student shall be able to demonstrate leadership skills while working as an individual or with cohesion while working with the team members organizing accountability and result oriented behaviour. |
| 10 | Explores international concepts adopted in education and physical education Function in a global school education environment to cater physical education as a medium towards overall development. The student shall differentiate and implement multicultural understanding in accomplishment of professional tasks and evolve as a responsible global citizen. |
| 11 | The students shall reflect respect, tolerance, and intercultural understanding, organize and implement ethical behaviour and professional integrity while performing all professional task related to teaching, learning, organizational and practicals related to physical education and sports. |
| 12 | The students shall be able to understand practice of inclusive education and avoiding bias based on culture, cast, religion, gender Skills and values, such as critical, creative and innovative thinking, problem-solving, decision making, empathy. They should demonstrate social and emotional skills and will be able to organize the diverse and inclusive groups in multi-cultural environment and situations during all professional endeavours. |
| 13 | The students shall be able to demonstrate all professional attributes and will be compare and define their career aspirations and work towards achieving them through their professional competencies required in physical education and sports. (Corporate career, student start up, family business, higher education etc.). student will have development of abilities required for physical education professionals in global environment Articulate pertinent sports skills with technical competency for talent identification, development and promotion. |
| 14 | The students shall be able to Integrate physical activities, exercise and sports suitable for different segments of the society. They will be able to relate their professional learning to the lifelong learning and will transpose them to the real-life situations throughout their life focusing on self-directed learning. |
| 15 | The students shall be able to relate with the environment and will analyze and initiate to conserve natural resources and use sustainable technologies in and through the field of physical education and sports. |

**5.2.5 Programme Operational Outcomes (POOs) :**

|  |  |
| --- | --- |
| **S.No** | **Operational Outcomes** |
| 1 | The program shall provide educational excellence in Teaching/Academic Delivery. |
| 2 | The program shall facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff. |
| 3 | The program shall encourage cultural diversity and a sense of social and environmental responsibility. |
| 4 | The program shall encourage cultural diversity and a sense of social and sports  environment responsibility according to the latest Industry 4.0 concept through industry exposure |
| 5 | The program shall provide ample opportunities for international exposure to faculty and  students. |
| 6 | The program shall be involved in continual improvement of processes and systems and to attain  national recognition. |
| 7 | The program shall build a strong industry/schools interaction by way of alumni networks  and empanelment of expertise from industry/schools |
| 8 | The program shall facilitate employment opportunities and also support students to start their own ventures. |
| 9 | The program shall facilitate environment for organizational exposure through the  conduct of inter-institutional & intramural competitions. |
| 10 | The program shall encourage cultural diversity and a sense of social and environmental responsibility • by integrating value addition courses including Yoga • by providing platform for nurturing human values • by education experiences for people with disability |
| 11 | The program shall facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff • by providing platform and opportunities through organization of various sports and cultural events that enhance core values and ethical conducts. |
| 12 | The students shall be able to understand the required social and emotional skills through basics of adapted physical education and sociology in physical education and will be able to work with the diverse and inclusive groups in multi-cultural environment and situations during all professional endeavors |
| 13 | The program shall facilitate employment opportunities and also support students to start their own ventures • by organizing activities and campus selection through placement cell of the institution. |
| 14 | The program shall facilitate lifelong learning approach by encouraging students to participate in value added, life-skills and professional building courses continuously. |
| 15 | The program shall provide ample opportunities for international exposure to faculty and students  by providing opportunities to interact with foreign delegates and participants during the conduct of national and international events. |
|  |  |

**5.2.6 Mapping of Programme Learning Outcomes to Programme Educational Objectives (PEOs): BPEd**

**Note:**

* **in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**):

| **Programme Educational**  **Objectives (PEOs)**  **Programme**  **Learning**  **Outcome (PLOs)** | | **PEO 1** | **PEO 2** | **PEO 3** | **PEO4** | **PEO5** | **PEO 6** | **PEO 7** | **PEO 8** | **PEO 9** | **PEO10** | **PEO11** | **PEO 12** | **PEO13** | **PEO14** | **PEO 15** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Programme :*** | | | | |  |  |  |  |  |  |  |  |  |  |  |  |
| PLO 1 | The students shall be able to differentiate curriculum studies comparing, applying, and analyzing new practices, concepts, principles and theories in physical education, exercise, fitness, and sports. And also acquire knowledge of physical education disciplines for effective teaching, learning process and theories for practical application | ✓ | ✓ |  | ✓ |  | ✓ |  |  | ✓ |  |  |  |  | ✓ |  |
| PLO2 | Adopt and adapt change to motivate self and children involved in physical education and sports. Enhance personality with permeability to change with new environment, organize self-directed and active learning through independent assimilation of the theoretical and practical concepts related to analyzing the teaching, learning and practical application in physical education and sports to meet the requirements of school education teacher. | ✓ |  |  |  |  | ✓ |  |  | ✓ |  |  |  |  |  |  |
| PLO3 | Students will be able to demonstrate and differentiate the ability of scientific enquiry and research aptitude towards stating, formulating, interpreting, designing, analyzing, evaluating, and reporting their research work in the area of physical education and sports. |  |  |  | ✓ |  |  | ✓ |  |  |  |  | ✓ |  |  |  |
| PLO4 | The students shall be able to effectively use computers and execute day to day tasks electronically. Will have ability to access internet & use email effectively, compare and apply information and communication technologies in learning, networking, and collaborating with the industry to develop the required professional skills related to industry 4.0. |  |  |  |  |  |  |  |  | ✓ |  | ✓ |  |  | ✓ |  |
| PLO 5 | The students shall be able to demonstrate and relate critical thinking ability and will be able to differentiate and compare with research-based knowledge demonstrating problem solving aptitude. |  |  |  |  |  | ✓ |  |  |  |  |  | ✓ |  | ✓ | ✓ |
| PLO 6 | The students shall be able to Speak proficiently in two or more languages. Convey written information related to physical education and sports effectively. And also demonstrate and implement effective listening and communication skills for building up professional and interpersonal relationship. | ✓ | ✓ |  | ✓ | ✓ | ✓ |  |  |  |  |  |  |  |  |  |
| PLO 7 | The student shall be able to demonstrate and implement the ability to combine scientific creativity and reflective thinking to develop innovative skills related to teaching, learning and practical application significant to the societal educational needs. Relate and examine various dimensions of physical education and sports for development of specialized programs. | ✓ | ✓ |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |
| PLO 8 | Students will be able to utilize analytical thinking skills in different contexts of physical activities, sports and exercise. They shall be able to compare, contrast, and analyze situations and will be able to demonstrate appropriate decision-making ability. | ✓ | ✓ |  | ✓ |  | ✓ |  |  |  |  |  |  |  |  | ✓ |
| PLO9 | The student shall be able to demonstrate leadership skills while working as an individual or with cohesion while working with the team members organizing accountability and result oriented behaviour. | ✓ | ✓ |  |  |  | ✓ |  |  |  |  | ✓ |  |  |  |  |
| PLO10 | Explores international concepts adopted in education and physical education Function in a global school education environment to cater physical education as a medium towards overall development. The student shall differentiate and implement multicultural understanding in accomplishment of professional tasks and evolve as a responsible global citizen. |  |  |  |  |  |  |  |  | ✓ | ✓ |  | ✓ |  |  |  |
| PLO11 | The students shall reflect respect, tolerance, and intercultural understanding, organize and implement ethical behaviour and professional integrity while performing all professional task related to teaching, learning, organizational and practicals related to physical education and sports. | ✓ |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |
| PLO12 | The students shall be able to understand practice of inclusive education and avoiding bias based on culture, cast, religion, gender Skills and values, such as critical, creative and innovative thinking, problem-solving, decision making, empathy. They should demonstrate social and emotional skills and will be able to organize the diverse and inclusive groups in multi-cultural environment and situations during all professional endeavours. |  | ✓ |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |
| **PLO13** | The students shall be able to demonstrate all professional attributes and will be compare and define their career aspirations and work towards achieving them through their professional competencies required in physical education and sports. (Corporate career, student start up, family business, higher education etc.). student will have development of abilities required for physical education professionals in global environment Articulate pertinent sports skills with technical competency for talent identification, development and promotion. |  |  | ✓ | ✓ |  |  |  |  | ✓ |  | ✓ |  |  |  |  |
| **PLO14** | The students shall be able to Integrate physical activities, exercise and sports suitable for different segments of the society. They will be able to relate their professional learning to the lifelong learning and will transpose them to the real-life situations throughout their life focusing on self-directed learning. |  |  |  |  |  |  |  |  | ✓ | ✓ |  |  |  |  | ✓ |
| **PLO15** | The students shall be able to relate with the environment and will analyze and initiate to conserve natural resources and use sustainable technologies in and through the field of physical education and sports. |  |  |  |  |  |  |  | ✓ |  |  |  |  | ✓ |  |  |

