

AMITY UNIVERSITY

— UTTAR PRADESH —

Outcome Assessment Plan

Domain: Faculty of Education

Date: 8th June 2018

Message

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.

Prof. Kalpana Sharma
Dean Faculty of Education & Director ASPESS

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SECTION 1:

Introduction of Faculty of Education

Introduction of Faculty of Education (FOE)

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.

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Introduction of Outcome Assessment 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. Broad Based Goals: - The broad based are defined under the following categories:

Educational Goals: The Educational Goals are defined at Domain, Institution and Programme level. The Educational Goals at the institution and programme level are aligned with the domain mission.

Operational Goals: The Operational Goals are defined at Domain, Institution and Programme level. The Operational Goals at the institution and programme level are aligned with the domain mission.

3. 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

Educational Goals - The Learning outcomes are defined for each programme and each learning outcome is assessed to identify that the established learning objectives are achieved.

4. **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

5. **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.

6. **Programme Review:** Through the review of our 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 goals** are derived from and support the college mission
 - The **curriculum** is coherent, current and consistent
 - 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 2:

**Mission and Broad-Based Goals of
Faculty of Education**

2 MISSION AND BROAD-BASED GOALS /OBJECTIVES

Mission Statement

| Mission of Faculty of Education | |
|--|---|
| | To provide teacher education at all levels in all specializations of education & physical education in the current perspective of teaching learning trends in 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. |

Broad-Based Goals / Objectives of Faculty of Education

| Educational Goals | |
|--------------------------|--|
| 1 | Students shall be able to demonstrate empirical knowledge of the application of the educational & physical educational 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 education and physical education with 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 educational & physical educational & interdisciplinary framework |
| 4 | Students shall be able to identify 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 |
| 6 | Students shall be able to demonstrate effective professional and entrepreneurship skills (teaching & practical) |
| 7 | Students shall be able to develop positive perspectives and skills that create productive educational leaders |
| 8 | Students shall be able to act ethically and responsibly |
| 9 | Students shall be able to critically evaluate and reflect learning and development throughout their career |

Broad-Based Operational Goals

Faculty of Education will :

| | |
|---|---|
| 1 | Create appropriate teaching learning resources, infrastructure and conducive environment for excellence in teaching, learning, research and professional development of students |
| 2 | Provide Professional development programmes/opportunities to the faculty and staff to regularly upgrade their knowledge and skills and bring excellence in teaching, learning and research |
| 3 | Demonstrate sensitivity to the diverse needs of students and accordingly develop facilities and services. |
| 4 | Continuously strive to build strong industry interaction, alumni networks and empanelment of expertise from industry. |
| 5 | Continually improve the quality of facilities, services, resources and processes with an aim to attain national and international accreditations and institutional ranking. |
| 6 | Arrange all necessary support system for the students to facilitate campus recruitment, higher education or starting their own ventures. |
| 7 | Act ethically to ensure transparency and good governance while discharging various responsibilities to its stakeholders and execution of policies and programs |
| 8 | Create opportunities for international exposure for its students and faculty. |

SECTION 3:

INSTITUTION MISSION AND BROAD-BASED GOALS /OBJECTIVES

3. INSTITUTION MISSION AND BROAD-BASED GOALS /OBJECTIVES

Name of the Institution: Amity School of Physical Education and Sports Sciences (ASPESS)

Mission Statement of ASPESS

| Mission of ASPESS | |
|--|--|
| To provide teacher education at all levels in all specializations of physical education in the current perspective of teaching learning trends 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. | |

Broad-Based Goals / Objectives of ASPESS

| S.No | Educational Goals |
|-------------|---|
| 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 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 & 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 |

Broad-Based Operational Goals (Resources Required) of ASPES

| S.No | Operational Goals |
|-------------|--|
| 1 | The Institute intends to provide educational excellence in Teaching/Academic Delivery and research. |
| 2 | The Institute shall facilitate environment for innovation and research excellence for the intellectual growth of faculty. |
| 3 | The Institute shall facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff. |
| 4 | The Institute shall encourage cultural diversity and a sense of social and environmental responsibility. |
| 5 | The Institute shall provide ample opportunities for international exposure to faculty and students. |
| 6 | The Institute shall be involved in continual improvement of processes and systems and to attain national and international accreditations and university rankings. |
| 7 | The Institute shall build a strong industry/schools interaction by way of alumni networks and empanelment of expertise from industry/schools |
| 8 | The Institute shall facilitate employment opportunities and also support students to start their own ventures. |
| 9 | The Institute shall facilitate environment for organisational exposure through the conduct of inter-institutional competitions |

Name of the Institution: Amity Institute of Education (AIE)

3.2.a Mission Statement of Amity Institute of Education (AIE)

| Mission of AIE | |
|---|--|
| 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. | |

b Broad-Based Goals / Objectives of Amity Institute of Education (AIE)

| Educational Goals | |
|--------------------------|--|
| 1 | Students shall be able to demonstrate empirical knowledge of the application of the educational philosophy and principles in a professional work setting in teacher education |
| 2 | Students shall be able to integrate theory, practicum & teaching practice, in making effective decisions by understanding the relationship of education with global environment in teacher education |
| 3 | Students shall be able to construct and maintain effective educational performance by leveraging Research skills, Information and Technological competencies in the given educational framework in teacher education |
| 4 | Students shall be able to identify when and how to use appropriate teaching skills & techniques in teacher education |
| 5 | Students shall be able to demonstrate effective communication and behavioural skills that support and enhance educational effectiveness in teacher education |
| 6 | Students shall be able to demonstrate effective teaching & practical skills in teacher education |
| 7 | Students shall be able to develop positive perspectives and skills that create productive educational leaders in education in teacher education |
| 8 | Students shall be able to act ethically and responsibly |
| 9 | Students shall be able to critically evaluate and reflect learning and development throughout. |

3.2.c Broad-Based Operational Goals (Resources Required) of Amity Institute of Education (AIE)

| Operational Goals of AIE | |
|--------------------------|--|
| 1 | AIE intends to provide educational excellence in Teaching/Academic Delivery and research. |
| 2 | AIE shall facilitate environment for innovation and research excellence for the intellectual growth of faculty. |
| 3 | AIE shall facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff by providing |
| 4 | AIE shall encourage cultural diversity and a sense of social and environmental responsibility. |
| 5 | AIE shall provide ample opportunities for international exposure to faculty and students. |
| 6 | AIE shall be involved in continual improvement of processes and systems and to attain national and international accreditations and university rankings. |
| 7 | AIE shall build a strong industry interaction by way of alumni networks and empanelment of expertise from industry. |
| 8 | AIE shall facilitate employment opportunities and also support students to start their own ventures by providing. |
| 9 | AIE shall facilitate environment for organizational exposure through the conduct of inter-institutional competitions |

Name of the Institution: Amity Institute of Behavioural and Allied Sciences (AIBAS)

Mission Statement of Amity Institute of Behavioural and Allied Sciences (AIBAS)

| Mission of AIBAS |
|--|
| 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. |

Broad-Based Goals / Objectives of Amity Institute of Behavioural and Allied Sciences (AIBAS)

| Educational Goals |
|--|
| 1 Students shall be able to demonstrate empirical knowledge of the application of the educational philosophy and principles in a professional work setting in teacher education |
| 2 Students shall be able to integrate theory, practicum & teaching practice, in making effective decisions by understanding the relationship of education with global environment in teacher education |
| 3 Students shall be able to construct and maintain effective educational performance by leveraging Research skills, Information and Technological competencies in the given educational framework in teacher education |
| 4 Students shall be able to identify when and how to use appropriate teaching skills & techniques in teacher education |
| 5 Students shall be able to demonstrate effective communication and behavioural skills that support and enhance educational effectiveness in teacher education |
| 6 Students shall be able to demonstrate effective teaching & practical skills in teacher education |
| 7 Students shall be able to develop positive perspectives and skills that create productive educational leaders in education in teacher education |

| | |
|---|--|
| 8 | Students shall be able to act ethically and responsibly . |
| 9 | Students shall be able to critically evaluate and reflect learning and development throughout. |

Broad-Based Operational Goals (Resources Required) of Amity Institute of Behavioural and Allied Sciences (AIBAS)

| Operational Goals of AIBAS | |
|-----------------------------------|--|
| 1 | AIBAS intends to provide educational excellence in Teaching/Academic Delivery and research |
| 2 | AIBAS shall facilitate environment for innovation and research excellence for the intellectual growth of faculty. |
| 3 | AIBAS shall facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff by providing |
| 4 | AIBAS shall encourage cultural diversity and a sense of social and environmental responsibility. |
| 5 | AIBAS shall provide ample opportunities for international exposure to faculty and students. |
| 6 | AIBAS shall be involved in continual improvement of processes and systems and to attain national and international accreditations and university rankings. |
| 7 | AIBAS shall build a strong industry interaction by way of alumni networks and empanelment of expertise from industry. |
| 8 | AIBAS shall facilitate employment opportunities and also support students to start their own ventures by providing |
| 9 | AIBAS shall facilitate environment for organizational exposure through the conduct of inter-institutional competitions |

Section 4:
**Programme Mission, PEO's, PLO's and Assessment Plan for each
Programme**

BACHELOR'S-Level Programme - Bachelor of Physical Education (BPE)

Mission Statement of Bachelor of Physical Education (BPE)

| Programme Mission |
|--|
| To provide Teacher Education at fundamental levels in all areas of Physical Education in the current perspective of teaching learning trends in 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 of conviction and action. |

Programme Educational Objectives (PEOs) of Bachelor of Physical Education (BPE)

| | |
|-------|--|
| PEO 1 | Students shall be able to demonstrate fundamental knowledge of the physical education & sports philosophy and principles in a professional work setting. |
| PEO 2 | Students shall be able to integrate basic theory, practicum & teaching practice, in making effective decisions by understanding the relationship of physical education & sports with global environment. |
| PEO 3 | Students shall be able to construct effective educational understanding of physical education with utilization of latest Information Technology. |
| PEO 4 | Students shall be able to classify when and how to use appropriate teaching skills & techniques in physical education & sports |
| PEO 5 | Students shall be able to demonstrate useful communication and behavioural skills in physical education & sports |
| PEO 6 | Students shall be able to demonstrate effective teaching & practical skills in physical education, sports |

| | |
|-------|---|
| PEO 7 | Students shall be able to develop positive problem solving approach and leadership in the field of Physical Education and Sports. |
| PEO 8 | Students shall be able to act ethically and responsibly in physical education & sports |
| PEO 9 | Students shall be able to critically evaluate and reflect learning and development throughout their career in physical education & sports |

Programme Operational Objectives of Bachelor of Physical Education (BPE/BPES)

| Operational Goals | |
|--------------------------|--|
| 1 | The program shall provide educational excellence in Teaching/Academic Delivery. |
| 2 | The program shall facilitate environment for innovation and research excellence for the intellectual growth of faculty. |
| 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. |
| 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 |
| 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 |

Programme Learning Outcomes of Bachelor of Physical Education (BPE)

| | |
|----|--|
| 1 | Student will acquire knowledge and foundation of physical education disciplines for effective exploration of concepts, theories and skill. |
| 2 | Student will utilize analytical thinking skills, relate and examine various aspects of physical education and sports. |
| 3 | Student will be able to use computers efficiently for extracting information electronically. |
| 4 | Student will articulate and demonstrate technical competency in execution of skills associated with different individual and team sports and apply the concept of learning in classroom teaching and practical field. |
| 5 | Student will be able to speak proficiently in two or more languages and convey understanding of physical education and sports concepts effectively. |
| 6 | Student will develop physically, mentally, socially fit individuals which shall help to take initiative towards new ideas in physical education and lead with high regards for moral and ethical standards of teaching and coaching. |
| 7 | Student will explore international concepts adopted in education and physical education to function in a global and international school education environment to cater physical education as a medium towards overall personality development. |
| 8 | Student will be able to understand practice of inclusive education and avoiding bias based on culture, cast, religion, gender and actively contribute in voluntary and environmental activities effective for teaching learning process and enhance the overall personality in physical education. |
| 9 | Student will be able to pursue higher studies and develop to become an entrepreneur |
| 10 | Student will actively seek new learning opportunity through practice based learning related to health, fitness, exercise and sports. |

4.1.5. Programme Operational Outcomes of Bachelor of Physical Education (BPE/BPES)

| | |
|-------|--|
| POO 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 & standards of the governing body • by timely uploading of syllabus, course material, attendance and periodic reviews of syllabus as per the university norms |
| POO 2 | The program shall facilitate environment for innovation and research excellence for the intellectual growth of faculty • by providing platform through organization of National and International Conference/Workshop/Seminar • by providing opportunities to think and implement research thoughts in the curriculum |
| POO 3 | ASPESS 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 |
| POO 4 | 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. |
| POO 5 | 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. |
| POO 6 | The program shall be involved in continual improvement of processes and systems and to attain national and international accreditations and university ranking • by keeping the institutional process up to the mark and also incorporating the latest changes into the system. |
| POO 7 | The program shall build a strong industry/schools interaction by way of alumni networks • by organizing alumni meets and events. |
| POO 8 | 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. |
| POO 9 | The program shall facilitate environment for organizational exposure • by organising inter-institutional & intramural competitions |

4.1.6 PEOs- PLOs Mapping Bachelor of Physical Education (BPE)

Matrix of PEO and PLO's

| PEO/IPLO | PEO | PEO | PEO | PEO | PEO | PEO | PEO | PEO | PEO |
|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| PLO 1 | ✓ | ✓ | | | | | | | |
| PLO 2 | | ✓ | | | | ✓ | | | ✓ |

| | | | | | | | | | |
|--------------|---|---|---|---|---|--|---|---|--|
| PLO 3 | ✓ | | | | | | | | |
| PLO 4 | | ✓ | ✓ | | | | | | |
| PLO 5 | | | | | ✓ | | | | |
| PLO 6 | | | | | | | | ✓ | |
| PLO 7 | | | ✓ | | | | | | |
| PLO 8 | | | | ✓ | | | | | |
| PLO 9 | | | | ✓ | | | ✓ | | |

All the Programme Educational Objectives (PEOs) are matching with one of the Programme Learning Outcomes (PLOs), which shows that the objectives of the programme are framed in line with the student learning objectives.