* + 1. **Programme Learning Assessment for -------Name of the programme : BPEd**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S.No** | **Graduate**  **Attributes** | **PLOs** | **Competency**  **(CT)** | **Indicators**  **(ID)** | **Direct**  **Measures**  **/Tools (DM)** | **Target Performance** | **Indirect**  **Measures**  **/Tools (IM)** | **Target Performance** |
| 1. | GA1Knowledge & Expertise of Physical Education & Sports | PLO1 The students shall be able to differentiate curriculum studies comparing, applying, and analyzing new practices, concepts, principles and theories in physical education, exercise, fitness, and sports. And also acquire knowledge of physical education disciplines for effective teaching, learning process and theories for practical application. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
| ID2 |
|  |
| 2. | GA2 Self-direction and Active Learning | PLO2Adopt and adapt change to motivate self and children involved in physical education and sports. Enhance personality with permeability to change with new environment, organize self-directed and active learning through independent assimilation of the theoretical and practical concepts related to analyzing the teaching, learning and practical application in physical education and sports to meet the requirements of school education teacher | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA3 Research and Enquiry in Physical Education & Sports | PLO3Students will be able to demonstrate and differentiate the ability of scientific enquiry and research aptitude towards stating, formulating, interpreting, designing, analyzing, evaluating, and reporting their research work in the area of physical education and sports | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA4 Information & Communication Technology Skills in Physical Education & Sports. | PLO4 The students shall be able to effectively use computers and execute day to day tasks electronically. Will have ability to access internet & use email effectively, compare and apply information and communication technologies in learning, networking, and collaborating with the industry to develop the required professional skills related to industry | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA5 Critical Thinking & Problem-Solving Abilities. | PLO5The students shall be able to demonstrate and relate critical thinking ability and will be able to differentiate and compare with research-based knowledge demonstrating problem solving aptitude. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA6 Communication Skills | PLO6 The students shall be able to Speak proficiently in two or more languages. Convey written information related to physical education and sports effectively. And also demonstrate and implement effective listening and communication skills for building up professional and interpersonal relationship. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA7 Creative, Innovative and Reflective Thinking. | PLO7 The student shall be able to demonstrate and implement the ability to combine scientific creativity and reflective thinking to develop innovative skills related to teaching, learning and practical application significant to the societal educational needs. Relate and examine various dimensions of physical education and sports for development of specialized programs. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA8 Analytical and Decision-Making Ability | Students will be able to utilize analytical thinking skills in different contexts of physical activities, sports and exercise. They shall be able to compare, contrast, and analyze situations and will be able to demonstrate appropriate decision-making ability. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA9 Leadership and Teamwork | The student shall be able to demonstrate leadership skills while working as an individual or with cohesion while working with the team members organizing accountability and result oriented behaviour. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA10 Multicultural Understanding & Global Outlook | Explores international concepts adopted in education and physical education Function in a global school education environment to cater physical education as a medium towards overall development. The student shall differentiate and implement multicultural understanding in accomplishment of professional tasks and evolve as a responsible global citizen. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA11 Integrity and Ethics | The students shall reflect respect, tolerance, and intercultural understanding, organize and implement ethical behaviour and professional integrity while performing all professional task related to teaching, learning, organizational and practicals related to physical education and sports. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA12Social and Emotional Skills. | The students shall be able to understand practice of inclusive education and avoiding bias based on culture, cast, religion, gender Skills and values, such as critical, creative and innovative thinking, problem-solving, decision making, empathy. They should demonstrate social and emotional skills and will be able to organize the diverse and inclusive groups in multi-cultural environment and situations during all professional endeavours. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | G13Employability, Enterprise & Entrepreneurship in Physical Education & Sports. | The students shall be able to demonstrate all professional attributes and will be compare and define their career aspirations and work towards achieving them through their professional competencies required in physical education and sports. (Corporate career, student start up, family business, higher education etc.). student will have development of abilities required for physical education professionals in global environment Articulate pertinent sports skills with technical competency for talent identification, development and promotion. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA14 The students shall be able to understand and apply the required professional attributes and will be clear in defining their career aspirations and work towards achieving them through their professional competencies required in physical education and sports. (Corporate career, student start up, family business, higher education etc.). | The students shall be able to Integrate physical activities, exercise and sports suitable for different segments of the society. They will be able to relate their professional learning to the lifelong learning and will transpose them to the real-life situations throughout their life focusing on self-directed learning. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA15 Environment & Sustainability | The students shall be able to relate with the environment and will analyze and initiate to conserve natural resources and use sustainable technologies in and through the field of physical education and sports. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |

**\*CE- Comprehensive Examination**

* + 1. **Assessment of Program Learning Outcomes through Comprehensive Examination**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester-I** | **Course Learning**  **outcomes** | **Course**  **Competency** | **Indicators** | **Assessment**  **Based on Bloom**  **Taxonomy** | | | | | | | **GA1 /**  **PLO1** | | **GA2 /**  **PLO2** | | **GA3 /**  **PLO3** | | **GA4/PLO4** | | **GA5/PLO5** | **GA6/PLO6** | **GA07 /**  **PLO7** | **GA8/**  **PLO8** | **GA9 /**  **PLO9** | **GA10 /**  **PLO10** | **GA11/PLO11** | **GA12/PLO12** | **GA13/PLO14** | **GA15 /**  **PLO15** |
| **Semester Course Title** | **Remembering** | **Understanding** | **Applying** | **Analyzing** | **Evaluating** | **Creating** |  | |  | |  | |  | |  | |  |  |  |  |  |  |  |  |  |
| **Course Title -1 :** Anatomy and Physiology | CLO1: | Describe the structural aspect of human body systems.  in sports and games**.** | Understanding of structure and function of human of human body. | x | x | x |  |  |  | x | | x | | x | | x | | x | | x | x | x | x | x |  |  |  |  |
| CLO2 | Differentiate between the various systems of human body | Various systems of human body clarification | x | x | x | **x** | **x** |  | x | | x | | x | | x | | x | | x | x | x | x | x | x | x | x | x |
| CLO3 | Apply the concept of human structure of body system | Apply theoretical concept into real life situations related to Physical Education & Sports. | x | x | x | **x** | **x** | **x** | x | | x | | x | | x | | x | | x | x | x | x | x |  | x | x | x |
| **Course Title -2** - History, Principles and foundation of Physical Education | CLO1 | Describe the fundamental concept and principal related to physical Education. | Recall and understand the fundamental concept | x | x | x | **x** |  |  | x | | x | | x | | x | | x | | x | x | x | x | x |  |  |  |  |
| CLO2 | Differentiate between philosophical, sociological and psychological principals. | Distinguish the foundations of physical education. | x | x | x | **x** | **x** |  | x | | x | | x | | x | | x | | x | x | x | x | x | x | x | x | x |
| CLO3 | Fitness, wellness and sports for all foundations of physical education. | Apply the knowledge in practical situation. | x | x | x | **x** | **x** | **x** | x | | x | | x | | x | | x | | x | x | x | x | x |  | x | x | x |
| **Course Title -3** Officiating and Coaching | CLO1 | Describe the concept of coaching and Officiating | Understanding the basic concept of officiating Coaching . | x | x | x |  |  |  | x | | x | | x | | x | | x | | x | x | x | x | x |  |  |  |  |
| CLO2 | Differentiate and Demonstrate skills and Techniques of Officiating and Coaching. | Exhibit signals and commands in coaching and officiating | x | x | x | **x** | **x** |  | x | | x | | x | | x | | x | | x | x | x | x | x | x | x | x | x |
| CLO3 | Plan and execute the duties of coach and officials in physical education and sports competitions. | Perform the duty of officials and Coaches. | x | x | x | **x** | **x** | **x** | x | | x | | x | | x | | x | | x | x | x | x | x |  | x | x | x |
|  |  |  |  |  |  |  |  |  |  |  | |  | |  | |  | |  | |  |  |  |  |  |  |  |  |  |

**5.3 Master’s-Level Programme :**

**5.3.1Mission Statement**

|  |
| --- |
| **Programme Mission** |
| To provide professional basis for teacher education in all specializations of physical education & sports keeping in mind the latest trends and development in the field of teaching learning areas of physical education and research and to develop the overall personality of students by making them not only excellent teachers of physical education but also good individuals, with understanding and regard for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action. |

**5.3.2 Programme Educational Objectives (PEOs)**

|  |  |
| --- | --- |
| **S.No** | **Educational Objectives** |
| 1 | Students shall be able to describe broad knowledge of the physical educational philosophy and principles in a professional work setting |
| 2 | Students shall be able to integrate theory, practicum & teaching practice, in making effective teaching learning environment by understanding the relationship of physical education & sports with global environment |
| 3 | Students shall be able to construct and maintain effective educational performance by leveraging skills of Information and Technology in the area of physical educational and Sports. |
| 4 | Students shall be able to recognize when and how to use appropriate teaching  skills & techniques |
| 5 | Students shall be able to demonstrate effective communication and behavioural skills that support and enhance educational effectiveness in physical education & sports |
| 6 | Students shall be able tol demonstrate effective teaching & practical skills in physical education & sports |
| 7 | Students shall be able to develop positive perspectives and skills in the field of teaching, practicum organization, administration and leadership. |
| 8 | Students shall be able to act ethically and responsibly in physical education & sports |
| 9 | Students shall be able to critically evaluate and reflect learning and development throughout their career in physical education & sports |
| 10 | Students shall be able to understand recognize and acquire social and emotional skills required to work in diverse and inclusive groups in multi-cultural environment and situations. |
| 11 | Students shall be able to develop and demonstrate competency in information and communication technology in learning and working environment and attain professional skill related to industry 4.0. |
| 12 | Students shall be able to demonstrate scientific aptitude and enquiry based approach to resolve problems related to the professional field of Physical Education Exercise, Fitness, Yoga , Sports Science and Coaching. |
| 13 | Students shall be able to develop self-learning and active learning approach related to the concept of Physical Education and Sports Sciences throughout life. |
| 14 | Students shall be able to develop creative and innovative approach in teaching learning and practical application of the profession. |
| 15 | Students shall be able to develop analytical ability and shall be able to compare situations and demonstrate decision making ability. |
|  |  |

**5.3.3. Programme Operational Objectives (OG)**

|  |  |
| --- | --- |
| **S.No** | **Operational Objectives** |
| 1 | The program shall provide educational excellence in Teaching/Academic Delivery and research. |
| 2 | The program shall facilitate environment for innovation and research excellence for the intellectual growth of faculty. |
| 3 | The program shall encourage cultural diversity and a sense of social and environmental responsibility. |
| 4 | The program shall encourage cultural diversity and a develop sense of social and environment  through physical education & sports |
| 5 | The program shall provide ample opportunities for international exposure to faculty and students. |
| 6 | The program shall be involved in continual improvement of processes and systems and to attain national  recognition. |
| 7 | The program shall build a strong industry/schools interaction by way of alumni networks and  empanelment of expertise from industry/schools |
| 8 | The program shall facilitate employment opportunities and also support students to start their own ventures. |
| 9 | The program shall facilitate environment for organizational exposure through the conduct of  inter-institutional & intramural competitions |
| 10 | The program shall facilitate the students to work in different teams while conducting inter-institutional & intramural competitions to develop leadership and team cohesion |
| 11 | The program shall provide ample opportunities for multicultural work and learning environment and also facilitate international exposure to faculty and students. |
| 12 | The program shall integrate ethics and values in teaching and learning and building rapport with the faculty and staff. |
| 13 | The program shall encourage cultural diversity and a sense of social and environmental responsibility. |
| 14 | The program shall build a strong industry/schools interaction and provide lifelong learning attitudes in the students through professional networking and collaboration with the expertise from industry/schools. |
| 15 | The program shall facilitate environment friendly approach amongst the students by developing and attitude to conserve natural resources and use sustainable technologies in the field of Physical Education and sports. |

**5.3.4 Programme Learning Outcomes (PLOs):**

|  |  |
| --- | --- |
| **S.No** | **Learning Outcomes** |
| 1 | PLO1: Graduates will have ability to Possess knowledge of physical education disciplines for effective decision making Reflects proficiency in discipline specific research skills and technical abilities. |
| 2 | Graduates will have the ability to Utilize analytical thinking and decision-making skills in different contexts associated with physical education and sports for wellbeing of various segments of people. |
| 3 | Graduates will have the ability to Retrieve information through books, journal, online sources for latest update of knowledge in the field of physical education and sports. Access to library and show  usage of e-library and online journals. Using citations in scientific assignments. Able to project accomplishments electronically |
| 4 | Graduates will have the ability to Employ problem solving skill to resolve issues concerned with physical education and sports sciences Develop enquiry based approach towards physical and their application in both familiar and unfamiliar context |
| 5 | Graduates will have the ability to   Speak, write, and express knowledge proficiently in field of physical education and sports sciences and reflect originality in expression |
| 6 | Graduates will have the ability to  Actively contribute towards team goals through taking responsibilities for activities associated with physical education and actively participating into it. |
| 7 | Graduates will have the ability to  7.1 Acquire and understand information about international concepts in physical education and sports.  7.2 Develop competency to function in a global sport and  education environment. |
| 8 | Graduates will have the ability to :  8.1 reads about the latest development in the sports law and ethical constrains in physical education. Understand contemporary ethical, moral and legislative directions pertaining to physical education and sports.   8.2 Understand necessary clarification and certificates required for abiding ethical issues in practice of physical  and sports Understand integration of sports, exercise and physical activities suitable for different segments of the society   8.3 Understand intercultural sensibility, awareness about inclusiveness & gender sensitivity in the areas of physical education and sports. |
| 9 | Graduates will have the ability to  9.1 Able to work in the Senior Secondary School. Work in the corporate agencies, and organisations providing sports & physical Education, sport event man companies and employable in tasks for teaching as well as Practicum |
| 10 | PLO10: Graduates will have the ability to  10.1 Actively seek new learning opportunity in physical education and sports. Reflect experienced based self learning through practice in activities associated physical education and school education. |
| 11 | PLO11: Graduates will have the ability to  11.1 Possess awareness about environment and its conservation and utilize sustainable means and technologies to preserve natural resources in the filed of sports and physical education. |
| 12 | Graduates will have the ability to  12.1 Able to manage and utilize emotional and social skills while working in diverse cultural group and able to adapt in multicultural environment in the filed of physical education and sports. |
| 13 | Graduates will have the ability to  13.1 Proficient in generating innovation and creative ideas and concepts related to theoretical and practical aspect of physical education and sports sciences. |
| 14 | Graduates will have the ability to  14.1 Reflect self-directed learning and able to work independently to upgrade skills and concept related to teaching pedagogy and practical application through active learning. |
| 15 | Graduates will have the ability to  15.1 Develop enquiry  based approach to identify, formulate and investigate problems and issues using established theories, methodologies, practices in physical education and demonstrating insight in research and scientific methods in physical education and sports sciences. Assimilate and apply body of scientific knowledge in physical activity, exercise and sports.. |
|  |  |

**5.3.5 Programme Operational Outcomes (POOs) :**

|  |  |
| --- | --- |
| **S.No** | **Operational Outcomes** |
| 1 | The program shall use appropriate methodology and pedagogical tools for teaching, learning and development |
| 2 | The curriculum shall be state of the art and relevant as recommended by NCTE and  benchmarked on global standards by incorporating feedback from all the stake holders . |
| 3 | The students of M.P.Ed shall graduate in timely manner. |
| 4 | The program shall provide Academic facilities and resources for enhancing teaching  and learning in effective manner. |
| 5 | The student of M.P.Ed shall score achievements in inter and intra university Co- Curricular activities. |
| 6 | The program shall be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge. |
| 7 | The program shall integrate ethics and values in teaching and learning and building rapport with the faculty and staff. |
| 8 | The program shall facilitate cultivation of universal humanitarian values. |
| 9 | The program shall facilitate joint research collaborations; invite international delegates and speakers for seminars and conferences and various other opportunities for global exposure. |
| 10 | The program shall be continuously engaged in developing/ reviewing processes, policies and systems to achieve accreditations from various bodies at different levels. |
| 11 | The program shall develop and maintain strong relationship with educational  organisations and community. |
| 12 | The program shall maintain lifelong alumni network and keep the curriculum  responsive to the contemporary needs. |
| 13 | The program shall support all the students for quality placements as per their expertise and capabilities. |
| 14 | The program shall facilitate lifelong learning approach by encouraging students to participate in value added, life-skills and professional building courses continuously. |
| 15 | The program shall provide ample opportunities for international exposure to faculty and students  by providing opportunities to interact with foreign delegates and participants during the conduct of national and international events. |

**5.3.6 Mapping of Programme Learning Outcomes to Programme Educational Objectives (PEOs): MPEd**

**Note:**

* **in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**):

| **Programme Educational**  **Objectives (PEOs)**  **Programme**  **Learning**  **Outcome (PLOs)** | | **PEO 1** | **PEO 2** | **PEO 3** | **PEO 4** | **PEO 5** | **PEO 6** | **PEO 7** | **PEO 8** | **PEO 9** | **PEO 10** | **PEO 11** | **PEO 12** | **PEO 13** | **PEO 14** | **PEO 15** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Programme :*** | | | | |  |  |  |  |  |  |  |  |  |  |  |  |
|  | PLO1: Graduates will have ability to Possess knowledge of physical education disciplines for effective decision making Reflects proficiency in discipline specific research skills and technical abilities. | ✓ | ✓ |  | ✓ |  | ✓ |  |  | ✓ |  |  |  |  | ✓ |  |
|  | PLO2 : Graduates will have the ability to Utilize analytical thinking and decision-making skills in different contexts associated with physical education and sports for wellbeing of various segments of people. | ✓ |  |  |  |  | ✓ |  |  | ✓ |  |  |  |  |  |  |
|  | PLO3 Graduates will have the ability to Retrieve information through books, journal, online sources for latest update of knowledge in the field of physical education and sports. Access to library and show  usage of e-library and online journals. Using citations in scientific assignments. Able to project accomplishments electronically |  |  |  | ✓ |  |  | ✓ |  |  |  |  | ✓ |  |  |  |
|  | PLO4Graduates will have the ability to Employ problem solving skill to resolve issues concerned with physical education and sports sciences Develop enquiry based approach towards physical and their application in both familiar and unfamiliar context |  |  |  |  |  |  |  |  | ✓ |  | ✓ |  |  | ✓ |  |
|  | PLO5 Graduates will have the ability to   Speak, write, and express knowledge proficiently in field of physical education and sports sciences and reflect originality in expression |  |  |  |  |  | ✓ |  |  |  |  |  | ✓ |  | ✓ | * ✓ |
|  | PLO6 : Graduates will have the ability to  Actively contribute towards team goals through taking responsibilities for activities associated with physical education and actively participating into it. | ✓ | * ✓ |  | * ✓ | * ✓ | ✓ |  |  |  |  |  |  |  |  |  |
|  | PLO7 :Graduates will have the ability to  7.1 Acquire and understand information about international concepts in physical education and sports.  7.2 Develop competency to function in a global sport and  education environment. | ✓ | * ✓ |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |
|  | PLO8Graduates will have the ability to :  8.1 reads about the latest development in the sports law and ethical constrains in physical education. Understand contemporary ethical, moral and legislative directions pertaining to physical education and sports.   8.2 Understand necessary clarification and certificates required for abiding ethical issues in practice of physical  and sports Understand integration of sports, exercise and physical activities suitable for different segments of the society   8.3 Understand intercultural sensibility, awareness about inclusiveness & gender sensitivity in the areas of physical education and sports. | ✓ | * ✓ |  | * ✓ |  | ✓ |  |  |  |  |  |  |  |  | * ✓ |
|  | PLO9 : Graduates will have the ability to  9.1 Able to work in the Senior Secondary School. Work in the corporate agencies, and organisations providing sports & physical Education, sport event man companies and employable in tasks for teaching as well as Practicum | ✓ | * ✓ |  |  |  | ✓ |  |  |  |  | ✓ |  |  |  |  |
|  | PLO10: Graduates will have the ability to  10.1 Actively seek new learning opportunity in physical education and sports. Reflect experienced based self learning through practice in activities associated physical education and school education. |  |  |  |  |  |  |  |  | ✓ | ✓ |  | ✓ |  |  |  |
|  | PLO11: Graduates will have the ability to  11.1 Possess awareness about environment and its conservation and utilize sustainable means and technologies to preserve natural resources in the filed of sports and physical education. | ✓ |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |
|  | Graduates will have the ability to  PLO 12 Able to manage and utilize emotional and social skills while working in diverse cultural group and able to adapt in multicultural environment in the filed of physical education and sports. |  | * ✓ |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |
|  | PLO13 :Graduates will have the ability to  Proficient in generating innovation and creative ideas and concepts related to theoretical and practical aspect of physical education and sports sciences. |  |  | * ✓ | * ✓ |  |  |  |  | ✓ |  | ✓ |  |  |  |  |
|  | PLO14 : Graduates will have the ability to  14.1 Reflect self-directed learning and able to work independently to upgrade skills and concept related to teaching pedagogy and practical application through active learning. |  |  |  |  |  |  |  |  | ✓ | ✓ |  |  |  |  | * ✓ |
|  | PLO15Graduates will have the ability to  15.1 Develop enquiry  based approach to identify, formulate and investigate problems and issues using established theories, methodologies, practices in physical education and demonstrating insight in research and scientific methods in physical education and sports sciences. Assimilate and apply body of scientific knowledge in physical activity, exercise and sports.. |  |  |  |  |  |  |  | ✓ |  |  |  |  | ✓ |  |  |