4. 1.7 Student Learning Assessment for Bachelors of Physical Education (BPE)

| Sl. No | PEO's | PLO's | Direct | Tool No for Direct Assessment | Target Performance | Indirect | Tool_No for Indirect Assessment | Target Performance |
|---------------|--|---|---------------------------|--------------------------------------|---|---------------------|--|---|
| 1 | Students shall be able to demonstrate fundamental knowledge of the physical education & sports philosophy and principles in a professional work setting. | Acquire knowledge of physical education disciplines for effective exploration of physical education. Develop foundation of education and physical education through concepts, theories and skill. | Comprehensive Examination | Tool ASPESS/DA 01/CE | 80% of Students shall be able to pass examination | Student Exit Survey | Tool ASPESS - BPE/IDA 01/SES | 80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey |

| | | | | | | | | |
|---|--|--|--|--|--|---------------------------------------|-------------------------|---|
| 2 | Students shall be able to integrate basic theory, practicum & teaching practice, in making effective decisions by understanding the relationship of physical education & sports with global environment. | use analytical thinking skills in different contexts of physical education. Relate and examine various aspects of physical education and sports. | Project (Rubrics) Comprehensive Examination Teaching Practice (Rubric) | Tool ASPESS-UG/DA 03/PR Tool ASPESS/DA 01/CE Tool ASPESS-UG/DA 04/TP | 80% Students shall be able to undertake and complete the dissertation /Project | Feedback of Industry Internship Guide | Tool ASPESS /IDA 02/IIG | The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback. |
| 3 | Students shall be able to construct effective educational understanding of physical education with utilization of latest Information Technology. | Make use of computers efficiently to extract relevant information electronically | Comprehensive Examination | Tool ASPESS/DA 01/CE | 80% of Students shall be able to pass examination | Feedback of Industry Internship Guide | Tool ASPESS /IDA 02/IIG | 80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey |

| | | | | | | | | |
|---|--|--|---|--|---|---------------------------------------|-------------------------------|--|
| 4 | Students shall be able to classify when and how to use appropriate teaching skills & techniques in physical education & sports | Articulate pertinent sports skills with technical competency. Demonstrate sound execution of skills associated with different individual and team sports. Evaluate contents of various sports and transfer skill to promote physical education towards effective learning. Awareness about Sports rules and facilities as a medium for behavior modifications. | Comprehensive Examination Practicum (Rubrics) Teaching Practice (Rubrics) | Tool ASPESS/DA 01/CE Tool ASPESS-UG/DA 05/P Tool ASPESS/DA 04/TP | 80% of Students shall be able to pass examination | Feedback of Industry Internship Guide | Tool ASPESS/IDA 02/IIG | 80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey. |
| 5 | Students shall be able to demonstrate useful communication and behavioural skills in physical education & sports | Develop physically, mentally, socially fit individuals Learn to take initiative with development of new ideas in physical education and lead with high regards for moral and ethical standards of teaching and coaching. | Comprehensive Examination and Rubrics | Tool ASPESS/DA 01/CE | 80% of Students shall be able to pass examination | Student Exit Survey | Tool ASPESS - BPE/IDA 01/SES. | 80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey |
| 6 | Students shall be able to demonstrate effective teaching & | Explores international concepts adopted in education and physical education Function in | Comprehensive Examination | Tool ASPESS/DA 01/CE | 80% of Students shall be able to pass | Alumni Survey | Tool ASPESS/IDA 02/AS | 80% student's response |

| | | | | | | | | |
|---|---|--|---------------------------|----------------------|---|---------------------|------------------------|---|
| | practical skills in physical education, sports | a global school education environment to cater physical education as a medium towards overall development. | mination | | examination | | | range between 4-5 on the Likert Scale in the Student Exit Survey |
| 7 | Students shall be able to develop positive problem solving approach and leadership in the field of Physical Education and Sports. | Adopt and adapt change to motivate others towards participation in physical activities, exercise and sports activities. Enhance personality with permeability to change with new environment associated with physical education and sports. Able to understand practice of inclusive education and avoiding bias based on culture, cast, religion, gender. Actively contribute in voluntary activities effective for teaching learning process in physical education. Acknowledge and access common responsibility towards environment and its surroundings through the medium of physical education | Comprehensive Examination | Tool ASPESS/DA 01/CE | 80% of Students shall be able to pass examination | Student Exit Survey | Tool ASPESS/IDA 01/SES | 80% students response range between 4-5 on the Likert Scale in the Student Exit Survey. |

| | | | | | | | | |
|---|---|---|---------------------------|----------------------|---|---------------|-----------------------|---|
| | | and sports. | | | | | | |
| 8 | Students shall be able to act ethically and responsibly in physical education & sports | pursue higher studies and develop to become an entrepreneur | Comprehensive Examination | Tool ASPESS/DA 01/CE | 80% of Students shall be able to pass examination | Alumni Survey | Tool ASPESS/IDA 02/AS | 80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey |
| 9 | Students shall be able to critically evaluate and reflect learning and development throughout their career in physical education & sports | Actively seek new learning opportunity through practice based learning related to health, fitness, exercise and sports. | Comprehensive Examination | | | | | |

**BACHELOR'S-Level Programme -Bachelor of Physical Education (BPEd)
Mission Statement of Bachelor of Physical Education (BPEd)**

| Programme Mission of BPEd |
|---|
| To provide professional training for teacher education in the field of physical education in the current perspective of teaching learning trends in 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. |

Programme Educational Objectives (PEOs) of Bachelor of Physical Education (BPEd)

| | |
|-------|---|
| PEO 1 | Students shall be able to demonstrate broad knowledge of the physical educational philosophy and principles in a professional work setting |
| PEO 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 |
| PEO 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. |
| PEO 4 | Students shall be able to recognize when and how to use appropriate teaching skills & techniques |
| PEO 5 | Students shall be able to demonstrate effective communication and behavioural skills that support and enhance educational effectiveness in physical education & sports |
| PEO 6 | Students shall be able to demonstrate effective teaching & practical skills in physical education & sports. |
| PEO 7 | Students shall be able to develop positive perspectives and skills in the field of teaching, practicum organization, administration and leadership. |
| PEO 8 | Students shall be able to act ethically and responsibly in physical education & sports |
| PEO 9 | Students shall be able to critically evaluate and reflect learning and development throughout their career in physical education & sports |

Programme Operational Objectives of BPED

| Operational Goals of BPED | |
|---------------------------|--|
| 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. |
| 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 |

Programme Learning Outcomes of BPED

| | |
|---|---|
| 1 | Student will explore international concepts adopted in education and physical education to function in a global and international school education environment to cater physical education as a medium towards overall personality development. |
|---|---|

| | |
|---|--|
| 2 | Student will develop the abilities required for physical education professionals in global environment and articulate pertinent sports skills with technical competency for talent identification, development and promotion. |
| 3 | Student will adopt and adapt change to motivate self and children involved in physical education and sports and enhance personality with permeability to change with new environment to meet the requirements of school education teacher. |
| 4 | Student will acquire knowledge and develop foundation of physical education through philosophy and theories for practical application in the field of Physical Education and Sports. |
| 5 | Student will utilize analytical thinking skills in different contexts of physical activities, sports and exercise and also relate and examine various dimensions of physical education and sports for development of specialized programs |
| 6 | Student will be able to use computers efficiently for extracting information electronically. |
| 7 | Student will be able to speak proficiently in two or more languages and convey understanding of physical education and sports concepts effectively. |
| 8 | Student will demonstrate Respect, tolerance, environmental and intercultural understanding |

| | |
|----|--|
| 9 | Student will practice teaching skill strategies, develop innovative methods and evaluate contents of various sports awareness and rules to promote physical education and sports at school education level. |
| 10 | Student will integrate physical activities, exercise and sports suitable for different segments of the society to understand practice of inclusive education and avoiding bias based on culture, cast, religion, gender Skills, values, such as critical, creative and innovative thinking, problem-solving, decision making and empathy |

Programme Operational Outcomes of BPED

| | |
|-------|---|
| POO 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 & standards of the governing body • by timely uploading of syllabus, course material, attendance and periodic reviews of syllabus as per the university norms. |
| POO 2 | The program 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 |
| POO 3 | 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. |
| POO 4 | The program shall encourage cultural diversity and a sense of social and sports environment responsibility. |
| POO 5 | The program shall provide ample opportunities for international exposure to faculty and students. |
| POO 6 | The program shall be involved in continual improvement of processes and systems and to attain national recognition. |
| POO 7 | The program shall build a strong industry/schools interaction by way of alumni networks and empanelment of expertise from industry/schools. |
| POO 8 | The program shall facilitate employment opportunities and also support students to start their own ventures. • By providing industry interaction • By providing campus placements • By providing education excellence for Higher Education. |
| POO 9 | The program shall facilitate environment for organizational exposure through the conduct of inter-institutional & intramural competitions. |

PEOs – PLOs Mapping of BPEd

Matrix of PEO and PLO's

| PEO/IPLO | PEO | PEO | PEO | PEO | PEO | PEO | PEO | PEO | PEO |
|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| PLO 1 | ✓ | ✓ | | | | | | | |
| PLO 2 | | | | | | | | ✓ | |
| PLO 3 | | ✓ | | | | | | | ✓ |
| PLO 4 | | | | | | ✓ | | | |
| PLO 5 | ✓ | | | | | | | | |
| PLO 6 | | | | | | | ✓ | | ✓ |
| PLO 7 | | | | | ✓ | | | | |
| PLO 8 | ✓ | | | ✓ | | | | | |
| PLO 9 | | | ✓ | | | | | | |
| PLO 10 | | | | | ✓ | | | | |

All the Programme Educational Objectives (PEOs) are matching with one of the Programme Learning Outcomes (PLOs), which shows that the objectives of the programme are framed in line with the student learning objectives.

Student Learning Assessment for Bachelors of Physical Education of BPED

| Sl. No | PEO's | PLO's | Direct | Tool No for Direct Assessment | Target Performance | Indirect | Tool No for Indirect Assessment | Target Performance |
|--------|---|--|--|---|---|---------------------|---------------------------------|--|
| 1 | To provide a platform to understand the nature, purpose and philosophy of physical education. | Explores international concepts adopted in education and physical education Function in a global school environment to cater physical education as a medium towards overall development. | Comprehensive Examination | Tool ASPES S BPED/DA 01/CE | 80% of Students shall be able to pass examination | Student Exit Survey | Tool ASPES S BPED/DA 01/SES | 80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey. |
| 2 | To prepare teachers of physical education with broader educational perspective. | Participate in wide variety of activities associated with teaching and coaching in educational institutions. Development of abilities required for physical education professionals in global environment Articulate pertinent sports skills with technical competency | Comprehensive Examination Project (Rubrics) | Tool ASPES S/DA 01/CE Tool ASPES S-UG/DA 03/PR | 80% of Students shall be able to pass examination | Student Exit Survey | Tool ASPES S-BPED/DA 01/SES | 80% students response range between 4-5 on the Likert Scale in the Student Exit Survey. |

| | | | | | | | | |
|---|--|---|--|--|---|---------------------|------------------------------|---|
| | | for talent identification, development and promotion. | | | | | | |
| 3 | To develop potentialities of planning and organising physical education programmes and activities. | Adopt and adapt change to motivate self and children involved in physical education and sports. Enhance personality with permeability to change with new environment to meet the requirements of school education teacher. | Comprehensive Examination Practicum (Rubrics) | Tool ASPES S/DA 01/CE Tool ASPES S-UG/DA 05/P | 80% of Students shall be able to pass examination | Student Exit Survey | Tool ASPES S/IDA 01/SES | 80% students response range between 4-5 on the Likert Scale in the Student Exit Survey. |
| 4 | To develop capacity to organize leisure and recreational activities. | Acquire knowledge of physical education disciplines for effective teaching, learning process at school education. Develop foundation of educational and physical education through philosophy and theories for practical application. | Teaching Practice (Rubrics) | Tool ASPES S-UG/DA 04/TP | 80% of Students shall be able to pass examination | Student Exit Survey | Tool ASPES S/IDA 01/SES | 80% students response range between 4-5 on the Likert Scale in the Student Exit Survey. |
| 5 | To provide the basic teaching, organising & administra | Utilize analytical thinking skills in different contexts of physical activities, sports and exercise. Relate and examine | Comprehensive Examination | Tool ASPES S-BPED/DA 01/CE | 80% of Students shall be able to pass exami | Student Exit Survey | Tool ASPES S-BPED/IDA 01/SES | 80% students response range between 4-5 on the Likert Scale in the Student Exit Survey. |

| | | | | | | | | |
|---|---|--|---------------------------|----------------------------|---|---------------|------------------------|---|
| | ting physical education & sports programs effectively through the use of technology. | various dimensions of physical education and sports for development of specialized programs | Practicum (Rubrics) | Tool ASPES S-UG/DA 05/P | nation | | | |
| 6 | To empower them to inspire their students to actively participate in physical and yogic exercise, games and sports. | Be able to use effectively computers. Able to execute day to day tasks electronically. Access internet & use email effectively | Comprehensive Examination | Tool ASPES S-BPED/DA 01/CE | 80% of Students shall be able to pass examination | Alumni Survey | Tool ASPES S/IDA 02/AS | 80% students response range between 4-5 on the Likert Scale in the Student Exit Survey. |
| 7 | To make teachers capable of imparting basic knowledge about health, hygiene and nutrition. | Speak proficiently in two or more languages Convey written information related to physical education and sports effectively. | Comprehensive Examination | Tool ASPES S-BPED/DA 01/CE | 80% of Students shall be able to pass examination | Alumni Survey | Tool ASPES S/IDA 02/AS | 80% students response range between 4-5 on the Likert Scale in the Student Exit Survey. |
| 8 | To develop communication skills and competenc | respect, tolerance, and intercultural understanding | | Rubrics | | | | |

| | | | | | | | | |
|-----------|---|---|--|--|--|--|--|--|
| | ies to organize school and community games and sports. | | | | | | | |
| 9 | To cultivate the spirit of sportsmanship, self control, judgement, emotional stability, mental and physical alertness, scientific temper, optimism & respect. | Practice teaching skill strategies for effective teaching in physical education and sports. Develop innovative methods to impart knowledge and promote learning in physical education and sports. Evaluate contents of various sports and transfer skills to promote physical education and sports at school education level. Develop awareness about Sports rules and facilities | | | | | | |
| 10 | | Reads about the latest development in the sports law and ethical constraints in education. Understanding of ethical practices in physical education and sports. Understanding of | | | | | | |

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | | <p>clearances and certificates required for abiding educational policies and preventing discriminations at school education. Integrate physical activities, exercise and sports suitable for different segments of the society.</p> <p>Understand practice of inclusive education and avoiding bias based on culture, cast, religion, gender</p> <p>Skills and values, such as critical, creative and innovative thinking, problem-solving, decision making, empathy</p> | | | | | | |
|--|--|--|--|--|--|--|--|--|

BACHELOR'S-Level Programme -Bachelor of Education (B.Ed)

Mission Statement of Bachelor of Education (B.Ed)

Programme Mission of B.Ed.