* + 1. **Programme Learning Assessment for -------Name of the programme - MPEd**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S.No** | **Graduate**  **Attributes** | **PLOs** | **Competency**  **(CT)** | **Indicators**  **(ID)** | **Direct**  **Measures**  **/Tools (DM)** | **Target Performance** | **Indirect**  **Measures**  **/Tools (IM)** | **Target Performance** |
| 1. | GA1Knowledge & Expertise of Physical Education & Sports | PLO1 Graduates will have ability to Possess knowledge of physical education disciplines for effective decision making Reflects proficiency in discipline specific research skills and technical abilities. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
| ID2 |
| CT2 |  | - | - | - |  |
|  |
| 2. | GA2 Self-direction and Active Learning | Actively seek new learning opportunity in physical education and sports. Reflect experienced based self learning through practice in activities associated physical education and school education. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA3 Research and Enquiry in Physical Education & Sports | PLO3 Develop enquiry  based approach to identify, formulate and investigate problems and issues using established theories, methodologies, practices in physical education and demonstrating insight in research and scientific methods in physical education and sports sciences. Assimilate and apply body of scientific knowledge in physical activity, exercise and sports.. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA4 Information & Communication Technology Skills in Physical Education & Sports. | PLO4 Retrieve information through books, journal, online sources for latest update of knowledge in the field of physical education and sports. Access to library and show  usage of e-library and online journals. Using citations in scientific assignments. Able to project accomplishments electronically | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA5 Critical Thinking & Problem-Solving Abilities. | PLO5 Employ problem solving skill to resolve issues concerned with physical education and sports sciences Develop enquiry based approach towards physical and their application in both familiar and unfamiliar context | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA6 Communication Skills | PLO6 Speak, write, and express knowledge proficiently in field of physical education and sports sciences and reflect originality in expression | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA7 Creative, Innovative and Reflective Thinking. | PLO7 Graduates will have the ability to  Proficient in generating innovation and creative ideas and concepts related to theoretical and practical aspect of physical education and sports sciences. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA8 Analytical and Decision-Making Ability | Utilize analytical thinking and decision-making skills in different contexts associated with physical education and sports for wellbeing of various segments of people | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA9 Leadership and Teamwork | The student shall be able to demonstrate leadership skills while working as an individual or with cohesion while working with the team members organizing accountability and result oriented behaviour. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA10 Multicultural Understanding & Global Outlook | Able to manage and utilize emotional and social skills while working in diverse cultural group and able to adapt in multicultural environment in the filed of physical education and sports. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA11 Integrity and Ethics | Reads about the latest development in the sports law and ethical constrains in physical education. Understand contemporary ethical, moral and legislative directions pertaining to physical education and sports.  Understand necessary clarification and certificates required for abiding ethical issues in practice of physical and sports Understand integration of sports, exercise and physical activities suitable for different segments of the society  Understand intercultural sensibility, awareness about inclusiveness & gender sensitivity in the areas of physical education and sports. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA12 Social and Emotional Skills. | Able to manage and utilize emotional and social skills while working in diverse cultural group and able to adapt in multicultural environment in the filed of physical education and sports. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | G13Employability, Enterprise & Entrepreneurship in Physical Education & Sports. | Able to work in the Senior Secondary School. Work in the corporate agencies, and organisations providing sports & physical Education, sport event man companies and employable in tasks for teaching as well as Practicum | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA14 **Lifelong Learning** | Actively seek new learning opportunity in physical education and sports. Reflect experienced based self learning through practice in activities associated physical education and school education. | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |
|  | GA15 Environment & Sustainability | Possess awareness about environment and its conservation and utilize sustainable means and technologies to preserve natural resources in the filed of sports and physical education | CT1 | ID1 | DM1-CE\* | **Fully Attained (Grade A):** For students secure marks in the range of 75% -100%  **Partly** **Attained (Grade B):** For students secure marks in the range of 60%-74.99%.  **Needs Improvement (Grade C):** For students secure marks in the range of 40-59.99%.  **Not** **Attained (Grade D):** For students secure marks less than 40%. | Student Exit Survey | **Fully Attained (Grade A):** Students give feedback in the range of 80-100%.  2. **Partly** **Attained (Grade B):** Students give feedback in the range of 70-79.99%.  3. **Needs Improvement (Grade C):** Students give feedback in the range of 50-69.99%.  4. **Not** **Attained (Grade D):** Students give feedback less than 50%. |

* + 1. **Assessment of Program Learning Outcomes through Comprehensive Examination**

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| **Semester-I** | **Course Learning**  **outcomes** | **Course**  **Competency** | **Indicators** | **Assessment**  **Based on Bloom**  **Taxonomy** | | | | | | | **GA1 /**  **PLO1** | | **GA2 /**  **PLO2** | | **GA3 /**  **PLO3** | | **GA4/PLO4** | | **GA5/PLO5** | **GA6/PLO6** | **GA07 /**  **PLO7** | **GA8/**  **PLO8** | **GA9 /**  **PLO9** | **GA10 /**  **PLO10** | **GA11/PLO11** | **GA12/PLO12** | **GA13/PLO14** | **GA15 /**  **PLO15** |
| **Semester Course Title** | **Remembering** | **Understanding** | **Applying** | **Analyzing** | **Evaluating** | **Creating** |  | |  | |  | |  | |  | |  |  |  |  |  |  |  |  |  |
| **Course Title -1 :** SPORTS BIOMECHANICS & KINESIOLOGY | CLO1: | **Explain** the basic mechanical concepts and will be able to interpret its relation to human body movements | Recall the concepts of mechanical body movements | x | x | x |  |  |  | x | | x | | x | | x | |  | | x | x | x | x | x |  |  |  |  |
| CLO2 | **Clarify** the principles of movement analysis. | Exemplify the principals of movement | x | x | x | **x** | **x** |  | x | | x | | x | | x | | x | | x | x | x | x | x | x | x | x | x |
| CLO3 | **Analyse** the mechanicalComponents of motor skills and sports related skills along with their proper techniques and corrective measures | Apply the mechannical concept in sports competition | x | x | x | **x** | **x** | **x** | x | | x | | x | | x | | x | | x | x | x | x | x |  | x | x | x |
|  | CLO4 | **Apply** and analyse the factors of mechanical laws involved in human movement | Evaluate human movement | x | x | x | **x** | **x** | **x** | x | | x | | x | | x | | x | | x | x | x | x | x |  | x | x | x |
| **Course Title -2** - ATHLETIC CARE AND REHABILITATION | CLO1 | **CLO1: Define and Differentiate** concept related to injury care and treatment | Describe the fundamental concept | x | x | x | **x** |  |  | x | | x | | x | | x | | x | | x | x | x | x | x |  |  |  |  |
| CLO2 | **Demonstrate** the technical efficiency to manage the preventive and curative aspect of sports injuries. | Perform in injury management | x | x | x | **x** | **x** |  | x | | x | | x | | x | | x | | x | x | x | x | x | x | x | x | x |
| CLO3 | **Apply** the concept of rehabilitation of sports injuries | Exhibit abilityto rehabilitate sports injury | x | x | x | **x** | **x** | **x** | x | | x | | x | | x | | x | | x | x | x | x | x |  | x | x | x |
|  | **CLO4:** | **Analyse and interpret** the concept towards positive lifestyle | Evaluate and guide people for healthy lifestyle | x | x | x | **x** | **x** | **x** | x | | x | | x | | x | | x | | x | x | x | x | x | x | x | x | x |
| **Course Title -3** SPORTS BIOMECHANICS & KINESIOLOGY | CLO1 | **Explain** the basic mechanical concepts and will be able to interpret its relation to human body movements | Define fundamental bio-mechanical concept. | x | x | x |  |  |  | x | | x | | x | | x | | x | | x | x | x | x | x |  |  |  |  |
| CLO2 | **Clarify** the principles of movement analysis. | Perform movement analysis | x | x | x | **x** | **x** |  | x | | x | | x | | x | | x | | x | x | x | x | x | x | x | x | x |
| CLO3 | **Analyse** the mechanicalComponents of motor skills and sports related skills along with their proper techniques and corrective measures | Formulate a plan to evaluate and guide | x | x | x | **x** | **x** | **x** | x | | x | | x | | x | | x | | x | x | x | x | x |  | x | x | x |
|  | CLO4 | **: Apply** and analyse the factors of mechanical laws involved in human movement. | **Evaluate and explain laws and principals** | x | x | x | **x** | **x** | **x** | x | | x | | x | | x | | x | | x | x | x | x | x | x | x | x | x |

# SECTION VI:

**DOMAIN OPERATIONAL OUTCOMES & OPERATIONAL ASSESSMENT PLAN**

# Operational Assessment

# 6.1 Operational Outcomes

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| **S. No.** | **Operational Outcomes** |
|  | 3.1 Intended Operational Outcomes of Faculty of Education (**B.El.Ed.)** **at (Bachelor’s Level)**   |  | | --- | | **Programme Operational Outcomes** | | The institute intends to provide educational excellence in Teaching/Academic Delivery and research by providing professionally qualified & competent faculties as per National Council for Teacher Education Norms by providing Knowledge resources as per norms & standards of the governing body by timely uploading of syllabus, course material, attendance and periodic reviews of syllabus as per the university norms | | The institute will provide ample opportunity for active and self-directed learning using case-study, field engagements and other activities. | | The institute will facilitate environment for innovation and research excellence for the intellectual growth of faculty by conduct of Seminars & Conference, Guest Lectures etc. by providing platform for scholarly work for faculty & students | | The institute will provide proper support for ICT related skills in line with industry 4.0 and 5.0 | | The institute will develop critical thinking and problem-solving abilities of the students using multi-disciplinary approach. | | The institute will provide ample opportunities to students to enhance communication skills which will help to develop inter personal relationships and opportunities express thoughts effectively . | | The industry will facilitate employment opportunities and also support innovation and creativity to start their own ventures by providing industry interaction and campus placements | | The institute will be involved in making students good decision makers by engaging them in projects, activities etc. | | The institute will provide ample opportunities to students to enhance their leadership skills both as individual and as a team. | | The institute will promote multiculturalism by celebrating different festivals, important days and events for giving a global outlook to students. | | The institute will develop ethically strong professionals who are committed for their profession, duties and responsibilities. | | The institute intends to develops social-emotional skills of students by effective functioning with diverse and inclusive groups in a multi-cultural environment. | | The institute will train students in developing requisite skills and competencies to achieve career aspirations in the chosen profession. | | The institute intends to develop the ability to engage students in self-paced and self-directed learning which aims at life-long learning in the context of adapting to the demands of the society | | The institute will promote sustainability by following practices to conserve natural resources and artificial resources using the acquired knowledge and experiences. | |

# 6.2 Operational Outcome Assessment Plan

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| S.  No. | **Operational Objectives** | **Operational Outcomes** | **Assessment Measures/Methods for**  **Operational Outcomes** | **Performance Objectives (Targets/Criteria)** |
| 1 | Faculty of Education intends to provide educational excellence in Teaching/Academic Delivery and research  by providing professionally qualified & competent faculties as per National Council for Teacher Education Norms  by providing Knowledge resources as per norms & standards of the governing body  by timely uploading of syllabus, course material, attendance and periodic reviews of syllabus as per the university norms | The institute intends to provide educational excellence in Teaching/Academic Delivery and research by providing professionally qualified & competent faculties as per National Council for Teacher Education Norms by providing Knowledge resources as per norms & standards of the governing body by timely uploading of syllabus, course material, attendance and periodic reviews of syllabus as per the university norms | Student feedback of course faculty.  Faculty Qualifications and Experience Files.  Stakeholder’s feedback, peer-group feedback and analysis of the same for incorporation in curriculum.  Minutes of Meetings of Area Advisory Board, Board of Studies and Academic Council | 80% Faculty shall be UGC NET or Ph.D.  Curriculum shall be reviewed periodically (At least once in 5 years) or as per National Council for Teacher Education |
| 2 | Faculty of Education shall facilitate environment for innovation and research excellence for the intellectual growth of faculty.   * By Conduct of Seminars & Conference, Guest Lectures etc. * by providing platform for scholarly work for faculty & students | The institute will facilitate environment for innovation and research excellence for the intellectual growth of faculty by conduct of Seminars & Conference, Guest Lectures etc. by providing platform for scholarly work for faculty & students | Graduation rate in convocation report.  - on completion of  Registration period (N)  - during extended period (N+1+1 for PG and N+2+1 for UG) | At least 80% Students shall be able to graduate on completion of Registration period (N)  80% or remaining Students shall be able to pass  - during extended period (N+1+1 for PG and N+2+1 for UG) |
| 3 | Faculty of Education shall facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff   * by providing value addition courses * by providing platform for nurturing human values | The institute shall integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff. | |  | | --- | | Faculty data about Research work and other Scholar activities such as:  Scholarship of teaching; published and unpublished articles, manuscripts, books, curriculum review and evaluation of teaching material.  Scholarship of application: published articles, manuscripts, papers presented, consultations, policy analysis, program evaluation.  Professional activities: Routine consulting, conference, workshop, professional meeting attendance, professional membership. | | 100% Faculty shall be engaged in at least one Scholarly activities. |
| 4 | Faculty of Education shall encourage cultural diversity and a sense of social and environmental responsibility. | The institute will promote multiculturalism by celebrating different festivals, important days and events for giving a global outlook to students | |  |  | | --- | --- | | Attrition Rate  Courses embedded in curriculum such as Behavioral Science Courses, Human Values and Community Outreach, etc. |  | | Attrition rate shall be below 10% annually  Faculty Feedback shall be taken for each course.  80% faculty shall have 4 or 5 on 5 point Likert Scale. |
| 5 | Faculty of Education shall provide ample opportunities for international exposure to faculty and students. | The institute will provide ample opportunities to students to enhance communication skills which will help to develop inter personal relationships and opportunities express thoughts effectively . | List of community/ social sector projects/ activities/ engagements.  Organizing Cultural program  Day of Belongingness. Celebration of festivals for culturally diverse group of students. | Atlease 80% faculty and students should be engaged in organizing/ participating the various events and activities |
| 6 | Faculty of Education shall be involved in continual improvement of processes and systems and to attain national and international accreditations and university rankings. |  | Conferences/ Seminars organised by national and international speakers and delegates. | 100% students and faculty of the institution shall be offered an opportunity for international exposure through various programme designed for the purpose. |
| 7 | Faculty of Education shall build a strong industry interaction by way of alumni networks and empanelment of expertise from industry. | The institute shall develop and maintain strong relationship with industries related to teaching and learning. | Accreditation at institutions and programme levels.  Reports of various:  Statutory body: NCTE  Regulatory Bodies | Continuous review and enhancement of all the required systems and processes to upgrade/ maintain high standards |
| 8 | Faculty of Education shall facilitate employment opportunities and also support students to start their own ventures.  By providing industry interaction  By providing campus placements | The industry will facilitate employment opportunities and also support innovation and creativity to start their own ventures by providing industry interaction and campus placements | Report on Annual Industry Interaction activities such as,  Alumni Meets | Industry visits shall be scheduled for 100% students  Industry experts shall be invited at least once a semester |
| 9 | Faculty of Education shall facilitate environment for organizational exposure through the conduct of inter-institutional competitions | The institute shall earn achievements in inter-university and extra Curricular activities | Progression Report | 90% Students shall be able to either be placed or shall start their own venture or shall go for further studies. |

**Operational Assessment**

* 1. **Operational Outcomes**

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| **S. No.** | **Operational Outcomes** |
|  | Faculty of Education intends to provide educational excellence in Teaching/Academic Delivery and research  by providing professionally qualified & competent faculties as per National Council for Teacher Education Norms  by providing Knowledge resources as per norms & standards of the governing body  by timely uploading of syllabus, course material, attendance and periodic reviews of syllabus as per the university norms |
|  | Faculty of Education shall facilitate environment for innovation and research excellence for the intellectual growth of faculty.   * By Conduct of Seminars & Conference, Guest Lectures etc. * by providing platform for scholarly work for faculty & students |
|  | Faculty of Education shall facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff   * by providing value addition courses * by providing platform for nurturing human values |
|  | Faculty of Education shall encourage cultural diversity and a sense of social and environmental responsibility. |
|  | Faculty of Education shall provide ample opportunities for international exposure to faculty and students. |
|  | Faculty of Education shall be involved in continual improvement of processes and systems and to attain national and international accreditations and university rankings. |
|  | Faculty of Education shall build a strong industry interaction by way of alumni networks and empanelment of expertise from industry. |
|  | Faculty of Education shall facilitate employment opportunities and also support students to start their own ventures.  By providing industry interaction  By providing campus placements |
|  | Faculty of Education shall facilitate environment for organizational exposure through the conduct of inter-institutional competitions |

* 1. **Operational Outcome Assessment Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| S. No. | **Operational Objectives** | **Operational Outcomes** | **Assessment Measures/Methods for**  **Operational Outcomes** | **Performance Objectives (Targets/Criteria)** |
| 1 | Faculty of Education intends to provide educational excellence in Teaching/Academic Delivery and research  by providing professionally qualified & competent faculties as per National Council for Teacher Education Norms  by providing Knowledge resources as per norms & standards of the governing body  by timely uploading of syllabus, course material, attendance and periodic reviews of syllabus as per the university norms | The institute shall use  suitable methodology  and pedagogical tools  for teaching, learning  and development.  The curriculum shall be  contemporary and  relevant to meet latest innovation and benchmarked on global standards by incorporating feedback from all the stakeholders meeting the requirements of the National Council for Teacher Education. | Student feedback of course faculty.  Faculty Qualifications and Experience Files.  Stakeholder’s feedback, peer-group feedback and analysis of the same for incorporation in curriculum.  Minutes of Meetings of Area Advisory Board, Board of Studies and Academic Council | 80% Faculty shall be UGC NET or Ph.D.  Curriculum shall be reviewed periodically (At least once in 5 years) or as per National Council for Teacher Education |
|  |  | The institutes’ Students shall be able to graduate in a timely manner. | Graduation rate in convocation report.  - on completion of  Registration period (N)  - during extended period (N+1+1 for PG and N+2+1 for UG) | At least 80% Students shall be able to graduate on completion of Registration period (N)  80% or remaining Students shall be able to pass  - during extended period (N+1+1 for PG and N+2+1 for UG) |
| 2 | Faculty of Education shall facilitate environment for innovation and research excellence for the intellectual growth of faculty.   * By Conduct of Seminars & Conference, Guest Lectures etc. * by providing platform for scholarly work for faculty & students | The institute shall provide appropriate environment regarding teaching, learning and research activities | |  | | --- | | Faculty data about Research work and other Scholar activities such as:  Scholarship of teaching; published and unpublished articles, manuscripts, books, curriculum review and evaluation of teaching material.  Scholarship of application: published articles, manuscripts, papers presented, consultations, policy analysis, program evaluation.  Professional activities: Routine consulting, conference, workshop, professional meeting attendance, professional membership. | | 100% Faculty shall be engaged in at least one Scholarly activities. |
| 3 | Faculty of Education shall facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff   * by providing value addition courses * by providing platform for nurturing human values | The institute shall integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff. | |  |  | | --- | --- | | Attrition Rate  Courses embedded in curriculum such as Behavioral Science Courses, Human Values and Community Outreach, etc. |  | | Attrition rate shall be below 10% annually  Faculty Feedback shall be taken for each course.  80% faculty shall have 4 or 5 on 5 point Likert Scale. |
| 4 | Faculty of Education shall encourage cultural diversity and a sense of social and environmental responsibility. |  | List of community/ social sector projects/ activities/ engagements.  Organizing Cultural program  Day of Belongingness. Celebration of festivals for culturally diverse group of students. | Atlease 80% faculty and students should be engaged in organizing/ participating the various events and activities |
| 5 | Faculty of Education shall provide ample opportunities for international exposure to faculty and students. | Faculty shall be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of knowledge. | Conferences/ Seminars vidence by national and international speakers and delegates. | 100% students and faculty of the institution shall be offered an opportunity for international exposure through various programme designed for the purpose. |
| 6 | Faculty of Education shall be involved in continual improvement of processes and systems and to attain national and international accreditations and university rankings. |  | Accreditation at institutions and programme levels.  Reports of various:  Statutory body: NCTE  Regulatory Bodies  BSI Report.  Quality Audit Report by QAE. | Continuous review and enhancement of all the required systems and processes to upgrade/ maintain high standards |
| 7 | Faculty of Education shall build a strong industry interaction by way of alumni networks and empanelment of expertise from industry. | The institute shall develop and maintain strong relationship with industries related to sports and physical education. | Report on Annual Industry Interaction activities such as,  Alumni Meets  Sports Competitions | Industry visits shall be scheduled for 100% students  Industry experts shall be invited at least once a semester |
| 8 | Faculty of Education shall facilitate employment opportunities and also support students to start their own ventures.  By providing industry interaction  By providing campus placements | The institute shall support all the students for quality placements or start their own sports venture. | Progression Report | 90% Students shall be able to either be placed or shall start their own venture or shall go for further studies. |
| 9 | Faculty of Education shall facilitate environment for organizational exposure through the conduct of inter-institutional competitions | The institute shall earn achievements in inter-university and extra-Curricular activities in sports | Functional and area specific club, Committees, Sports Events, co-curricular and extracurricular activities and students’ participation in inter institutional competition.  List of Award winners | Every Student shall be able to be a part of at least one Club or Committee. |

# SECTION VII:

**7.1 Linkage of Outcomes Assessment with Strategic Planning**

The results from implementation of outcomes assessment plan is very well linked to the strategic planning processes of the faculty of Education and the institutions within. The various tools of assessment and Outcome Assessment Plan is reviewed by the Programme Review Committee and Area Advisory Board and any change would be put up for the recommendation of BoS and further approval of Academic Council.

The action plans on outcome assessment plan drive the budgeting process. The results from outcome assessment plan are reviewed by various committees and the inputs for the changes and recommendations are sent for budget decisions.

The action plans on outcome assessment plan drive the budgeting process. The results from outcome assessment plan are reviewed by various committees and the inputs for the changes and recommendations are sent for budget decisions.

**Faculty of Education**

* Objectives set by University Planning Committee
* Objectives with high priority in strategic planning for desired outcomes

**STRATEGIC PROCESS OF CONTINUOUS IMPROVEMENTS**

Student Feedback

Action Plan

1. Self Assessment by Faculty and action

plan for Course Delivery.

1. Discussion with HoD/HoI about action
2. plan for Course Delivery.
3. Implement Action Plan

**Stage 1:** Post Commencement of Programme

1. Self Assessment by Faculty and action

plan for improving Teaching Learning

Strategy.