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.

Programme Educational Objectives (PEOs) of Bachelor of Education (B.Ed)

| | |
|--------|--|
| PEO 1 | Students shall be able to demonstrate empirical knowledge of the application of the educational philosophy and principles in a professional work setting in teacher education at secondary level |
| PEO 2 | Students shall be able to integrate theory, practicum and teaching practice, in making effective decisions by understanding the relationship of education with global environment in teacher education at secondary level |
| PEO 3 | Students shall be able to construct effective educational performance by leveraging Research skills, Information and Technological competencies in the given educational framework in teacher education at secondary level |
| PEO 4 | Students shall be able to identify appropriate use of teaching skills and techniques in teacher education at secondary level |
| PEO 5 | Students shall be able to demonstrate effective communication and behavioural skills that support and enhance educational effectiveness in teacher education at secondary level |
| PEO 6 | Students shall be able to demonstrate effective teaching and practical skills in teacher education at secondary level |
| PEO 7 | Students shall be able to develop positive perspectives and skills that create productive educational leaders in education in teacher education at secondary level |
| PEO 8 | Students shall be able to act ethically and responsibly. |
| PEO9 9 | Students shall be able to evaluate learning and development throughout . |

Programme Operational Objectives of Bachelor of Education (B.Ed)

| Operational Goals B.Ed | |
|------------------------|--|
| 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 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. |
| 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 interaction by way of alumni networks and empanelment of expertise from industry. |
| 8 | The program shall facilitate employment opportunities and also support students to start their own ventures by providing |
| 9 | The program shall facilitate environment for organizational exposure through the conduct of inter-institutional competitions |

Programme Learning Outcomes of Bachelor of Education (B.Ed)

| | |
|-------|---|
| PLO 1 | Student will relate educational theories and principles in secondary classroom environment. |
| PLO 2 | Student will apply theory and core teaching skills in making effective decisions in secondary level classroom |
| PLO 3 | Student will design effective educational tools using research skills, Information and Technological competencies in the given educational framework. |
| PLO 4 | Student will apply the use of specific teaching skills and techniques. Student shall be able to be able to plan select effective pedagogical tools. |
| PLO 5 | Student will demonstrate effective communication and behavioural skills to support and enhance educational effectiveness inside and outside the classroom |
| PLO 6 | Student will generate positive perspectives and skills that enhances educational leadership in education |
| PLO 7 | Students will be able to act ethically and responsibly |
| PLO 8 | Student will comprehend their content knowledge for their own higher education and for elementary classroom setting |

| | |
|-------|--|
| PLO 9 | Student will execute learning and development throughout their professional career |
|-------|--|

Programme Operational Outcomes of Bachelor of Education (B.Ed)

| | |
|--------|--|
| POO 1 | The program shall 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 and by timely uploading of syllabus, course material, attendance and periodic reviews of syllabus as per the university norms |
| POO 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.and by providing platform for scholarly work for faculty & students |
| POO 3 | The program shall facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff by providing value addition courses and by providing platform for nurturing human values |
| POO 4 | The program shall encourage cultural diversity and a sense of social and environmental responsibility |
| POO 5 | The program shall provide ample opportunities for international exposure to faculty and students |
| POO 6 | The program shall be involved in continual improvement of processes and systems and to attain national and international accreditations and university rankings |
| POO 7 | The program shall build a strong industry interaction by way of alumni networks and empanelment of expertise from industry |
| POO 8 | The program shall facilitate employment opportunities and also support students to start their own ventures by providing industry interaction and campus placements |
| POO 9 | The program shall facilitate environment for organizational exposure through the conduct of inter-institutional competitions |
| POO 10 | The program shall facilitate environment for organizational exposure through the conduct of inter-institutional competitions |

PEOs- PLOs Mapping of Bachelor of Education (B.Ed)

Matrix of PEO and PLO's

| PEO/IPLO | PEO | PEO | PEO | PEO | PEO | PEO | PEO | PEO | PEO |
|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| PLO 1 | ✓ | | | | | | | | |
| PLO 2 | | ✓ | | | | | | | ✓ |
| PLO 3 | | | ✓ | | | | | | |
| PLO 4 | | | | ✓ | | | | | |
| PLO 5 | | | | | ✓ | | | | |
| PLO 6 | | | | | | ✓ | ✓ | | |
| PLO 7 | | ✓ | | | | | | | |
| PLO 8 | | | | | | | | ✓ | |
| PLO 9 | | ✓ | | | | | | | |

All the Programme Educational Objectives (PEOs) are matching with one of the Programme Learning Outcomes (PLOs), which shows that the objectives of the programme are framed in line with the student learning objectives.

Student Learning Assessment for Bachelor of Education (B.Ed)

| S.No | PEO's | PLO | Direct | Tool No for direct assessment | Target Performance | Indirect | Tool No for indirect assessment | Target Performance |
|------|--|---|--|---------------------------------------|---|--|---------------------------------|---|
| 1 | Students shall be able to demonstrate empirical knowledge of the application of the educational philosophy and principles in a professional work setting in teacher education at secondary level | Relate educational theories and principles in secondary classroom environment. | Comprehensive Exam Practicum Rubrics (Practice Teaching/ Internship) | UG/PL O/SE framework UG/PL O/SE/PT | 90% Students shall be able to pass the exam | Feedback from the students | UG/PLO/SE/Exit survey | 80% students response range between 4-5 on the scale in the student exit survey. |
| 2 | Students shall be able to integrate theory, practicum & teaching practice, in making effective decisions by understanding the relationship of education with global | Apply theory, and core teaching skills in making effective decisions in secondary level classroom | Practicum Rubrics (Practice Teaching/ Internship) | UG/PL O/SE/PT | 100% Students shall be able to undertake and complete the practicum | Observation schedule from industry Mentor / Mentor | UG/PLO/SE/TS/OB | The industry internship mentor rates the students between 4-5 range on the scale in the feedback. |

| | | | | | | | | |
|---|---|--|---|---|---|--|--|---|
| | environment in teacher education at secondary level | | | | | | | |
| 3 | Students shall be able to construct and maintain effective educational performance by leveraging Research skills, Information and Technological competencies in the given educational framework in teacher education at secondary level | Design effective educational tools using research skills, Information and Technological competencies in the given educational framework. | Conducting Action Research, use of ICT and ATR/CCE in classroom. * Comprehensive Exam | UG/PL O/SE framework | 100% Students shall be able to prepare and use tools in teaching | Observation schedule from industry mentor/mentor | UG/PLO/SE/TS/OB | The industry internship mentor rates the students between 4-5 range on the scale in the feedback. |
| 4 | Students shall be able to identify when and how to use appropriate teaching skills & techniques in teacher education at secondary level | Apply the use of specific teaching skills and techniques | Comprehensive Exam Practicum Rubrics (Practice Teaching/Internship) | UG/PL O/SE/ Framework UG/PL O/SE Framework | 100% Students shall be able to prepare and use teaching skills and techniques | Observation schedule from industry mentor/mentor | UG/PLO/SE/TS/OB Student exit survey | The industry internship mentor rates the students between 4-5 range on the scale in the feedback. |

| | | | | | | | | |
|---|--|--|--|----------------------|---|---------------------|-----------------------|--|
| 5 | Demonstrate effective communication and behavioral skills that support and enhance educational effectiveness in teacher education at secondary level | Demonstrate effective communication and behavioral skills to support and enhance educational effectiveness in and outside and inside the classroom | Comprehensive Exam | UG/PL O/SE/Framework | 80% students should secure a grade of 6 and above on a to pont scale in the presentation component communication course. And the Journal for Success component of Behavioural Science Course. | Student Exit Survey | UG/PLO/SE/Exit survey | 80% students response range between 4-5 on the likert scale. |
| | | | Practicum Rubrics (Practice Teaching) | | | | | |
| | | | BS & CS Comprehensive Exam Rubrics for Communication and Behavioural Skills | | | | | |
| 6 | Students shall be able to demonstrate effective teaching & practical skills in teacher education at secondary level | Plan select effective pedagogical tools. | Comprehensive Exam & Practicum Rubrics (Practice Teaching) | UG/PL O/SE Framework | 90% Students should secure a grade of 6 and above on a t0 ponts scale in the Journal for Success component of Behavioural Science Course. | Student Exit Survey | UG/PLO/SE/Exit survey | 80% students response range between 4-5 on thelikert scale in the student exit survey. |
| | | | | UG/PL O/SE/PT | | | Exit Survey | |

| | | | | | | | | |
|---|--|--|---|----------------------|--|---------------------|-------------------------|---|
| 7 | Students shall be able to develop positive perspectives and skills that create productive educational leaders in education in teacher education at secondary level | Generate positive perspectives and skills that enhance educational leadership in education | Comprehensive Exam | UG/PL O/SE Framework | 100% students' participation in Organizing events and management of class and activities | Student Exit Survey | UG/PLO/SE/ Exit survey | 100% Students shall be able to demonstrate Leadership qualities |
| 8 | Students shall be able to act ethically and responsibly in teacher education at secondary level | Recognize ethical considerations and values relevant to teaching learning processes. | Plagiarism check of project/paper presentation/ Book Review | UG/PL O/SE Framework | 100% Students Ethical Values on submitted projects shall be verified by using a software-plagiarism in NTCC report submission And shall be permitted for VIVA - VOCE upon obtaining less than 15% plagiarism | Indiscipline Cases | UG/PLO/SE/Exit survey | 80% students response range between 4-5 on the Likert Scale in the Student Exit Survey. |
| 9 | Students shall be able to critically evaluate and reflect | Execute and reflect learning and development | Comprehensive Exam | UG/PL O/SE Framework | 100% Students shall be able to continue to updated | Student Exit Survey | UG/PLO/SE / Exit survey | The University shall adhere to zero tolerance towards |

| | | | | | | | | |
|--|--|--------------------------|--------------------|----------------------|---|---------------|-------------------------|---|
| | learning and development throughout their career in teacher education at secondary level | through out their career | | | their knowledge by attending in service training and workshops. | | | use of unfair means and also for plagiarism |
| | | | Comprehensive Exam | UG/PL O/SE/Framework | | | | 80% Students response range between 4-5 on the Likert Scale in student exit survey. |
| | | | | | | Alumni Survey | UG/PLO/SE Alumni Survey | |

BACHELOR'S-Level Programme - Bachelor of Elementary Education (B.El.Ed)

Mission Statement of Bachelor of Elementary Education (B.El.Ed)

| Programme Mission of B.El.Ed |
|--|
| To provide teacher education at elementary level 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. |

Programme Educational Objectives (PEOs) of Bachelor of Elementary Education (B.El.Ed)

| | |
|-------|--|
| PEO 1 | Students shall be able to develop empirical knowledge of the application of the educational philosophy and principles in a professional work setting in teacher education at the elementary level |
| PEO 2 | Students shall be able to integrate theory, practicum & teaching practice, in making effective decisions by understanding the relationship of education with global environment in teacher education at elementary level |
| PEO 3 | Students shall be able to construct and maintain effective educational performance by leveraging Research skills, Information and Technological competencies in the given educational framework in teacher education at elementary level |
| PEO 4 | Students shall be able to identify appropriate use of teaching skills & techniques in teacher education at elementary level |
| PEO 5 | Students shall be able to demonstrate effective communication and behavioural skills that support and enhance educational effectiveness in teacher education at elementary level |
| PEO 6 | Students shall be able to demonstrate effective teaching & practical skills in teacher education at elementary level |
| PEO 7 | Students shall be able to develop positive perspectives and skills that create productive educational leaders in education in teacher education at elementary level |
| PEO 8 | Students shall be able to act ethically and responsibly. |
| PEO 9 | Students shall be able to critically evaluate and reflect learning and development throughout. |

Programme Operational Objectives of Bachelor of Elementary Education (B.El.Ed)

| Operational Goals of B.El.Ed | |
|-------------------------------------|--|
| 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 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. |
| 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 interaction by way of alumni networks and empanelment of expertise from industry. |
| 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 competitions |

Programme Learning Outcomes of Bachelor of Elementary Education (B.El.Ed)

| | |
|-------|--|
| PLO 1 | Student will execute educational theories and principles in a classroom setting of Elementary Level |
| PLO 2 | Student will develop teaching competencies and transfer it into practice at the elementary Level class room |
| PLO 3 | Student will reproduce effective educational performance using research skills, information and Technological Competencies at the elementary level Teaching |
| PLO 4 | Student will recognize ethical considerations and values relevant to teaching learning processes. |
| PLO 5 | Student will comprehend their content knowledge for their own higher education and for elementary classroom setting |
| PLO 6 | Student will demonstrate effective communication (One Foreign Language too) and behavioural Skills to support and enhance educational effectiveness in and outside and inside the elementary classroom |

| | |
|-------|--|
| PLO 7 | Student will apply core teaching skills in elementary classes |
| PLO 8 | Student will generate positive perspectives and skills that enhances educational leadership in education |
| PLO 9 | Student will execute and reflect learning and development throughout their career |

Programme Operational Outcomes of Bachelor of Elementary Education (B.El.Ed)

| | |
|-------|---|
| POO 1 | The program shall determine educational excellence in Teaching/Academic Delivery and research by <ul style="list-style-type: none"> • supporting professionally qualified & competent faculties as per National Council for Teacher Education Norms • supporting Knowledge resources as per norms & standards of the governing body • timely uploading of syllabus, course material, attendance and periodic reviews of syllabus as per the university norms |
| POO 2 | The program shall improve environment for innovation and research excellence for the intellectual growth of faculty by. <ul style="list-style-type: none"> • Conducting Seminars & Conference, Guest Lectures etc. • providing platform for scholarly work for faculty & students |
| POO 3 | The program shall appraise core values of the university and ethical conduct amongst students, faculty and staff by providing <ul style="list-style-type: none"> • value addition courses • platform for nurturing human values |
| POO 4 | The program shall organize cultural diversity and a sense of social and environmental responsibility. |
| POO 5 | The program shall use opportunities for international exposure to faculty and students |
| POO 6 | The program shall be involved in continual improvement of processes and systems and to attain national and international accreditations and university rankings |
| POO 7 | The program shall build a strong industry interaction by way of alumni networks and empanelment of expertise from industry |
| POO 8 | The program shall develop employment opportunities and also support students to start their own ventures by <ul style="list-style-type: none"> • identifying industry interaction • improving campus placements |
| POO 9 | The program shall extend environment for organizational exposure through the conduct of inter-institutional competitions |

PEOs and PLO's of Bachelor of Elementary Education (B.El.Ed)

| PEO/PLO | PEO 1 | PEO 2 | PEO 3 | PEO 4 | PEO 5 | PEO 6 | PEO 7 | PEO 8 | PEO 9 |
|---------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| PLO 1 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PLO 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| PLO 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PLO 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PLO 5 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PLO 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PLO 7 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PLO 8 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| PLO 9 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

All the Programme Educational Objectives (PEOs) are matching with one of the Programme Learning Outcomes (PLOs), which shows that the objectives of the programme are framed in line with the student learning objectives.