1. Discussion with HoD/HoI about Teaching

Learning Strategy.

1. Action plan for self development of Faculty.
2. Input for Course Curriculum revision/updating.
3. Assessment of Teaching Learning Outcome
4. Improvement in Teaching Learning Strategy

**Stage 2: Pre Exam**

Course Review Committee (CRC)

for Curriculum Development

1. Future Courses of action for Course Delivery improvement.
2. Effectiveness of Courses Delivery by Faculty.
3. Future Courses of Action for course planning by Faculty
4. Faculty Development Need Analysis
5. Course Curriculum improvement.

Area Advisory Board (AAB)

Documents / Records / Minutes

Programme Review Committee (PRC) for Programme Structure, PEOs, PLOs & Assessment.

Programme Structure Update

1. Feedbacks from various Stakeholders.
2. Norms of various Statutory/Regulatory/Accreditation bodies.

Board of Studies (BoS)

Academic Council (AC)

Course Curriculum Update

**8. Appendices : Format of Assessment Tools**

**Appendix8.1. a. Rubrics for Practicum (Practice Teaching)**

**FACULTY OF EDUCATION**

**Rubrics for Practicum (Practice Teaching)**

**Objectives:**

1. Able to relate educational theories and principles in secondary classroom environment
2. Able to apply theory, and core teaching skills in making effective decisions in secondary level classroom
3. Able to apply the use of specific teaching skills and techniques
4. Able to demonstrate effective communication and behavioural skills to support and enhance educational effectiveness in and outside and inside the classroom
5. Able to plan select effective pedagogical tools.

**Scale:**

|  |  |
| --- | --- |
| **PARAMETERS** | **MARKS ASSIGNED** |
| Unsatisfactory | 1 |
| Satisfactory | 2 |
| Effective | 3 |
| Highly Effective | 4 |
| Extra-ordinary | 5 |

**SCORING:**

**a.** Cumulative Scoring:

If the student’s performance is unsatisfactory, S/he scores 1,

If the student’s performance is Satisfactory, S/he scores 2,

If the student’s performance is effective, S/he scores 3,

If the student’s performance isHighly effective, S/he scores 4,

If the student’s performance is extra ordinary, S/he scores 5.

**PREMISES:**

Pedagogical competency >Content Knowledge implies ability to teach effectively but lags in content specific knowledge. The instructor chooses to enhance content knowlege for better performance.

Pedagogical competency = Content Knowledge implies a balance to be able to teach in an highly effective manner. The instructor aims to attain this ideal to create congruence between pedagogical skills and content knowledge.

Pedagogical competency >Content Knowledge implies lag in delivery of the content in highly effective manner. The instructor chooses to enhance the pedagogical capabilities of the students.

**TOOLS USED FOR ASSESSMENT:**

* Planning and Preparation for Teaching
* Instructional objectives
* Content
* Methodology and Teaching Aids
* Assessment
* Classroom Environment
* Creating an Environment of Rapport and Learning
* Managing Classroom Procedures
* Managing Student Behavior
* Organizing Physical Space
* Delivery of Instruction
* Communicating Clearly and Accurately
* Engaging Students in Learning
* Demonstrating Flexibility and Responsiveness
* Providing Feedback to Students
* Monitoring, Assessment, and Follow-Up
* Criteria
* Self Assessment
* Diagonostic and remedial test
* Reflection
* Professional Responsibilities
* Maintaining Accurate Records
* Contributing to the School and Society
* Growing and Developing Professionally
* Showing Professionalism

**COMPOSITION OF ASSESSMENT BOARD**

School Internship Team

Program Leader

**IMPLEMENTATION SCHEDULE**

The Rubric shall be administered in the fourth Semester for all students of Undergraduate program

**SCORE SHEET: INDIVIDUAL**

|  |  |
| --- | --- |
| **If the student scores** | **Outcome Attainment Levels** |
| <50 | Needs improvement |
| 50-69 | Satisfactory |
| 70-89 | Partly achieved |
| >90 100 | Fully achieved |

***\*Students scoring 70 or above fall in the passing criteria.***

**SCORE SHEET: PROGRAMME/ BATCH**

|  |  |
| --- | --- |
| **Outcome Attainment Levels** | **Percentage of Students** |
| Needs Improvement |  |
| Satisfactory |  |
| Partly Achieved |  |
| Fully Achieved |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Domain1: Planning and Preparation for Teaching** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Name:\_ Enrolment No.: Programme:\_** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **SNo** | | | **Indicators** | | **Unsatisfactory**  **1** | | | | | | | **Satisfactory**  **2** | | | | **Effective**  **3** | | | | | **Highly effective**  **4** | | **Extraordinary**  **5** | | | | **Score** |
| 1. | | | Instructional Objectives | | No any relationship with curriculum objectives | | | | | | | Teaches  with little consideration  for long-range curriculum  goals | | | | Plans lessons with some  thought to larger goals and  objectives and higher-order  thinking skills | | | | | Plans most units with big  ideas, essential questions,  knowledge, skill, and noncognitive  goals | | Plans almost all units with big  ideas, essential questions,  knowledge, skill, transfer, and  non-cognitive goals covering  most Bloom levels | | | |  |
| 2. | | | Content | | Has no familiarity with the subject matter and few ideas on how to teach it and how students learn | | | | | | | Has little familiarity with the  subject matter and few ideas  on how to teach it and how  students learn. | | | | Is somewhat familiar with the  subject and has a few ideas of  ways students develop and  learn. | | | | | Knows the subject matter well  and has a good grasp of child  development and how students  learn | | Is expert in the subject area  and up to date on authoritative  research on child development  and how students learn | | | |  |
| 3. | | | Methodology and Teaching Aids | | No use of relevant teaching aids and use of inappropriate methodology | | | | | | | Use of good methods of teaching and Plans lessons that rely mainly  on mediocre and low-quality  textbooks, workbooks, or  worksheets. | | | | Appropriate methodology and Plans lessons that involve a  mixture of good and mediocre  learning materials | | | | | Use of innovative methods of teaching and Designs lessons that use an  appropriate, multicultural mix  of materials and technology | | Developing new teaching strategies that are context specific and Designs lessons that use an  effective mix of high-quality,  multicultural learning  materials and technology | | | |  |
| 4 | | | Assessment | | Use of inappropriate method of assessment | | | | | | | Writes final tests shortly  before they are given | | | | Drafts unit tests as instruction  proceeds | | | | | Plans on-the-spot and unit  assessments to measure  student learning | | Prepares diagnostic, on-thespot,  interim, and summative  assessments to monitor  student learning | | | |  |
| **Domain2: Classroom Environment** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Name: \_ Enrolment No.: Programme: \_** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **SNo** | **Indicators** | | | | | | **Unsatisfactory**  **1** | | | | | | **Satisfactory**  **2** | | | | **Effective**  **3** | | **Highly effective**  **4** | | **Extraordinary**  **5** | | | | | **Score** | |
| 1. | Creating an Environment of Rapport and Learning | | | | | | Unable to develop good learning environment by developing rapport between students and Student teacher | | | | | | Classrooms interactions, both between the Student teacher and students and among students, are negative or inappropriate and characterized by sarcasm, put-downs, or conflict. | | | | Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity. | | Classroom interactions reflect general warmth and caring and are respectful of the cultural and developmental differences among groups of students. | | Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class. | | | | |  | |
| 2. | Managing Classroom procedures | | | | | | Unable to maintain discipline and manage classroom environment | | | | | | Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time. | | | | Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time. | | Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time. | | Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning. | | | | |  | |
| 3. | Managing Student Behaviour | | | | | | Poor handling of students’s and unable to manage students’ behavior as per required norms | | | | | | Student behavior is poor with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior. | | | | Student teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful. | | Student teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students. | | Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Student teacher’s monitoring of student behavior is subtle and preventive, and Student teacher’s response to student misbehavior is sensitive to individual student needs. | | | | |  | |
| 4 | Organizing physical space | | | | | | Inappropriate use of available resources | | | | | | Student teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities. | | | | Student teacher’s classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities. | | Student teacher’s classroom is safe, and learning is accessible to all students; Student teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities. | | Student teacher’s classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students. | | | | |  | |
| **Domain3: Delivery of Instruction** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Name: \_ Enrolment No.: Programme:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **SNo** | | | **Indicators** | | | | **Unsatisfactory 1** | | | | | **Satisfactory**  **2** | | | | **Effective 3** | | | **Highly effective 4** | **Extraordinary 5** | | | | | | **Score** | | |
| 1. | | | Communicating clearly and accurately | | | | Unable to communicate appropriately with students | | | | | Student teacher’s oral and written communication contains errors or is unclear or in appropriate to students. | | | | Student teacher’s oral and written communication contains nor errors but may not be completely appropriate or may require further explanations to avoid confusion. | | | Student teacher communicates clearly and accurately to students, both orally and in writing. | Student teacher’s oral and written communication is clear and expressive, anticipating possible student misconceptions. | | | | | |  | | |
| 2. | | | Engaging students in learning | | | | Not able to engage students appropriately in teaching learning process | | | | | Students are not at all intellectually engaged in significant learning, as a result of in appropriate activities or materials, poor representations of content, or lack of lesson structure. | | | | Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations, of content, or uneven structure or pacing. | | | Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson. | Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure. | | | | | |  | | |
| 3. | | | Demonstrating Flexibility and responsiveness | | | | Authoritarian approach in the class and poor response to students query | | | | | Student teacher’s feedback to students is of poor quality and is not given in a timely manner. | | | | Student teacher’s to students in uneven, and its timeliness in inconsistent. | | | Student teacher’s feedback to students is timely and of consistently high quality. | Student teacher’s feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning. | | | | | |  | | |
| 4 | | | Providing feedback to status | | | | No or very little feedback to learners on their positive and negative responses | | | | | Student teacher adheres to the instruction plan in spite of evidence of poor student understanding or students’ lack of interest, and fails to respond to students’ questions; Student teacher assumes no responsibility for students’ failure to understand. | | | | Student teacher demonstrates moderate flexibility and responsiveness to students’ needs and interests during a lesson, and seeks to ensure the success of all students. | | | Student teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions. | Student teacher is highly responsive to students’ interests and questions, making major lesson adjustments if necessary, and persist in ensuring the success of all students. | | | | | |  | | |
| * **Domain4:** Monitoring, Assessment, and Follow-Up | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Name:\_ Enrolment No.: Programme:\_** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **SNo** | | **Indicators** | | | **Unsatisfactory**  **1** | | | | | **Satisfactory**  **2** | | | | | **Effective**  **3** | | | | | | | **Highly effective**  **4** | **Extraordinary**  **5** | | **Score** | | | |
| 1. | | Criteria | | | No proper criteria was set for students assessment. | | | | | Expects students to know (or  figure out) what it takes to get  good grades | | | | | Tells students some of the  qualities that their finished  work should exhibit | | | | | | | Posts criteria for proficiency,  including rubrics and  exemplars of student work | Consistently posts and reviews  clear criteria for good work,  with rubrics and exemplars of  student work at each level of  proficiency | |  | | | |
| 2. | | Self Assessment | | | Unable to assess one’s own performance with regard to given indicators | | | | | Allows students to move on  without assessing and  improving problems in their  work. | | | | | Urges students to look over  their work, see where they  had trouble, and aim to  improve those area | | | | | | | Has students set goals, selfassess,  and know where they  stand academically at all times | Has students set ambitious  goals, continuously self-assess,  and take responsibility for  improving performance | |  | | | |
| 3. | | Diagonostic and Remedial Test | | | Unable to diagnose the problems of students and provide them proper remedy | | | | | Begins instruction without  diagnosing students' skills and  knowledge | | | | | Does a quick K-W-L (Know,  Want to Know, Learned)  exercise before beginning a  unit. | | | | | | | Diagnoses students’  knowledge and skills up front  and makes small adjustments  based on the data. | Gives students a wellconstructed  diagnostic  assessment up front, and uses  the information to fine-tune  instruction | |  | | | |
| 4. | | Reflection | | | Does not draw lessons for the  future when teaching is  unsuccessful | | | | | At the end of a teaching unit  or semester, thinks about what  might have been done better | | | | | Reflects on the effectiveness  of lessons and units | | | | | | | Reflects on the effectiveness  of lessons and units and  continuously works to improve  them. | Works with colleagues to  reflect on what worked and  what didn't and continuously  improve instruction | |  | | | |
| **Domain5: Professional Responsibilities** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Name:\_ Enrolment No.: Programme:\_** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **S.No** | | | **Indicators** | | | | | | **Unsatisfactory**  **1** | | **Satisfactory**  **2** | | | | | | | **Effective**  **3** | **Highly effective**  **4** | **Extraordinary**  **5** | **Score** | | | | | | | |
| 1. | | | Maintaining Accurate Records | | | | | | Student teacher has no system for maintaining accurate records, resulting in errors and confusion. | | Student teacher’s system for maintaining accurate records is rudimentary and only partially effective. | | | | | | | Student teacher’s system for maintaining accurate records is efficient and effective. | Student teacher’s system for maintaining accurate records is efficient and effective, and students contribute to its maintenance. | Developed innovative system for maintaining the records accurately |  | | | | | | | |
| 2. | | | Contributing to school and society | | | | | | Student teacher’s relationships with colleagues are negative or self-serving, and Student teacher avoids being involved in school and district projects. | | Student teacher’s relationships with colleagues are cordial, and Student teacher participates in school and district events and projects when specifically requested. | | | | | | | Student teacher participates actively in school and district projects, and maintains positive relationships with colleagues. | Student teacher makes a substantial contribution to school and district events and projects, assuming leadership with colleagues | Active and regular participation of students in school and society and outstanding contribution to school and society |  | | | | | | | |
| 3. | | | Growing and developing professionally | | | | | | Student teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills. | | Student teacher’s participation in professional development activities is limited to those that are convenient. | | | | | | | Student teacher participates actively in professional development activities and contributes to the profession. | Student teacher makes a substantial contribution to the profession through such activities as action research and mentoring new Student teachers, and actively pursues professional development. | Extraordinary and innovative approach for professional growth |  | | | | | | | |
| 4 | | | Showing Professionalism | | | | | | Student teacher’s sense of professionalism is low, and Student teacher contributes to practices that are self-serving or harmful to students. | | Student teacher’s attempts to serve students based on the best information are genuine but inconsistent. | | | | | | | Student teacher makes genuine and successful efforts to ensure that all students are well served by the school. | Student teacher assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditional underserved, are honored in the school. | Outstanding sense of responsibility and professional approach for solving academic and other problems |  | | | | | | | |