Student Learning Assessment for Bachelor of Elementary Education (B.El.Ed)

| S.No | PEO's | PLO's | Direct | Tool No for direct assessment | Target Performance | Indirect | Tool No for indirect assessment | Target Performance |
|------|---|---|--------------------|-------------------------------|---|---------------------|---------------------------------|---|
| 1 | Students shall be able to demonstrate empirical knowledge of the application of the | Illustrate educational theories and principles in a classroom | Comprehensive Exam | Tool AIE-BE.LEd/DA 01/CE | 80% Students shall be able to pass the exam | Student exit survey | UG/PLO/EE/Exit survey | 80% students response range between 4-5 on the Likert scale in the student exit survey. |

| | | | | | | | | |
|---|--|---|---|-------------------------------------|--|-----------------------------------|-----------------|---|
| | educational philosophy and principles in a professional work setting in teacher education at the elementary level | setting of Elementary Level | | | | | | |
| 2 | Students shall be able to integrate theory, practicum & teaching practice, in making effective decisions by understanding the relationship of education with global environment in teacher education at elementary level | Develop teaching competencies and transfer it into practice at the elementary Level classroom | *Comprehensive Exam Practice Teaching and Practicum | UG/PLO/EE Framework UG/PLO/EE/PT | 100% Students shall be able to deliver the lesson plans in the assigned class and school | Feedback of Industry Mentor Guide | UG/PLO/EE/TS/OB | The industry internship mentor rates the students between 4-5 range on the scale in the feedback. |

| | | | | | | | | | |
|---|--|--|--|---|-------------------------------------|--|---------------------|-----------------|--|
| 3 | Students shall be able to construct and maintain effective educational performance by leveraging Research skills, Information and Technological competencies in the given educational framework in teacher education at elementary level | | Reproduce effective educational performance using research skills, information and Technological Competencies at the elementary level Teaching | Conducting Action Research, use of ICT and ATR/CCE in classroom. *Comprehensive Exam | UG/PLO/EE framework UG/PLO/EE/ET | 100% Students shall be able to prepare and use tools in teaching | Student exit survey | UG/PLO/EE/TS/OB | 80% students response range between 4-5 on the likert scale. |
|---|--|--|--|---|-------------------------------------|--|---------------------|-----------------|--|

| | | | | | | | | |
|---|--|---|--|-------------------------------------|---|---------------------|---------------------|--|
| 4 | Students shall be able to identify when and how to use appropriate teaching skills & techniques in teacher education at elementary level | Apply core teaching skills in elementary classes | *Comprehensive Exam | UG/PLO/EE/Framework | 100% Students shall be able to obtain high score on the tool | Student exit survey | UG/PLO/EE/TS/OB | 80% student's response range between 4-5 on the likert scale in the student exit survey. |
| | | | Practicum Rubrics (Practice Teaching) | UG/PLO/EE/PT | | | Student exit survey | |
| 5 | Students shall be able to demonstrate effective communication and behavioural skills that support and enhance educational effectiveness in teacher education at elementary level | Demonstrate effective communication (One Foreign Language too) and behavioural Skills to support and enhance educational effectiveness in and outside and inside the elementary classroom | Comprehensive Exam | UG/PLO/EE/Framework UF/PLO/EE/PT | 80% students should secure a grade of 6 and above on a 10 point scale in the presentation component communication course. | Student Exit Survey | UG/PLO/EE/TS/OB | 80% students response range between 4-5 on the likert scale. |
| | | | Rubrics for Communication and Behavioural Skills | | | | | |
| | | | Practicum Rubrics (Practice Teaching) | | | | | |
| | | | BS,FL, & CS Comprehensive Exam | | | | | |

| | | | | | | | | |
|---|---|--|---|---------------------|---|---------------------|------------------------|--|
| 6 | Students shall be able to demonstrate effective teaching & practical skills in teacher education at elementary level | Select effective pedagogical tools for Elementary Classes | Comprehensive Exam | UG/PLO/EE Framework | 80% students should secure a grade of 6 and above on a 10 point scale in the Teaching Effectiveness Scale | Student Exit Survey | UG/PLO/EE | 80% students response range between 4-5 on the Likert scale in the student exit survey. |
| | | | | | | | Exit Survey | |
| 7 | Students shall be able to develop positive perspectives and skills that create productive educational leaders in education in teacher education at elementary level | generate positive perspectives and skills that enhance educational leadership in education | Comprehensive Exam | UG/PLO/EE Framework | 100% students' participation in Organizing events and management of class and activities | Student Exit Survey | UG/PLO/EE/ Exit survey | 100% Students shall be able to demonstrate Leadership qualities |
| 8 | Students shall be able to act ethically and responsibly in teacher education at elementary level | recognize ethical considerations and values relevant to teaching learning processes. | Plagiarism check of project/paper presentation/Book Review / Research | UG/PLO/EE Framework | 100% Students Ethical Values on submitted projects shall be verified by using a software | Indiscipline Cases | UG/PLO/EE/ Exit survey | The University shall adhere to zero tolerance towards use of unfair means and also for plagiarism. 80% students response range between 4-5 on the Likert Scale in the student Exit Survey. |

| | | | | | | | | |
|---|---|--|--------------------|----------------------|---|---------------------|-------------------------|---|
| | | | work | | - plagiarism in NTCC report submission And shall be permitted for VIVA - VOCE upon obtaining less than 15% plagiarism | | | |
| 9 | Students shall be able to critically evaluate and reflect learning and development throughout their career in teacher education at elementary level | execute and reflect learning and development throughout their career | Comprehensive Exam | UG/PLO/EE/ Framework | 80% students should secure a grade of 6 and above on a 10 point scale | Student Exit Survey | UG/PLO/EE / Exit survey | 80% Students response range between 4-5 on the Likert Scale in student exit survey. |

Master's-Level Programme – Master of Physical Education (M.P.Ed.)

Mission Statement of Master of Physical Education (M.P.Ed.)

| Programme Mission of M.P.Ed. |
|--|
| 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. |

Programme Educational Objectives (PEOs) of M.P.Ed.

| | |
|-------|---|
| PEO 1 | Students shall be able to demonstrate broad knowledge of the physical educational philosophy and principles in a professional work setting |
| PEO 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 |
| PEO 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. |
| PEO 4 | Students shall be able to recognize when and how to use appropriate teaching skills & techniques |
| PEO 5 | Students shall be able to demonstrate effective communication and behavioural skills that support and enhance educational effectiveness in physical education & sports |
| PEO 6 | Students shall be able to demonstrate effective teaching & practical skills in physical education & sports |
| PEO 7 | Students shall be able to develop positive perspectives and skills in the field of teaching, practicum organization, administration and leadership. |
| PEO 8 | Students shall be able to act ethically and responsibly in physical education & sports |
| PEO 9 | Students shall be able to critically evaluate and reflect learning and development throughout their career in physical education & sports |

Programme Operational Objectives of Master of Physical Education (M.P.Ed.)

| Operational Goals of M.P.Ed. | |
|------------------------------|--|
| 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 |

Programme Learning Outcomes of Master of Physical Education (M.P.Ed.)

| | |
|---|--|
| 1 | Student will Posses knowledge of physical education for effective decision making, demonstrating specific research skills and technical abilities |
| 2 | Student will utilize analytical thinking skills in different contexts associated with physical education and sports for wellbeing of various segments of people through enquiry and scientific knowledge based approach. |
| 3 | Student will retrieve information through books, journal, online sources for latest update of knowledge in the field of physical education and sports with the help of library resources and IT. |
| 4 | Student will employ problem solving skill to resolve issues concerned with physical education and sports sciences. |
| 5 | Student will able to speak proficiently in two or more languages to convey knowledge and understanding in writing, reflecting originality in expression in various aspects of Physical Education and Sports. |
| 6 | Student will actively contribute towards team goals through taking responsibilities for activities associated with physical education and actively participating into it. |
| 7 | Student will acquire and understand information about international and global concepts in physical education and sports and develop competency to function in a global environment. |
| 8 | Student will understand contemporary ethical, moral, legislative and intercultural issues surrounding physical education and sports. |
| 9 | Student will be able to work in the Senior Secondary School, corporate agencies, sport event |

| | |
|----|--|
| | management companies and NGO's effectively. |
| 10 | Student will be actively seek new learning opportunity and reflect experienced based self learning through practice in activities associated with physical education and school education. |

Programme Operational Outcomes of Master of Physical Education (M.P.Ed.)

| S.No. | Intended Operational Outcomes for the M.P.Ed |
|--------------|---|
| 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. |

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| 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. |

PEOs- PLOs Mapping of Master of Physical Education (M.P.Ed.)

Matrix of PEO and PLO's

| | PEO | PEO | PEO | PEO | PEO | PEO | PEO | PEO | PEO |
|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| PEO/IPLO | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| PLO 1 | | ✓ | | | | | | | |
| PLO 2 | | | ✓ | | | | | | ✓ |
| PLO 3 | | ✓ | | | | | | | |
| PLO 4 | | ✓ | | ✓ | | | | | |
| PLO 5 | ✓ | | | | ✓ | | | | |
| PLO 6 | | ✓ | | | | | | | |
| PLO 7 | ✓ | | | | | | | | |
| PLO 8 | | | | | | | | ✓ | |
| PLO 9 | ✓ | | | | | | ✓ | | |
| PLO 10 | | | | | | ✓ | | | |

All the Programme Educational Objectives (PEOs) are matching with one of the Programme Learning Outcomes (PLOs), which shows that the objectives of the programme are framed in line with the student learning objectives.

Student Learning Assessment for Programme Operational Outcomes of Master of Physical Education (M.P.Ed.)

| # | PEO's | PLO's | Direct | Tool_No for Direct Assessment | Target Performance | Indirect | Tool_No for Indirect Assessment | Target Performance |
|---|--|--|---|--|--|---------------------------------------|---------------------------------|---|
| 1 | Students shall be able to demonstrate professional knowledge and competencies in the field of physical educational and sports | Posses knowledge of physical education disciplines for effective decision making Reflects proficiency in discipline specific research skills and technical abilities | Comprehensive Examination | Tool ASPESS /DA 01/PG/CE | 80% of Students shall be able to pass examination | Student Exit Survey | Tool ASPES S /IDA 01/SES | 80% students response range between 4-5 on the Likert Scale in the Student Exit Survey |
| 2 | Students shall be able to integrate theory, practicum & teaching practice, in making effective decisions by understanding the relationship of physical education & | Utilize analytical thinking skills in different contexts associated with physical education and sports for wellbeing of various segments of people. Develop enquiry based approach to identify, formulate and investigate problems and | Comprehensive Examination Practicum (Rubrics) Teaching Practice (Rubr | Tool ASPESS /DA 01/PG/CE Tool ASPESS /DA 02/PG/PR Tool ASPESS /DA 03/PG/TP | 80% Students shall be able to pass the examination | Feedback of Industry Internship Guide | Tool ASPES S/IDA 02/IIG | The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the |

| | | | | | | | | |
|----------|---|--|---|--|---|---------------|------------------------|--|
| | sports sciences with global environment | issues using established theories, methodologies, practices in physical education and sports. Demonstrating insight in research and scientific methods in physical education and sports sciences. Assimilate and apply body of scientific knowledge in the physical activity, exercise and sports. | ics) | | | | | feedba ck. |
| 3 | Students shall be able to construct effective understanding of research skills and apply the analytical skills through information and technology | Retrieve information through books, journal, online sources for latest update of knowledge in the field of physical education and sports. Access to library books and usage of e-library and online | Comprehen sive Examination Disse rtation (Rubrics) | Tool ASPESS /DA 01/PG/CE Tool ASPESS /DA/04/PG/DS | 80% of Students shall be able to pass examination | Alumni Survey | Tool ASPES S/IDA 02/AS | 80% student 's response range between 4-5 on the Likert Scale in the Student Exit Survey . |

| | | | | | | | | |
|---|--|---|---|--|---|---------------|------------------------|---|
| | in the field of physical educational & sports sciences. | journals. Using citations in scientific assignments. Able to project accomplishments electronically | | | | | | |
| 4 | Students shall be able to identify when and how to use appropriate teaching skills & techniques in physical education & sports sciences | Employ problem solving skill to resolve issues concerned with physical education and sports sciences Develop enquiry based approach towards physical education and their application in both familiar and unfamiliar context | Comprehensive Examination Teaching Practice(Rubrics) | Tool ASPESS /DA 01/PG/CE Tool ASPESS /DA 03/PG/TP | 80% of Students shall be able to pass examination | Alumni Survey | Tool ASPES S/IDA 02/AS | 80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey . |
| 5 | Students shall be able to demonstrate effective communication and behavioral skills that support and enhance educational effectiveness in physical education & sports sciences | Able to speak proficiently in two or more languages Convey knowledge and understanding in writing, reflecting originality in expression Rubrics for Communication and Behavioural Skills | Comprehensive Examination | Tool ASPESS /DA 01/PG/CE | 80% of Students shall be able to pass examination | Alumni Survey | Tool ASPES S/IDA 02/AS | 80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey . |

| | | | | | | | | |
|---|--|--|---------------------------|--------------------|---|---------------|------------------------|---|
| 6 | Students shall be able to demonstrate effective teaching & practical skills in physical education, sports & sports sciences | Actively contribute towards team goals through taking responsibilities for activities associated with physical education and actively participating into it. | Comprehensive Examination | Tool ASPESS /DA 01 | 80% of Students shall be able to pass examination | Alumni Survey | Tool ASPES S/IDA 02/AS | 80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey . |
| 7 | Students shall be able to develop positive perspectives and skills in the field of teaching, practicum organization , administration, leadership in physical Education, sports & sports sciences | Acquire and understand information about international concepts in physical education and sports. Develop competency to function in a global sports and physical education environment. | Comprehensive Examination | Tool ASPESS /DA 01 | 80% of Students shall be able to pass examination | Alumni Survey | Tool ASPES S/IDA 02/AS | 80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey . |

| | | | | | | | | |
|---|--|--|---------------------------|--------------------|---|---------------------|------------------------|---|
| 8 | Students shall be able to act ethically and responsibly in physical education & sports | Reads about the latest development in the sports law and ethical constraints in physical education Understand contemporary ethical, moral and legislative issues surrounding physical education and sports. Understand necessary clarification and certificates required for abiding ethical issues in practice of physical education and sports Understand integration of sports, exercise and physical activities suitable for different segments of the society Understand intercultural sensitivity and awareness in the areas of physical | Comprehensive Examination | Tool ASPES S/DA 01 | 80% of Students shall be able to pass examination | Student Exit Survey | Tool ASPES S/DA 01/SES | 80% students response range between 4-5 on the Likert |
|---|--|--|---------------------------|--------------------|---|---------------------|------------------------|---|

| | | | | | | | | |
|-----------|--|--|--|--|--|--|--|--|
| | | education and sports. | | | | | | |
| 9 | Students shall be able to critically evaluate and reflect learning and development throughout their career in physical education & sports sciences | Able to work in the Senior Secondary School. Work in the corporate agencies, and organisations providing sports & physical Education, sport event management companies Are employable in tasks for teaching as well as Practicum | | | | | | |
| 10 | | Actively seek new learning opportunity in physical education and sports. Reflect experienced based self learning through practice in activities associated with physical education and school | | | | | | |

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|--|--|------------|--|--|--|--|--|--|
| | | education. | | | | | | |
|--|--|------------|--|--|--|--|--|--|

Master's-Level Programme – Master of Education of M.Ed.

Mission Statement of M.Ed

| 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. |

Programme Educational Objectives (PEOs) of M.Ed

| | |
|-------|--|
| PEO 1 | Students shall be able to demonstrate empirical knowledge of the application of the educational philosophy and principles in a professional work setting in teacher education at advance level |
| PEO 2 | Students shall be able to integrate theory, practicum & teaching practice, in making effective decisions by understanding the relationship of education with global environment in teacher education with critical perspective |
| PEO 3 | Students shall be able to construct and maintain effective educational performance by leveraging Research skills, Information and Technological competencies in the given educational framework in teacher education while developing proper research inclinations and aptitudes |
| PEO 4 | Students shall be able to identify when and how to use appropriate teaching skills & techniques in teacher education in the field with the reference of theoretical understanding of the related pedagogies |

| | |
|-------|--|
| PEO 5 | Students shall be able to demonstrate effective communication and behavioural skills that support and enhance educational effectiveness in teacher education through accurate implications in appropriate settings |
| PEO 6 | Students shall be able to demonstrate effective teaching & practical skills in teacher education backed by theoretical mastery over the subjects |
| PEO 7 | Students shall be able to develop positive perspectives and skills that create productive educational leaders in education to provide proper guidance to the stakeholders involved in educational discourse |
| PEO 8 | Students shall be able to act ethically and responsibly in abiding the professional ethics in a consistent manner as teacher educator. |
| PEO 9 | Students shall be able to critically evaluate and reflect learning and development at advance level throughout their career in teacher education |

Programme Operational Objectives of M.Ed

| Operational Goals of M.Ed | |
|----------------------------------|--|
| 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 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. |
| 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 interaction by way of alumni networks and empanelment of expertise from industry. |
| 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 competitions |

Programme Learning Outcomes of M.Ed

| | |
|-------|---|
| PLO 1 | Student will demonstrate empirical knowledge of the application of the educational philosophy and principles in a professional work setting in teacher education at advance level |
| PLO 2 | Student will integrate theory, practicum & teaching practice, in making effective decisions by understanding the relationship of education with global environment in teacher education with critical perspective |
| PLO 3 | Student will construct and maintain effective educational performance by leveraging Research skills, Information and Technological competencies in the given educational framework in teacher education while developing proper research inclinations and aptitudes |
| PLO 4 | Student will identify when and how to use appropriate teaching skills & techniques in teacher education in the field with the reference of theoretical understanding of the related pedagogies |
| PLO 5 | Student will demonstrate effective communication and behavioural skills that support and enhance educational effectiveness in teacher education through accurate implications in appropriate settings |
| PLO 6 | Student will demonstrate effective teaching & practical skills in teacher education backed by theoretical mastery over the subjects |
| PLO 7 | Student will develop positive perspectives and skills that create productive educational leaders in education to provide proper guidance to the stakeholders involved in educational discourse |
| PLO 8 | Student will act ethically and responsibly in abiding the professional ethics in a consistent manner as teacher educator. |
| PLO 9 | Student will evaluate and reflect learning and development at advance level throughout their career in teacher education |

Programme Operational Outcomes of M.Ed

| | |
|-------|--|
| POO 1 | The program shall 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 |
| POO 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 |
| POO 3 | The program 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 |
| POO 4 | The program shall encourage cultural diversity and a sense of social and environmental responsibility. |
| POO 5 | The program shall provide ample opportunities for international exposure to faculty and students |
| POO 6 | The program shall be involved in continual improvement of processes and systems and to attain national and international accreditations and university rankings |
| POO 7 | The program shall build a strong industry interaction by way of alumni networks and empanelment of expertise from industry |
| POO 8 | The program shall facilitate employment opportunities and also support students to start their own ventures. • By providing industry interaction • By providing campus placements |
| POO 9 | The program shall facilitate environment for organizational exposure through the conduct of inter-institutional competitions |

PEOs – PLOs Mapping of M.Ed

Matrix of PEO and PLO's

| PEO/IPLO | PEO | PEO | PEO | PEO | PEO | PEO | PEO | PEO | PEO |
|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| PLO 1 | ✓ | | | | | | | | |
| PLO 2 | ✓ | ✓ | | | | | | | |
| PLO 3 | | | ✓ | | | | | | |
| PLO 4 | | | | ✓ | | | | | |
| PLO 5 | | | | | ✓ | | | | |
| PLO 6 | | | | | | ✓ | ✓ | | |
| PLO 7 | | | | | | | | ✓ | |
| PLO 8 | | | | | | | | ✓ | |
| PLO 9 | | | | | | | | | ✓ |

All the Programme Educational Objectives (PEOs) are matching with one of the Programme Learning Outcomes (PLOs), which shows that the objectives of the programme are framed in line with the student learning objectives.

Student Learning Assessment for Master of Education of M.Ed

Student Learning Assessment of M.Ed

| S. No | PEO's | PLO | Direct | Tool No for direct assessment | Target Performance | Indirect | Tool No for indirect assessment | Target Performance |
|-------|--|---|--|--|---|------------------------------------|---------------------------------|---|
| 1 | Students shall be able to demonstrate empirical knowledge of the application of the educational philosophy and principles in a professional work setting in teacher education at advance level | demonstrate core educational principles common in the field of education | *Comprehensive Exam | PG/PL O/HE framework | 80% Students shall be able to pass the exam | Student exit survey | PG/PL O/HE Exit survey | 80% students response range between 4-5 on the Likert scale in the student exit survey. |
| 2 | Students shall be able to integrate theory, practicum & teaching practice, in making effective decisions by understanding the relationship | relate theory and practical in making prudent decisions in education field in the | Comprehensive Exam Field Engagement Assignments Dissertation Rubrics | PG/PL O/HE Framework PG/PL O/HE/DIS | 100% Students shall be able to undertake and complete the projects and Field engagement | Feed back of Industry Mentor Guide | PG/PL O/HE/OB | The Industry internship guide rates the students between 4-5 range on the likert scale in the feedback. |

| | | | | | | | | |
|---|--|---|---------------------|---|--|---------------------|--------------------------|---|
| | of education with global environment in teacher education with critical perspective | context of global trend. | | | assignments | | | |
| 3 | Students shall be able to construct and maintain effective educational performance by leveraging Research skills, Information and Technological competencies in the given educational framework in teacher education by developing proper research inclination and aptitudes | demonstrate effective educational performance by using research skills and state of the art ICT competencies within given educational framework | *Comprehensive Exam | PG/PL O/HE framework Rubrics PG/PL O/HE/DIS | 100% Students shall be able to leverage IT in order to complete their Assignments and projects /Research | Student exit survey | PG/PL O/HE Exit survey | 80% students response range between 4-5 on the likert scale in the student exit survey. |
| 4 | Students shall be able to identify when and how to use appropriate teaching skills & techniques in teacher education in the field with the reference of theoretical understanding of the related | select the appropriate teaching & Research skills and techniques as per their pedagogical specialization | Comprehensive Exam | PG/PL O/HE Framework PG/PL O/HE/DIS | 100% Students shall be able to prepare and use teaching and research | Student exit survey | PG/PL O/HE Exit survey & | 80% students response range between 4-5 on the likert scale in the student exit survey. |

| | | | | | | | | |
|---|---|--|---|-------------------------------------|--|---------------------|------------------------|---|
| | pedagogies | tion | | | | | | |
| 5 | Student shall be able to demonstrate effective communication and behavioural skills that support and enhance educational effectiveness in teacher education through accurate implications in appropriate settings | show appropriate communication and behavioural skills that support enhance teaching-learning and research Rubrics for Communication and Behavioural Skills | Comprehensive Exam Communication Skills and Behavioural Science Course of all semesters, Journal of Success | PG/PL O/HE Framework PG/PL O/HE/DIS | 80% Students shall be able to pass the exam | Student Exit Survey | PG/PL O/HE Exit survey | 80% students response range between 4-5 on the likert scale in the Student Exit survey. |
| 6 | Students shall be able to demonstrate effective teaching & practical skills in teacher education backed by theoretical mastery over the subject | justify effective pedagogical practices prevalent in the field of education in critical manner | *Comprehensive Exam | PG/PL O/HE/ Framework | 80% Students should secure a grade of 6 and above on 10 points scale in Presentation component communication course. | Student Exit Survey | PG/PL O/HE Exit survey | 80% students response range between 4-5 on the likert scale in the student exit survey. |

| | | | | | | | | |
|---|--|---|--|-------------------------------------|---|---------------------|--------------------------|---|
| 7 | Students shall be able to develop positive perspectives and skills that create productive educational leaders in education to provide proper guidance to the stake holders involved in educational discourse | generate positive perspectives and skills that enhances educational leadership in education | *Comprehensive Exam & Rubrics | PG/PL O/HE Framework PG/PL O/HE/DIS | 80% Students should secure a grade of 6 and above on 10 points scale in the journal for Success component of Behavioural Science course. | Student Exit Survey | PG/PL O/HE Exit Survey & | 80% students response range between 4-5 on the Likert scale in the student exit survey. |
| 8 | Students shall be able to act ethically and responsibly in teacher education by abiding the professional ethics in a consistent manner | defend ethical considerations and values relevant to teaching learning processes . | Plagiarism check of project/ paper presentation/ Book review/ Dissertation | | 100% Students Ethical values on submitted projects shall be verified by using a software - plagiarism in NTCC report submissions and shall be permitted for VIVA-VOCE upon obtaining less than 15% plagiarism | Student exit survey | PG/PL O/HE Exit survey | The University shall adhere to zero tolerance towards use of unfair means and also for plagiarism |

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| | | | | | . | | | |
| 9 | Students shall be able to critically evaluate and reflect learning and development throughout their career in teacher education by updating their knowledge on regular basis | organize and reflect learning and development throughout their career | Comprehensive Exam | PG/PL O/HE Framework | 100% students submit a presentations and 50% students should secure a grade of 6 and above on a 10-point scale. | Alumni Survey | PG/PL O/HE Alumni Survey | 80% alumni response range between 4-5 on the Likert Scale in the Alumni Survey.. |

Section 5:

Faculty Operational Outcomes & Operational Outcome Assessment Plan

Operational Outcomes

Intended Operational Outcomes of the Faculty of Education

1. The institute shall use suitable methodology and pedagogical tools for teaching, learning and development.
2. 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.
3. The institutes' Students shall be able to graduate in a timely manner.
4. The institute shall provide appropriate environment regarding teaching, learning and research activities.
5. The institute shall integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff.
6. Faculty 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 institute shall develop and maintain strong relationship with industries related to sports and physical education.
8. The institute shall support all the students for quality placements or start their own sports venture.
9. The institute shall earn achievements in inter-university and extra Curricular activities in sports

Operational Outcome Assessment Plan of the Faculty

| S.N o. | Broad-Based Operational Goals | Intended Operational Outcomes | Assessment Measures/Methods for Intended 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 | <p>The institute shall use suitable methodology and pedagogical tools for teaching, learning and development.</p> <p>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.</p> | <p>Student feedback of course faculty.</p> <p>Faculty Qualifications and Experience Files.</p> <p>Stakeholder's feedback, peer-group feedback and analysis of the same for incorporation in curriculum.</p> <p>Minutes of Meetings of Area Advisory Board, Board of Studies and Academic Council</p> | <p>80% Faculty shall be UGC NET or Ph.D.</p> <p>Curriculum shall be reviewed periodically (At least once in 5 years) or as per National Council for Teacher Education</p> |
| | | The institutes' Students shall be able to graduate in a timely manner. | <p>Graduation rate in convocation report.</p> <p>- on completion of</p> <p>Registration period (N)</p> <p>- during extended period (N+1+1 for PG and N+2+1 for UG)</p> | <p>At least 80% Students shall be able to graduate on completion of Registration period (N)</p> <p>80% or remaining Students shall be able to pass</p> <p>- during extended period (N+1+1 for PG and N+2+1 for UG)</p> |

| | | | | |
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| 2 | <p>Faculty of Education shall facilitate environment for innovation and research excellence for the intellectual growth of faculty.</p> <ul style="list-style-type: none"> • 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 | <p>Faculty data about Research work and other Scholar activities such as:</p> <p>Scholarship of teaching; published and unpublished articles, manuscripts, books, curriculum review and evaluation of teaching material.</p> <p>Scholarship of application: published articles, manuscripts, papers presented, consultations, policy analysis, program evaluation.</p> <p>Professional activities: Routine consulting, conference, workshop, professional meeting attendance, professional membership.</p> | 100% Faculty shall be engaged in at least one Scholarly activities. |
| 3 | <p>Faculty of Education shall facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff</p> <ul style="list-style-type: none"> • 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. | <p>Attrition Rate</p> <p>Courses embedded in curriculum such as Behavioral Science Courses, Human Values and Community Outreach, etc.</p> | <p>Attrition rate shall be below 10% annually</p> <p>Faculty Feedback shall be taken for each course.</p> <p>80% faculty shall have 4 or 5 on 5 point Likert Scale.</p> |
| 4 | Faculty of Education shall encourage cultural diversity and a sense of social and environmental responsibility. | | <p>List of community/ social sector projects/ activities/ engagements.</p> <p>Organizing Cultural program</p> | Atleast 80% faculty and students should be engaged in |

| | | | | |
|---|---|---|--|---|
| | | | Day of Belongingness. Celebration of festivals for culturally diverse group of students. | 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 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. |
| 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. | | 90% Students shall be able to either be placed or shall start their own sports 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. |