|  |  |
| --- | --- |
| **If the student scores** | **Outcome Attainment Levels** |
| <50 | Needs improvement |
| 50-69 | Satisfactory |
| 70-89 | Partly achieved |
| 90- 100 | Fully achieved |

**Total Score**

***\*Students scoring 70 or above fall in the passing criteria***

**Appendix7.2.b Rubrics for assessment of postgraduate class room teaching and teaching practice**



**FACULTY OF EDUCATION**

**RUBRICS FOR ASSESSMENT OF POSTGRADUATE CLASS ROOM TEACHING AND TEACHING PRACTICE**

**Assessment Parameters:**

* Planning and preparation of Lesson plan
* Organization and administration
* Content knowledge of subject
* Use of pedagogy
* Communications: verbal and non-verbal

**Scoring:**

* If the student’s performance is unsatisfactory on criteria, he/she scores 1.
* If the student’s performance needs improvement on criteria, he/she scores 2.
* If the student’s performance is satisfactory on criteria, he/she scores 3.
* If the student’s performance proficient on criteria, he/she scores 4.
* If the student’s performance is Exceptional on criteria, he/she scores 5. Unique

**Tools used for Assessment:**

* Record file.
* Lessons.
* Viva-Voice

**Composition of Assessment Board:**

* Core faculty.
* Internal Examiner.
* External Examiner.
* **Score Sheet: Individual**

|  |  |
| --- | --- |
| **If the Student Score Between** | **Outcome Attainment Levels** |
| <5 | Need improvement |
| 6-10 | Fair |
| 11-15 | Satisfactory |
| 16-20 | Good |
| 21-25 | Excellent |

* **Score Sheet: Programme/Batch**

|  |  |
| --- | --- |
| **Outcome Attainment Levels** | **Percentage of Students** |
| Need improvement |  |
| Fair |  |
| Satisfactory |  |
| Good |  |
| Excellent |  |

* **Name(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Rubrics descriptor** | **Greatly Exceeds Expectations**  **(Excellent)**  **5 points** | **Exceeds Expectations**  **(Good)**  **4 points** | **Meets Expectations**  **(Satisfactory)**  **3 points** | **Below Expectations**  **(Fair)**  **2 points** | **Need improvement**  **(Poor)**  **1 point** |
| **Able to design instructional plan for learner of various categories (as per goals)** | Able to design a lesson plan that accurately meet the student goals of different categories | Able to design a lesson plan that above Averagely meet the student goals of different categories | Able to design a lesson plan that Averagely meet the student goals of different categories | Able to design a lesson plan that below Averagely meet the student goals of different categories | Fails to design a lesson plan that meet the student goals of different categories |
| **Able to present Knowledge of Subject Matter** | Able to give Presentation of Complete knowledge of the subject matter. | Able to give Presentation of above average knowledge of the subject matter. | Able to give Presentation of average knowledge of the subject matter | Able to give Presentation of below average knowledge of the subject matter. | Able to give Presentation of very poor knowledge of the subject matter. |
| **Able to use Communication Skills/instruction: com. Clearly and accurately uses open ended questions: active learning principle :paces instruction: feedback** | Able to Demonstrate clearly and accurately uses of open ended questions with the class/audience and the presenter/teacher are clearly and easily understood. | Able to Demonstrate Above average ability to communicate with the class/audience and the presenter/teacher is clearly and easily understood. | Able to Demonstrate Average ability to communicate with the class/audience and the presenter/teacher is understood. | Able to Demonstrate Below average ability to communicate with the class/audience and the presenter/teacher is not easily understood. | Able to Demonstrate Very poor ability to communicate with the class/audience and the presenter/teacher is not easily understood. |
| **Able to Demonstrate the knowledge of pedagogy: teaching resources :coherent instructions** | Able to **Demonstrate** a superior ability to use creative and effective teaching methods during the lesson. | Able to **Demonstrate** an above average ability to use creative and effective teaching methods during the lesson. | Able to **Demonstrate** an adequate/average ability to use creative and effective teaching methods during the lesson. | Able to **Demonstrate** a below average ability to use creative and effective teaching methods during the lesson. | Able to **Demonstrate** a very poor ability to use creative and effective teaching methods during the lesson. |
| Able to organized **Orderly Sequence** | The logical progression of the lesson topics is organized with superior mastery. The lesson easily flows well from topic to topic. | The logical progression of the lesson topics is organized with above average mastery. The lesson easily flows well from topic to topic. | The logical progression of the lesson topics is organized with average/adequate competency. The lesson adequately flows from topic to topic. | The logical progression of the lesson topics is organized with below average competency. The lesson does not adequately flow from topic to topic. | The logical progression of the lesson is organized with poor competency. The lesson does not adequately flow from topic to topic. |
| **Use of**  **Audio-Visuals/**  **Demonstrations** | The teacher has a superior ability to effectively use audiovisual aids in order to enhance learning during a lesson. &/OR The teacher demonstrates a superior ability to organize and conduct in class activities/demonstrations. | The teacher has an above average ability to effectively use audiovisual aids in order to enhance learning during a lesson. &/OR  The teacher demonstrates an above average ability to organize and conduct in class activities and demonstrations. | The teacher has an adequate/average ability to effectively use audiovisual aids in order to enhance learning during a lesson. &/OR  The teacher demonstrates an above average ability to organize and conduct in class activities and demonstrations. | The teacher has a below average ability to effectively use audiovisual aids in order to enhance learning during a lesson. &/OR  The teacher demonstrates a below average ability to organize and conduct in class activities and demonstrations. | The teacher has a very poor ability to effectively use audiovisual aids in order to enhance learning during a lesson. &/OR  The teacher demonstrates a very poor ability to organize and conduct in class activities and demonstrations. |
| Creates positive teaching learning environment with high expectation | Able to creates accurate and positive teaching learning environment with high expectation | Able to creates above average teaching learning environment with high expectation | Able to creates adequate and average teaching learning environment with high expectation | Able to creates below average teaching learning environment with high expectation | Able to creates a very poor teaching learning environment with high expectation |
| Interprets teaching students achievements :feedback: co-operatively | Effectively apply teaching experiences into problem solving or in actual class room situation | Above averagely able to apply teaching experiences into problem solving or in actual class room situation | Able to apply adequately teaching experiences into problem solving or in actual class room situation | Below averagely apply teaching experiences into problem solving or in actual class room situation | Very poorly apply teaching experiences into problem solving or in actual class room situation |