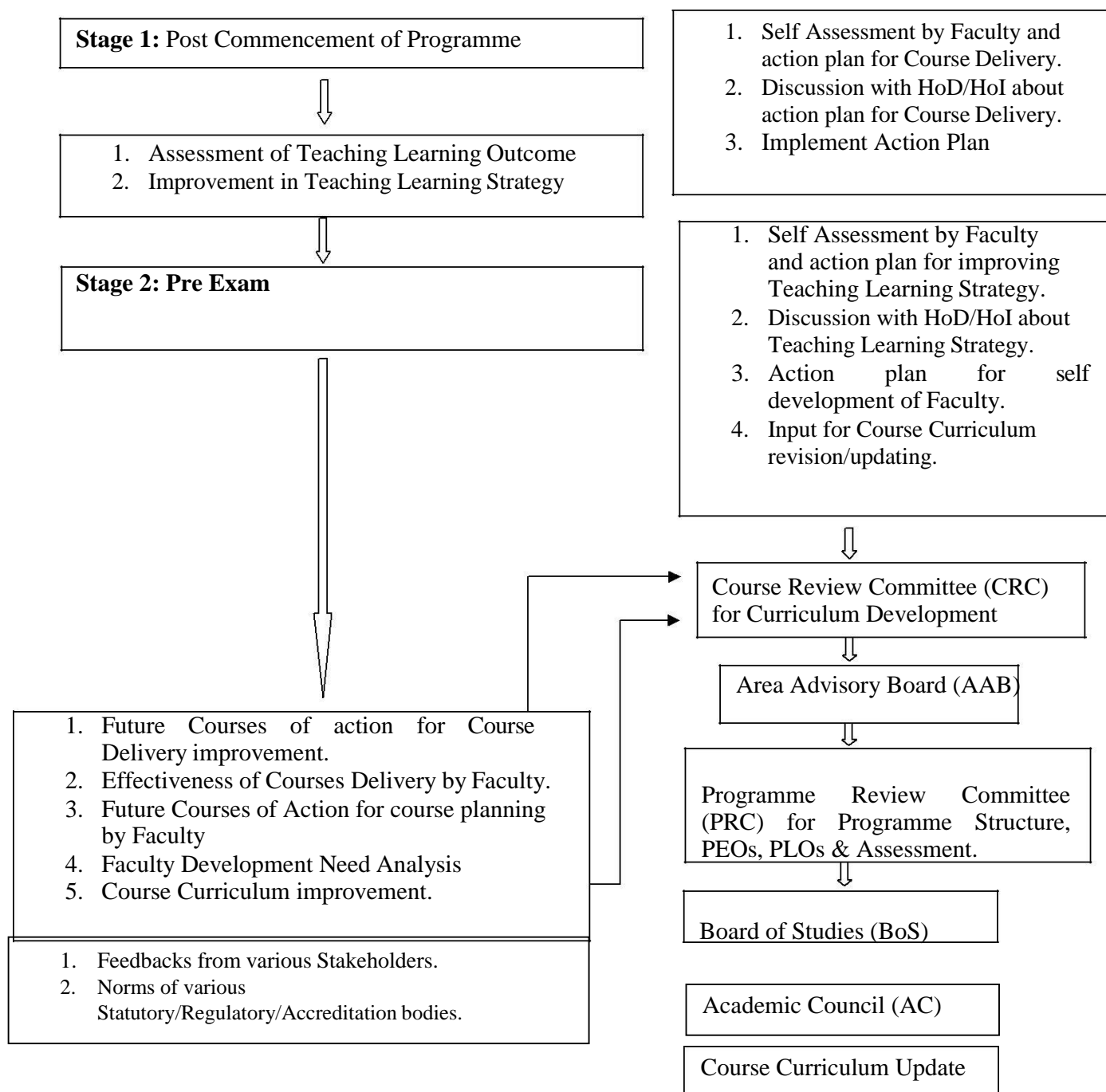
Section 6 :

Linkage of Outcomes Assessment with Strategic Planning

STRATEGIC PROCESS OF CONTINUOUS IMPROVEMENTS

Student Feedback

Action Plan



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.

Section VII: Appendix

Format of Assessment Tools

Appendix 7.1a Rubrics For Assessment Of Business Communication For Under Graduate Programme



AMITY UNIVERSITY
— UTTAR PRADESH —

FACULTY OF EDUCATION

RUBRICS FOR ASSESMENT OF BUSINESS COMMUNICATION FOR UNDER GRADUATE PROGRAMME

Assessment Parameters:

- ☐ *Verbal communication*
- ☐ *Non-verbal communication*

SCORING:

- ☐ If the student's performance is **unsatisfactory** on a criteria, he scores 0
- ☐ If the student's performance is **needs improvement** on a criteria, he scores 1
- ☐ If the student's performance is **satisfactory** on a criteria, he scores 2
- ☐ If the student's performance is **proficient** on a criteria, he scores 3
- ☐ If the student's performance is **distinguished** on a criteria, he scores 4

TOOLS USED FOR ASSESSMENT:

- ☐ Report writing
- ☐ Presentations
- ☐ Viva-Voce

COMPOSITION OF ASSESSMENT BOARD

- ☐ Business Communication Faculty
- ☐ Program Leader/ Program Co-coordinator
- ☐ Member of Corporate Resource Centre

| Business Communication – UG | | | | | | | |
|-----------------------------|--|--|--|---|---|--|-------|
| Name: _____ | | Enrolment No.: _____ | | | | | |
| Programme: _____ | | | | | | | |
| SN O. | Components | Unsatisfactory (0) | Needs Improvement (1) | Satisfactory (2) | Proficient (3) | Distinguished (4) | Score |
| 1. | Content (Collection & Organisation) | Inability of learner to use resources in an adequate way and to ensure compatibility with guidelines Lack of logical structure and development of ideas | Increased ability of learner to use available resources comprehensively and to adhere to instructions in a satisfying way Learner attempts to maintain coherence and progression of ideas | Ability of learner to use resources satisfactorily and following instructions carefully Learner maintains coherence and progression of ideas | Enhanced ability of learner to use identified resources in a proficient way and contributes to the guidelines in a proficient and innovative way. Development of a logical sequence/coherence is present in the spoken content | Proficiency of learner to use innovative and new resources and create new guidelines Coherence, clarity, conciseness in content and its progression | |
| 2. | Presentation & Delivery | Vague expressions with failure in initiation Weak or no conclusion with incoherent delivery | Explanation is clear with reluctance and adequate initiation of presentation Conclusion is satisfactory | Explanation is adequately clear with least reluctance and fluent initiation of presentation Conclusion is appropriate | The explanation is lucid and confident The conclusion is aptly done | The explanation is lucid, fact-based and informative with impressive opening and confident oratory The conclusion is apt, reflective and fulfills the objective | |
| 3. | Linguistic Accuracy (Pronunciation, Articulation, Intonation, Diction) | Enunciation and grammatical usage is not good Dissatisfactory expression of intended meaning | Enunciation is good with appropriate grammar and accent Satisfactory expression of intended meaning | Enunciation is appropriate to the occasion Clarity in expression of intended meaning | Enunciation is clear with grammar usage and accent near perfection Precise expression of intended meaning through word choice | Enunciation is perfect Concise and precise expression of intended meaning | |

| | | | | | | | |
|----|-------------------------------------|--|---|---|---|---|--|
| 4. | Extemporaneity | Learner is impervious to the requirement of the target group Failure to handle interactions and discussions | Learner falls inappropriately short of gauging audience reaction Adequate management and participation in interactions | Learner tries to improve comprehension of audience reaction Appropriate management and participation in interactions | Learner appropriately fathoms and delivers to suit response of target audience Originality in interactions | Learner is perfect in gauging and responding to the target audience Creative & befitting administration of interactions/discussion | |
| 5. | Non-Verbal Communication (KOPPA CT) | Learner demonstrates inappropriate gestures, postures, eye movement. Inadequate use of space language Mixed signals create confusion Inadequate comprehension of visual codes | Learner delivers appropriate body language which suits the occasion Appropriate use of space language Rare delivery of mixed signals Developing proficiency in understanding of visual codes | Learner delivers suitable body language Maximum use of proxemics Improved delivery and absence of mixed signals Increased proficiency in understanding of visual codes | Learner carries perfect body language and also modifies it based on the situation Perfect use of space and definition of zones through the use Perfect delivery of non-verbal and verbal signals Developed proficiency in understanding and comprehension of visual codes. | Learner carries perfect and original body language Optimum and perfect use of proxemics Excellent handling and no delivery of mixed signals Visual codes are in tandem with the verbal communication | |
| 6. | Rapport with the receiver | Articulated words show disinterestedness and limited responsiveness Responds to questions in a haphazard manner | Articulation is spirited and capable of eliciting feeble response Misses some opportunities for interaction | Articulation is spirited and capable of eliciting interested response Adequately provides opportunities for interaction | Articulation is empathetic and elicits favourable response Speaker addresses the audience queries to their satisfaction | Articulation is superb and draws spontaneous and compatible response Speaker initiates queries and satiates the audience | |
| 7. | Content of Written Communication | Analytical capability is restricted to simple texts Content lacks | Capability to analyze and contribute to the meaning of the simple texts | Capability to assess and contribute to the meaning of the complex texts | Analytical ability is improved Flexible and logical | Analytical ability is perfect with coherence, logical and economic feasibility | |

| | | | | | | | |
|----|---|--|---|--|--|---|--|
| | ication | conciseness, coherence and clarity | Content is apt with structural and contextual compatibility | Content is appropriate to the context | enunciation of ideas | Flexible, efficient, coherent and clear enunciation of ideas | |
| 8. | Grammar | Incorrect usage of basics of grammar Ungrammatical e-mails | Improved usage of parts of speech, tenses and voices and other relevant grammar Accurate and effective e-mail drafting | Correct usage of grammar Improved accuracy and efficient handling of e-mail drafting | Near perfect usage of grammar Appropriate formatting while drafting e-mails | Perfect usage of jargons, flawless rendering and editing of technical writing Proper formatting while drafting e-mails | |
| 9. | Expressi on: Syntactic , Semantic and Lexical | Inability to frame and comprehend meanings and relating them to the context Inappropriate style with inaccurate sentence structures filled with lexical ambiguity | Capability to form syntactically accurate and semantically relevant sentences and paragraphs. Developing formal style with clarity in thought and expression | Increased capability to form syntactically and semantically relevant complex sentences Developed formal style and clarity in thought and expression | Proficiency in forming sentences and originality in writing paragraphs Efficiency in writing effective e-mails, reports, articles and drafting policies | Perfection in forming sentences and reflection of creativity in writing Ability in drafting and all other forms of technical writing | |

| | | | | | | | |
|-----|--------------------|---|--|--|--|---|--|
| 10. | Critical Thinking | Incapability of identifying and analyzing arguments Lack of confidence and clarity in reasoning. | Logical evaluation and identification of arguments Forming an opinion in written comprehension | Critical evaluative of arguments Forming a critical opinion in written comprehension | Analysis of arguments, providing solutions and defining counter arguments Technical writing and identifying key points | Analysis, assessment Of arguments with suggestions for improvements Critique of technical writing, innovation in identifying key points | |
| 11. | Creativity | Incapability to derive pleasure in comprehension of literature Inability to generate respect and admiration for creative skills. | Developing the proficiency for creating and evaluating literary works, Capability to be original and add to the oeuvre of creative works | Developed efficiency in creating and analyzing literary works Capability to think out of the box. | Ability to create genres Developing efficiency in writings | Ability to create genres, experiment and contribute to the rhetoric Developed and efficient display of originality in both literary and technical writings | |
| 12. | Contextual Writing | Irrelevant identification of the context of writing Inability to write the introduction and conclusion with clarity. | Increased ability to identify the formal and informal context Elaborating the theme/context and evaluating them accurately with substantiating arguments. | Ability to identify the context Elucidating the theme and assessing them appropriately | Developed proficiency in case based writing, Abstract and Synopsis writing, Thesis writing Intellectual ability to use appropriate words and phrases | Achievement of perfection in varied forms of writing Intellectual ability to critique the contextual content using appropriate words and phrases | |
| | Total Score | | | | | | |

| If the student scores between | Outcome Attainment Levels |
|-------------------------------|---------------------------|
| <24 | Needs improvement |
| 24-32 | Satisfactory |
| 33-40 | Partly Achieved |
| 41-48 | Fully Achieved |

Signatures:

Appendix 7.1b Rubrics for Assessment of Business Communication for Masters Programme



AMITY UNIVERSITY
— UTTAR PRADESH —

DOMAIN OF EDUCATION

RUBRICS FOR ASSESSMENT OF BUSINESS COMMUNICATION FOR MASTERS PROGRAMME

Assessment Parameters:

- ☐ *Verbal communication*
- ☐ *Non-verbal communication*

SCORING:

- ☐ If the student's performance is **unsatisfactory** on a criteria, he scores 0
- ☐ If the student's performance is **needs improvement** on a criteria, he scores 1
- ☐ If the student's performance is **satisfactory** on a criteria, he scores 2
- ☐ If the student's performance is **proficient** on a criteria, he scores 3
- ☐ If the student's performance is **distinguished** on a criteria, he scores 4

TOOLS USED FOR ASSESSMENT:

- ☐ Report writing
- ☐ Presentations
- ☐ Viva-Voce

COMPOSITION OF ASSESSMENT BOARD

- ☐ Business Communication Faculty
- ☐ Program Leader/ Program Co-coordinator
- ☐ Member of Corporate Resource Centre

SCORE SHEET: INDIVIDUAL

| If the student scores between | Outcome Attainment Levels |
|--------------------------------------|----------------------------------|
| <24 | Needs improvement |
| 24-32 | Satisfactory |
| 33-40 | Partly Achieved |
| 41-48 | Fully Achieved |

SCORE SHEET : PROGRAMME/ BATCH

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

| Business Communication – PG | | | | | | | |
|-----------------------------|--|--|--|---|---|--|-------|
| Name: _____ | | Enrolment No.: _____ | | | Programme: _____ | | |
| SNO | Components | Unsatisfactory (0) | Needs Improvement (1) | Satisfactory (2) | Proficient (3) | Distinguished (4) | Score |
| 1. | Content (Collection & Organisation) | Inability of learner to use resources in an adequate way and to ensure compatibility with guidelines Lack of logical structure and development of ideas | Increased ability of learner to use available resources comprehensively and to adhere to instructions in a satisfying way Learner attempts to maintain coherence and progression of ideas | Ability of learner to use resources satisfactorily and following instructions carefully Learner maintains coherence and progression of ideas | Enhanced ability of learner to use identified resources in a proficient way and contributes to the guidelines in a proficient and innovative way. Development of a logical sequence/coherence is present in the spoken content | Proficiency of learner to use innovative and new resources and create new guidelines Coherence, clarity, conciseness in content and its progression | |
| 2. | Presentation & Delivery | Vague expressions with failure in initiation Weak or no conclusion with incoherent delivery | Explanation is clear with reluctance and adequate initiation of presentation Conclusion is satisfactory | Explanation is adequately clear with least reluctance and fluent initiation of presentation Conclusion is appropriate | The explanation is lucid and confident The conclusion is aptly done | The explanation is lucid, fact-based and informative with impressive opening and confident oratory The conclusion is apt, reflective and fulfills the objective | |
| 3. | Linguistic Accuracy (Pronunciation, Articulation, Intonation, Diction) | Enunciation and grammatical usage is not good Dissatisfactory expression of intended meaning | Enunciation is good with appropriate grammar and accent Satisfactory expression of intended meaning | Enunciation is appropriate to the occasion Clarity in expression of intended meaning | Enunciation is clear with grammar usage and accent near perfection Precise expression of intended meaning through word choice | Enunciation is perfect Concise and precise expression of intended meaning | |
| 4. | | Learner is impervious to the requirement of the target | Learner falls inappropriately short of gauging | Learner tries to improve comprehension of audience | Learner appropriately fathoms and delivers to suit | Learner is perfect in gauging and responding to the target audience | |

| | | | | | | | |
|----|--|---|---|--|--|---|--|
| | Extemporaneity | group Failure to handle interactions and discussions | audience reaction Adequate management and participation in interactions | reaction Appropriate management and participation in interactions | response of target audience Originality in interactions | Creative & befitting administration of interactions/discussion | |
| 5. | Non- Verbal Communication (KOPPA) | Learner demonstrates inappropriate gestures, postures, eye movement. Inadequate use | Learner delivers appropriate body language which suits the occasion Appropriate | Learner delivers suitable body language Maximum use of proxemics | Learner carries perfect body language and also modifies it based on the situation Perfect use of | Learner carries perfect and original body language Optimum and perfect use of proxemics | |

| | | | | | | | |
|----|----------------------------------|---|---|---|--|---|--|
| | CT) | <p>of space language</p> <p>Mixed signals create confusion</p> <p>Inadequate comprehension of visual codes</p> | <p>use of space language</p> <p>Rare delivery of mixed signals</p> <p>Developing proficiency in understanding of visual codes</p> | <p>Improved delivery and absence of mixed signals</p> <p>Increased proficiency in understanding of visual codes</p> | <p>space and definition of zones through the use</p> <p>Perfect delivery of non-verbal and verbal signals</p> <p>Developed proficiency in understanding and comprehension of visual codes.</p> | <p>Excellent handling and no delivery of mixed signals</p> <p>Visual codes are in tandem with the verbal communication</p> | |
| 6. | Rapport with the receiver | <p>Articulated words show disinterestedness and limited responsiveness</p> <p>Responds to questions in a haphazard manner</p> | <p>Articulation is spirited and capable of eliciting feeble response</p> <p>Misses some opportunities for interaction</p> | <p>Articulation is spirited and capable of eliciting interested response</p> <p>Adequately provides opportunities for interaction</p> | <p>Articulation is empathetic and elicits favourable response</p> <p>Speaker addresses the audience queries to their satisfaction</p> | <p>Articulation is superb and draws spontaneous and compatible response</p> <p>Speaker initiates queries and satiates the audience</p> | |
| 7. | Content of Written Communication | <p>Analytical capability is restricted to simple texts</p> <p>Content lacks conciseness, coherence and clarity</p> | <p>Capability to analyze and contribute to the meaning of the simple texts</p> <p>Content is apt with structural and contextual compatibility</p> | <p>Capability to assess and contribute to the meaning of the complex texts</p> <p>Content is appropriate to the context</p> | <p>Analytical ability is improved</p> <p>Flexible and logical enunciation of ideas</p> | <p>Analytical ability is perfect with coherence, logical and economic feasibility</p> <p>Flexible, efficient, coherent and clear enunciation of ideas</p> | |
| 8. | Grammar | <p>Incorrect usage of basics of grammar</p> <p>Ungrammatical e-mails</p> | <p>Improved usage of parts of speech, tenses and voices and other relevant grammar</p> <p>Accurate and effective e-mail drafting</p> | <p>Correct usage of grammar</p> <p>Improved accuracy and efficient handling of e-mail drafting</p> | <p>Near perfect usage of grammar</p> <p>Appropriate formatting while drafting e-mails</p> | <p>Perfect usage of jargons, flawless rendering and editing of technical writing</p> <p>Proper formatting while drafting e-mails</p> | |
| 9. | Expression: Syntactic, Semantic | <p>Inability to frame and comprehend meanings and relating them to the context</p> | <p>Capability to form syntactically accurate and semantically relevant sentences and</p> | <p>Increased capability to form syntactically and semantically relevant</p> | <p>Proficiency in forming sentences and originality in writing paragraphs</p> | <p>Perfection in forming sentences and reflection of creativity in writing</p> | |

| | | | | | | | |
|--|----------------|---|---|--|---|---|--|
| | and Lexical | Inappropriate style with inaccurate sentence structures filled with lexical ambiguity | paragraphs. Developing formal style with clarity in thought and expression | complex sentences Developed formal style and clarity in thought and expression | Efficiency in writing effective e- mails, reports, articles and drafting policies | Ability in drafting and all other forms of technical writing | |
|--|----------------|---|---|--|---|---|--|

| | | | | | | | |
|--------------------|--------------------|---|--|--|---|---|--|
| 10. | Critical Thinking | Incapability of identifying and analyzing arguments Lack of confidence and clarity in reasoning. | Logical evaluation and identification of arguments Forming an opinion in written comprehension | Critical evaluative of arguments Forming a critical opinion in written comprehension | Analysis of arguments, providing solutions and defining counter arguments Technical writing and identifying key points | Analysis, assessment of arguments with suggestions for improvements Critique of technical writing, innovation in identifying key points | |
| 11. | Creativity | Incapability to derive pleasure in comprehension of literature Inability to generate respect and admiration for creative skills. | Developing the proficiency for creating and evaluating literary works, Capability to be original and add to the oeuvre of creative works | Developed efficiency in creating and analyzing literary works Capability to think out of the box. | Ability to create genres Developing efficiency in writings | Ability to create genres, experiment and contribute to the rhetoric Developed and efficient display of originality in both literary and technical writings | |
| 12. | Contextual Writing | Irrelevant identification of the context of writing Inability to write the introduction and conclusion with clarity. | Increased ability to identify the formal and informal context Elaborating the theme/context and evaluating them accurately with substantiating arguments. | Ability to identify the context Elucidating the theme and assessing them appropriately | Developed proficiency in case based writing, Abstract and Synopsis writing, Thesis writing Intellectual ability to use appropriate words and phrases | Achievement of perfection in varied forms of writing Intellectual ability to critique the contextual content using appropriate words and phrases | |
| Total Score | | | | | | | |

| If the student scores between | Outcome Attainment Levels |
|--------------------------------------|----------------------------------|
| <24 | Needs improvement |
| 24-32 | Satisfactory |
| 33-40 | Partly Achieved |
| 41-48 | Fully Achieved |

Signatures:

Appendix 7.2a Rubrics for assessment of minor project



—DOMAIN OF EDUCATION—
RUBRICS FOR ASSESMENT OF MINOR PROJECT,
SUMMER ASSIGNMENT I & SUMMER ASSIGNMENT II
(PHYSICAL EDUCATION) BACHELORS PROGRAMME

Assessment Parameters:

Conceptualization
 Knowledge Integration
Demonstration
Innovation
Presentation
Model/record book/file

SCORING:

- ☐ If the student's performance is **unsatisfactory** on a criteria, he scores 0
- ☐ If the student's performance is **needs improvement** on a criteria, he scores 1
- ☐ If the student's performance is **satisfactory** on a criteria, he scores 2
- ☐ If the student's performance is **proficient** on a criteria, he scores 3
- ☐ If the student's performance is **distinguished** on a criteria, he scores 4

TOOLS USED FOR ASSESSMENT:

- ☐ Report writing/Model/record book
- ☐ Presentations
- ☐ Viva-Voce

COMPOSITION OF ASSESSMENT BOARD

- ☐ External Expert (Industry/ Academia)
- ☐ Faculty Guide
- ☐ Faculty member
- IPC COMMITTEE (FOCUS GROUP)

SCORE SHEET: INDIVIDUAL

| If the student scores between | Outcome Attainment Levels |
|--------------------------------------|----------------------------------|
| <36 | Needs improvement |
| 36-47 | Satisfactor |
| 48-59 | Partly |
| 60-72 | Fully |

SCORE SHEET: PROGRAMME/ BATCH

| Outcome Attainment Levels | Percentage of Students |
|----------------------------------|-------------------------------|
| Needs improvement | |
| Satisfactor | |
| Partly | |
| Fully | |

Individual Assessment Rubric Sheet

| BPE MINOR PROJECT/SUMMER ASSIGNMENT | | | | | | | |
|--|-----------------------------------|---|---|--|---|---|--|
| Name: | | Program: | | Enrollment No. | | | |
| | Score | 1 | 2 | 3 | 4 | 5 | |
| S. N o. | Description of the rubrics | Unsatisfactory | Need Improvement | Satisfactory | Proficient | Distinguishe d | |
| 1 | Participate and Involvement | Student participate in the task but not able to select and identify relevant work | Student is able to involve but not able to extend from generalization | Student is able to involve, operate and relate his task participation | Student is able to participate and involve with analysis of task identification of opportunities | Student is able to participate and involve with analysis of task identification of opportunities | |
| 2 | Creativity and Originality | Student demonstrate the work with originality | Student extends towards original work but lack application | Student is able to construct and prepare original work without analysis | Students is able to illustrate with original content with comparision and illustration | Students is able to illustrate with original content with comparision and illustration | |
| 3 | Layout of Report | Outline the work without adequate context selection and explanations | Explain and demonstrate the works but not organized for comprehensively | Prepare the layout with substantial constructs | Content of layout involves of breakdown of components, diagrams with illustrations | Content of layout involves of breakdown of components, diagrams with illustrations | |
| 4 | Organizatio n | Student task is disorganized and generalized lacking descriptions | Student is task is organized but not defended and distinguished | Students task is organized, sequenced and relates to objectives and outcomes but lack inferences | Students organized, sequenced with smooth transition and analytical breakdowns and discriminatio ns | Students organized, sequenced with smooth transition and analytical breakdowns and discriminatio ns | |

| | | | | | | | |
|---|---------------------------------|--|---|---|---|---|--|
| 7 | Clarity of Content | Students uses irrelevant concepts, information, contents | Students uses somewhat relevant content without interpretations and evidences | Students uses relevant contents with application and evidences | Students uses relevant and correct content with evidence and innovative insight | Students uses relevant and correct content with evidence and innovative insight | |
| 8 | Final Assessment & Presentation | Students missing conclusive task content and lack evidence to support work | Student use conclusive content but lack supportive evidence | Students prepare report and present task supporting application | Student is able to present, demonstrate and design task networking with the learning outcomes | Student is able to present, demonstrate and design task networking with the learning outcomes | |

| If the student scores between | Outcome Attainment Levels |
|-------------------------------|---------------------------|
| <36 | Needs improvement |
| 36-47 | Satisfactor |
| 48-59 | Partly |
| 60-72 | Fully |

Signatures:

Appendix 7.2b Rubrics for assessment of undergraduate class room teaching and teaching practice



AMITY UNIVERSITY
UTTAR PRADESH

FACULTY OF PHYSICAL EDUCATION

RUBRICS FOR ASSESSMENT OF UNDERGRADUATE 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 |
|--|--|---|--|---|---|
| Constructs instructional plan for learner of various categories (as per goals) | Able to Constructs a lesson plan that accurately meet the student goals of different categories | Able to Constructs a lesson plan that above Averagely meet the student goals of different categories | Able to Constructs a lesson plan that Averagely meet the student goals of different categories | Able to Constructs a lesson plan that below Averagely meet the student goals of different categories | Fails to Constructs a lesson plan that meet the student goals of different categories |
| Able to applies Knowledge of Subject Matter | Able to apply Complete knowledge of the subject matter. | Able to apply above average knowledge of the subject matter. | Able to applies average knowledge of the subject matter | Able to apply below average knowledge of the subject matter. | Able to apply very poor knowledge of the subject matter. |
| Able to shows Communication Skills/instruction: com. Clearly and accurately uses open ended | Able to shows clearly and accurately uses of open ended questions with the class/audience and the presenter/teacher | Able to shows Above average ability to communicate with the class/audience and the presenter/teacher is clearly and easily understood. | Able to shows Average ability to communicate with the class/audience and the presenter/teacher is understood. | Able to shows Below average ability to communicate with the class/audience and the presenter/teacher is not easily understood. | Able to shows Very poor ability to communicate with the class/audience and the presenter/teacher is not easily understood. |

| | | | | | |
|--|--|--|---|--|--|
| questions: active learning principle :paces instruction: feedback | are clearly and easily understood. | | | | |
| Able to display the knowledge of pedagogy: teaching resources :coherent instructions | Able to Displays a superior ability to use creative and effective teaching methods during the lesson. | Able to Displays an above average ability to use creative and effective teaching methods during the lesson. | Able to Displays an adequate/average ability to use creative and effective teaching methods during the lesson. | Able to Displays a below average ability to use creative and effective teaching methods during the lesson. | Able to Displays a very poor ability to use creative and effective teaching methods during the lesson. |
| Able to demonstrate Orderly Sequence | The logical progression of the lesson topics is demonstrated with superior mastery. The lesson easily flows well from topic to topic. | The logical progression of the lesson topics is demonstrated with above average mastery. The lesson easily flows well from topic to topic. | The logical progression of the lesson topics is demonstrated with average/adequate competency. The lesson adequately flows from topic to topic. | The logical progression of the lesson topics is demonstrated with below average competency. The lesson does not adequately flow from topic to topic. | The logical progression of the lesson is demonstrated 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. <u>&/OR</u> 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. <u>&/OR</u> 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. <u>&/OR</u> 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. <u>&/OR</u> 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. <u>&/OR</u> The teacher demonstrates a very poor ability to organize and conduct in class activities and demonstrations. |
| Constructs positive teaching learning environment with high expectation | Able to Constructs accurate and positive teaching learning environment with high expectation | Able to Constructs above average teaching learning environment with high expectation | Able to Constructs adequate and average teaching learning environment with high expectation | Able to Constructs below average teaching learning environment with high expectation | Able to Constructs a very poor teaching learning environment with high expectation |
| Outline the 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 |

Appendix 7.2c Rubrics for assessment of practical skill for under graduate programme



AMITY UNIVERSITY
UTTAR PRADESH

FACULTY OF EDUCATION

RUBRICS FOR ASSESSMENT OF PRACTICAL SKILL FOR UNDER GRADUATE PROGRAMME

Assessment Parameters:

- Fundamental knowledge of sports.
- Latest rules and regulation of sports.
- Fundamental Techniques of the sports.
- Skill performance.
- Physical Fitness of the sports person.
- Lifelong learning.