### Outcome Attainment Rubrics (OAR): GA6 &9

### RUBRICS FOR ASSESSMENT OF COMMUNICATION SKILLS AND LEADERSHIP & TEAMWORK

### ASSESSMENT PARAMETERS:

* 1. **Oral Communication**: Thematic Unity in ideas, Logic and dialogue, Research/ Information/ Investigation/Evidence, Frame of Reference & Audience Analysis, Effectiveness in Verbal and Nonverbal Delivery, Persuasion, Multicultural Competence
  2. **Written Communication**: Coherence, Genre and Disciplinary Conventions, Research/ Information/ Investigation/Evidence, Frame of Reference & Audience Analysis, Syntax & Mechanics
  3. **Interpersonal Communication**: Leadership Communication, Teamwork and Positive Relationships, Conflict Resolution for Team Effectiveness

### TOOLS USED FOR ASSESSMENT:

* + 1. Major Project Report/Dissertation
    2. Case Study Analysis
    3. Presentations
    4. Viva-voce

### COMPOSITION OF ASSESSMENT BOARD

1. Program Leader/ Program Coordinator
2. Communication Skills Faculty
3. Core Course Faculty

### SCORE SHEET: INDIVIDUAL

|  |  |  |
| --- | --- | --- |
| **If the student scores between** | | **Outcome Attainment Levels** |
| Scores | Percentage |
| 0 –24 | 0-40% | Not Achieved/Attained |
| 25–37 | 41-60% | Partly Achieved/Attained |
| 25 – 48 | 61-80% | Fairly Achieved/Attained |
| 49 – 60 | ≥ 80% | Fully Achieved/Attained |

**TARGET: PROGRAMME/ BATCH**

|  |  |
| --- | --- |
| **Outcome Attainment Levels** | **Percentage of Students** |
| Not Achieved/Attained | ≤5% |
| Partly Achieved/Attained | 15% |
| Fairly Achieved/Attained | 30% |
| Fully Achieved/Attained | 50% |

**SCORE SHEET: PROGRAMME/ BATCH**

|  |  |
| --- | --- |
| **Outcome Attainment Levels** | **Percentage of Students** |
| Not Achieved/Attained |  |
| Partly Achieved/Attained |  |
| Fairly Achieved/Attained |  |
| Fully Achieved/Attained |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| GA | components | **Assessment Parameter** | **Student Learning Outcomes** | | | | | **Score** |
| **Unsatisfactory (0)** | **Needs Improvement (1)** | **Satisfactory (2)** | **Proficient (3)** | **Distinguished (4)** |  |
| **Communication** | **Oral** | **Thematic Unity in ideas** | Unable to express the ideas in an order that suits the purpose of communication  . | Explains the ideas, but the thematic coherence is missing. | Correlates the idea in a manner that express the meaning. | The ideas support the theme, and the content is produced keeping the purpose in focus. | Composes the oral message with thematic idea and content is captivating. |  |
|  |  | **Logic and dialogue** | Unable to develop the arguments in a logical manner. | Develops the arguments in a logical manner. | Explains the arguments in a logical manner with clarity. | Chooses an order of ideas that suits the purpose and provides necessary explanations. | Constructs the dialogue in an order that provides explanations and  facilitates understanding. |  |
| **Research/ Information/ Investigation/Evidenc e** | Exhibits major gaps in information or analysis of  facts and evidence. | Research the topic and provides the evidence with visible gaps. | Develops the ideas with relevant fact and information from  readily available sources. | Selects sufficient and relevant content from credible and  incredible sources. | Proposes apt and latest relevant content from credible sources in presentation. |  |
| **Frame of Reference & Audience Analysis** | Unable to understand frame of reference and needs of the audience. | Construct the content that shows an awareness of audience’s needs and interest. | Correlates the content with the audience’s needs and interest with visible gaps. | Chooses the content keeping the audience’s needs and interest in mind. | Integrates the audience’s need and interests in content selection. Projects the ideas from audience’s frame of  reference. |  |
| **Effectiveness in Verbal and Nonverbal Delivery** | Exhibits no harmony between verbal and nonverbal communication  . | Expresses ideas with limited vocabulary and displays minimal nonverbal communication. | Chooses appropriate language and there are visible contradictions between verbal and nonverbal communication. | Focusses on making the presentation interesting and there is visible harmony between verbal and nonverbal  communication. | Uses the language to make ideas compelling and nonverbal communication facilitates the verbal  communication. |  |
|  | **Persuasion** | Unable to express ideas in a persuasive manner. | Express ideas using powerless language and minimal use of evidence to  persuade others. | Explain ideas using a mix of powerful and powerless language and  uses evidence to persuade others. | Persuades audience by using powerful language and uses various  persuasive techniques. | Facilitates audience’s persuasion by using powerful language and  uses appropriate  persuasive techniques. |  |
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|  | **Multicultural Competence** | Unable to understand the nuances of cultural adjustment and the sensitivity attached to it. | Demonstrates a little understanding in the basic nuances of cultural adjustment. | Adept in cultural sensitivity and understands biases related to gender, language, ethnicity, and culture. | Displays proficiency in cultural sensitivity and understanding of biases related to gender, language, ethnicity, and  culture. | Composes oral messages and presentations with bias free language and reflect thorough cultural sensitivity. |  |
| **Written Communication** | **Coherence** | Clarity and organization of ideas and purpose is not visible. | Expresses ideas with Clarity but ideas are not organized to emphasize the topic.  Supporting details and evidence are missing. | Explains ideas clearly and organizes the ideas according to topic and purpose. Visible gaps in supporting details and evidence. | Organizes the ideas and supporting details according to the topic and purpose.  Emphasizes the arguments with supporting details and evidence. | Creates reports stating the purpose clearly, organizes the ideas according to the topic, purpose, and audience’s needs.  Reinforces the arguments with supporting details and evidence. |  |
| **Genre and Disciplinary Conventions** | Unable to follow the genre and discipline conventions in reports. | Exhibits some knowledge of different genre and discipline conventions in reports. | Follows the conventions of genre and discipline in report writing. | Considers the content organization, genre and discipline and plan accordingly to write reports. | Creates reports with organized content, which is clear, consistent, and according to the conventions of genre and  discipline. |  |

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|  |  | **Research/ Information//Evidenc e** | Exhibits major gaps in information or analysis of facts and evidence in reports. | Research the topic and provides the evidence with visible gaps in reports. | Develops the ideas with relevant fact and information from readily available sources while writing reports. | Selects sufficient and relevant content from credible and incredible sources for writing reports. | Creates reports Proposes apt and latest relevant content from credible sources in presentation. |  |
| **Audience Analysis & Frame of Reference** | Unable to understand frame of reference and needs of the audience in writing reports. | Construct the structure of report that shows an awareness of purpose, audience’s needs and interest. | Correlates the content with the audience’s needs and interest with visible gaps in reports. | Chooses the content of report keeping the audience’s needs and interest in mind. | Creates reports that integrates the audience’s need and interests in |  |
| content selection. Projects the ideas from audience’s frame of reference. |
| **Syntax & Mechanics** | Unable to follow the wring mechanics and correct syntax in reports. | Reports contain major syntax errors and gaps in writing mechanics. | Exhibits errors in syntax and mechanics which, at times, impedes the clarity of idea and meaning in reports | Selects syntax and mechanics for report writing that conveys clear meaning to the readers. There are few language errors. | Creates reports that are clear and fluid. Skillful control of syntax and mechanics that communicates |  |
| clear meaning to the readers. |
| **Leadership &** | **Interpersonal** | **Leadership Communication** | Expresses idea without creating a constructive climate | Supports a constructive climate by doing any one of the following: | Supports a constructive climate by doing any two of the following: | Creates a constructive climate by doing any three of the following: | Creates a constructive climate by doing all the follow following: |  |
|  Treats others respectfully by being polite and |    Treats others respectfully by being polite and |      Treats others respectfully by being polite and |    Treats others respectfully by being polite and |
|  |  |  |  | constructive in communication | constructive in communication | constructive in communication | constructive in communication |  |
| . | . | . | . |
|  Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude. |    Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude. |      Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude. |    Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude. |
|  Motivates others by expressions confidence about the importance of the task and the ability of others to accomplish it. |    Motives others by expressing confidence of the task and the ability of others to accomplish it. |      Motives others by expressing confidence of the task and the ability of others to accomplish it. |    Motives others by expressing confidence of the task and the ability of others to accomplish it. |
|  Aids and/or encouragement to others. |    Aids and/or encouragement to others. |      Aids and/or encouragement to others. |    Aids and/or encouragement to others. |
| **Teamwork and Positive Relationships** | Avoids conversations and unable to take turns and interrupts others while communicating | Engages in conversation by taking wrong turns and listening to others without interrupting. | Engages in conversation in ways that | Engages in conversation in ways that facilitate other contributions by constructively building upon or synthesizing the contributions of | Expresses ideas in a way that contributes to constructive building upon ideas or synthesizing the contributions of others as well as |  |
| . | facilitate others’ contributions by restating the views of other and/or asking question for clarification. | others. | noticing when |
|  |  |  |  |  |  |  | some is not participating and inviting them to engage. |  |
| **Conflict Resolution for Team Effectiveness** | Avoids initiate communication to resolve conflicts. | Passively accepts alternate viewpoints/ ideas/opinions. | Redirects the focus of conversations toward common ground, toward task at hand (away from conflict). | Engages in conversations that identifies and acknowledges conflict and stays engaged with it to resolve conflicts. | Contributes to creating team cohesiveness and effectiveness by addressing destructive conflict directly and constructively helping to manage/resolve |  |
| conflicts |

**9. Domain Leadership & Assessment Team**

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| **Faculty/Domain Name: Education** | | | | | | |
| **Leadership Team** | | | | | | |
| **Dean/Domain Head:** | Prof. (Dr.) Harish Kumar | | | | | |
| **S. No.** | **Institution Name** | **Head of the Institution** | **Programme Title** | **Programme Leaders** | **PROAC**  **(3-5 Members)** | **Role** |
| 1 | AIBAS | Prof (Dr.) Harish Kumar | Bacholer in Elementary Education | Dr. Rajlakshmi Raina  Dr. Neha Gupta | Dr. Harish Kumar | Chair |
| Dr. R.L. Raina | Member |
|  |  |  |  |  | Dr. Neha Gupta | Member |
|  |  |  |  |  | Dr. Neha Goyal | Member |
|  |  |  |  |  | Dr. NR Meetei | Member |
|  |  |  |  |  | Ms. Mani Sharma | Member |
|  |  |  |  |  | Ms. Chandni Sharma | Member |
|  |  |  |  |  | Dr. Sushma Rani | Member |
|  |  |  |  |  | Dr. Rajesh Dhouta | Member |
|  |  |  |  |  | Dr. Pankaj Pandey | Member |
|  |  |  |  |  | Dr. Alka Muddgal | Institutional Head |
|  |  |  |  |  | Dr. Pallavi Kaul | Member |
|  |  |  |  |  | Dr. Mahima Gupta | Member |