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.

Tools used for Assessment:

- Record file.
- Practical skill test.
- Viva-Voice

Composition of Assessment Board:

- Core faculty.
- Internal Examiner.
- External Examiner.

Score Sheet: Individual

| If the Student Score Between | Outcome Attainment Levels |
|-------------------------------------|----------------------------------|
| < 10 | Needs improvement |
| 11 -18 | Satisfactory |
| 19 - 27 | Moderately achieved |
| 28 - 36 | Mostly Achieved |
| 37 – 45 | Fully Achieved |

Score Sheet: Programme/Batch

| Outcome Attainment Levels | Percentage of Students |
|----------------------------------|-------------------------------|
| Needs improvement | |
| Satisfactory | |
| Moderately achieved | |
| Mostly Achieved | |
| Fully Achieved | |

Practical skill – UG

Name : _____

Enrollment

No: _____

Programme: _____

| Sn o | Description of Rubrics | Unsatisfactory (1) | Needs Improvement (2) | Satisfactory (3) | Proficient (4) | Exceptional (5) | Score |
|---------|---|--|---|--|--|--|-------|
| 1. | Able to recognize and differentiate the fundamental concept of the Sports | The Individual not at all able to recognize and clarify the fundamental concept of the Sports. | The Individual slightly able to recognize and clarify the concept of the sport. | The Individual moderately reflects the learning of the concept of the sport. | The Individual mostly reflects the learning of the concept of the sport. | The Individual completely reflects the learning of the concept of the sport. | |
| 2. | Able to understand and utilize the knowledge of ICT in the learning | The Individual could not able to understand and utilize the | The Individual slightly able to understand and utilize the knowledge of | The Individual moderately able to understand and utilize the knowledge of | The Individual mostly able to understand and utilize the | The Individual completely able to understand | |

| | | | | | | | |
|----|--|---|---|--|--|--|--|
| | of the skills of the sports. | knowledge of ICT in the learning of the skills of the sports | ICT in the learning of the skills of the sports. | ICT in the learning of the skills of the sports. | knowledge of ICT in the learning of the skills of the sports. | nd and utilize the knowledge of ICT in the learning of the skills of the sports. | |
| 3. | Able to explain the rules and regulation of the sports | The Individual did not able to explain the rules and regulation of the sports | The Individual partially able to explain the rules and regulation of the sports | The Individual moderately able to explain the rules and regulation of the sports | The Individual mostly able to explain the rules and regulation of the sports | The Individual completely able to explain the rules and regulation of the sports | |
| 4. | Able to perform the Intermediate /Advance skills of the sports | The Individual did not able to perform the Intermediate /Advance skills of the sports | The Individual partially perform the Intermediate/ Advance skills of the sports | The Individual moderately perform the Intermediate/ Advance skills of the sports | The Individual mostly able to perform the Intermediate/ Advance skills of the sports | The Individual Completely able to perform the Intermediate /Advance skills of the sports | |
| 5. | Able to execute the Technical and Tactical aspects of the sports | The Individual did not able to execute the Technical and Tactical aspects of the sports | The Individual partially able to execute the Technical and Tactical aspects of the sports | The Individual moderately able to execute the Technical and Tactical aspects of the sports | The Individual mostly able to execute the Technical and Tactical aspects of | The Individual Completely able to execute the Technic | |

| | | | | | | | |
|----|---|---|--|--|--|---|--|
| | | | | | the sports | al and Tactical aspects of the sports | |
| 6. | Able to apply the rules of the sports in a match situation | The Individual did not able to apply the rules of the sports in a match situation | The Individual partially to apply the rules of the sports in a match situation | The Individual moderately to apply the rules of the sports in a match situation | The Individual mostly to apply the rules of the sports in a match situation | The Individual completely to apply the rules of the sports in a match situation | |
| 7. | Able to understand and comprehend the concept of training and conditioning of the sports person | The Individual did not able to concept of training and conditioning of the sports person | The Individual slightly able to concept of training and conditioning of the sports person | The Individual moderately able to concept of training and conditioning of the sports person | The Individual mostly able to concept of training and conditioning of the sports person | The Individual completely able to concept of training and conditioning of the sports person | |
| 8. | Able to formulate the training and conditioning drills related to the sports | The Individual did not able to formulate the training and conditioning drills related to the sports | The Individual slightly able to formulate the training and conditioning drills related to the sports | The Individual moderately able to formulate the training and conditioning drills related to the sports | The Individual mostly able to formulate the training and conditioning drills related to the sports | The Individual completely able to formulate the training and conditioning | |

| | | | | | | | |
|----|--|---|--|--|--|--|--|
| | | | | | | drills related to the sports | |
| 9. | Able to play the sport recreational and professional | The Individual did not able to play the sport recreational and professional | The Individual slightly able to play the sport recreational and professional | The Individual moderately able to play the sport recreational and professional | The Individual mostly able to play the sport recreational and professional | The Individual completely able to play the sport recreational and professional | |

Appendix 7.2 d Rubrics for assessment of Foreign Business Language for under graduate



AMITY UNIVERSITY
— UTTAR PRADESH —

FACULTY OF EDUCATION

RUBRICS FOR ASSESMENT OF FOREIGN BUSINESS LANGUAGE FOR UNDER GRADUATE PROGRAMME

Assessment Parameters:

- ☐ *Language*
- ☐ *Culture*
- ☐ *Pronunciation*
- ☐ *Vocabulary*

SCORING:

- ☐ If the student's performance is **unsatisfactory** on a criteria then he scores 0
- ☐ If the student's performance is **needs improvement** on a criteria then he scores 1
- ☐ If the student's performance is **satisfactory** on a criteria then he scores 2
- ☐ If the student's performance is **proficient** on a criteria then he scores 3
- ☐ If the student's performance is **distinguished** on a criteria then he scores 4

TOOLS USED FOR ASSESSMENT:

- ☐ Role play
- ☐ Exercises in class
- ☐ Class performance
- ☐ Assignments

COMPOSITION OF ASSESSMENT BOARD

- ☐ Foreign Business Language Faculty
- ☐ Program coordinator
- ☐ Senior Core Course Faculty

SCORE SHEET: INDIVIDUAL

| If the student scores between | Outcome Attainment Levels |
|--------------------------------------|----------------------------------|
| <12 | Needs improvement |
| 12-16 | Satisfactory |
| 17-20 | Partly Achieved |
| 21-24 | Fully Achieved |

**SCORE SHEET: PROGRAMME/
BATCH**

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

| Foreign Business Language – UG | | | | | | | |
|----------------------------------|-------------------------------------|--|--|--|---|---|-------|
| Name: _____ Enrolment No.: _____ | | | | | | | |
| Programme: _____ | | | | | | | |
| S.N O. | Attributes Marks | Unsatisfactory (0) | Needs improvement (1) | Satisfactory (2) | Proficient (3) | Distinguished (4) | Score |
| 1. | Initiation/ Introduction | Students hardly understand the concepts. | Student rarely takes initiative & asks questions. | Student is able to understand and utilize relevant study material. | Student shallingly participates in class. Asks questions and speaks extemporaneously. | Student shows great curiosity in class activities & immediately responds with the precise answer. | |
| 2. | Grammatical structure | Makes sentences which are so brief that there is little evidence of structure & comprehension. | Makes errors which may interfere with comprehensibility. | Makes a few errors which do not affect the overall comprehension. | Uses correct word order and article adjectives. Errors do not hinder comprehensibility | Makes error free sentences using correct sentence formations. | |
| 3. | Vocabulary | Uses limited vocabulary and mispronunciations hinder comprehensibility. | Relies on basic vocabulary. Speech is comprehensible in spite of mispronunciation. | Utilizes old and new vocabulary. Attempts to use idiomatic expressions according to the topic. | Speaks clearly and uses idiomatic expressions fluently as per the theme. | Uses variety of vocabulary as per the context. Has good command over expressions. | |
| 4. | Conversation | Uses very few approaches to initiate a conversation. | Uses some strategies and needs frequent prompting to further the conversation. | Uses some strategies yet requires occasional prompting. | Clarifies and continues conversation using good strategies like intonation, self-correction, and verbal | Is able to speak on any given topic using expressions. Is also able to comprehend other | |

| | | | | | | | |
|----|----------------------|--------------------------------------|-------------------------------------|--------------------------------------|-----------------------------------|--------------------------------|--|
| | | | | | cues. | person clearly. | |
| 5. | Pronunciation | Incomprehensible to a native speaker | Nearly incomprehensible to a native | Partially comprehensible to a native | Mostly comprehensible to a native | Completely comprehensible to a | |

| | | | | | | | |
|----|---------------------------------|---|---|--|---|--|--|
| | | | speaker | speaker | speaker | native speaker | |
| 6. | Cultural Appropriateness | Rarely uses/interprets cultural manifestations. | Sometimes uses/interprets cultural manifestations when appropriate to the task. | Frequently uses/interprets cultural manifestations when appropriate to the task. | Almost always uses/interprets cultural manifestations when appropriate to the task. | Has in-depth knowledge about other countries culture & other perspectives. | |
| | Total Score | | | | | | |

| If the student scores between | Outcome Attainment Levels |
|--------------------------------------|----------------------------------|
| <12 | Needs improvement |
| 12-16 | Satisfactory |
| 17-20 | Partly Achieved |
| 21-24 | Fully Achieved |

SIGNATURES:



AMITY UNIVERSITY

**UTTAR PRADESH
FACULTY OF EDUCATION**

Rubrics for Practicum (Practice Teaching)

PLOs:

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 |
|------------------|-------|
| 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 is Highly 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 knowledge 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 i n 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

- **Subject Instructor,**
- **Program Leader,**
- **Two Teaching Faculties (related to School Internship)**

IMPLEMENTATION SCHEDULE

The Rubric shall be administered at the inception of third 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- | Fully achieved |

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

SCORE SHEET: PROGRAMME/ BATCH

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

| Domain1: Planning and Preparation for Teaching | | | | | | | |
|--|--------------------------|--|---|---|--|--|-------|
| Name: _ | | Enrolment No.: | | Programme: _ | | | |
| S N o | 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 | Has little familiarity with the subject | Is somewhat familiar | Knows the subject matter | Is expert in the subject area and up to | |

| | | | | | | | |
|----|-------------------------------|--|---|--|--|---|--|
| | | subject matter and few ideas on how to teach it and how students learn | matter and few ideas on how to teach it and how students learn. | with the subject and has a few ideas of ways students develop and learn. | well and has a good grasp of child development and how students learn | 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 instructions | Plans on-the-spot and unit assessments to measure student learning | Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning | |

| Domain2: Classroom Environment | | | | | | | |
|---------------------------------------|---|--|--|---|--|--|--------------|
| Name: _ | | Enrolment No.: | | Programme: _ | | | |
| S N o | 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 | Classroom routines and procedures have been established but function | Classroom routines and procedures have been established and | Classroom routines and procedures are seamless in their operation, and students | |

| | | | | | | | |
|----|----------------------------|---|--|--|--|--|--|
| | | | instruction time. | unevenly or inconsistently, with some loss of instruction time. | function smoothly for the most part, with little loss of instruction time. | 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 | Student teacher's classroom is safe, | Student teacher's classroom is safe, | Student teacher's classroom is safe, and students contribute | |

| | | | | | | | |
|--|--|--|---|--|--|--|--|
| | | | , resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities. | and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities. | and learning is accessible to all students; Student teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities. | to ensuring that the physical environment supports the learning of all students. | |
|--|--|--|---|--|--|--|--|

Domain3: Delivery of Instruction

| Name:_____Enrolment No.:_____Programme:_____ | | | | | | | |
|--|--------------------------------------|---|--|---|--|--|-------|
| S N o | 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 | Student teacher's oral and written communication contains | Student teacher communicates clearly and accurately to | Student teacher's oral and written communication is clear and expressive, anticipating | |

| | | | | | | | |
|----|--|--|---|--|--|---|--|
| | | | appropriate to students. | nor errors, but may not be completely appropriate or may require further explanations to avoid confusion. | students, both orally and in writing. | 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 inappropriate 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 | Student teacher's feedback to students is of poor quality | Student teacher's to students in | Student teacher's feedback to | Student teacher's feedback to students is timely and of | |

| | | | | | | | |
|---|------------------------------|---|---|---|---|---|--|
| | | students query | and is not given in a timely manner. | uneven, and its timeline is inconsistent. | students is timely and of consistently high quality. | 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: __ | | | | | | | |
|--|------------|---|--|----------------------------|-----------------------------|---|-------|
| S N o | Indicators | Unsatisfactory 1 | Satisfactory 2 | Effective 3 | Highly effective 4 | Extraordinary 5 | Score |
| 1. | Criteria | No proper criteria was set for students | Expects students to know (or figure out) | Tells students some of the | Posts criteria for proficie | Consistently posts and reviews clear criteria | |

| | | | | | | | |
|----|------------------------------|--|--|---|--|---|--|
| | | assessment. | what it takes to get good grades | qualities that their finished work should exhibit | ncy, including rubrics and exemplars of student work | 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, self-assess, and know where they stand academically at all times | Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance | |
| 3. | Diagnostic 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 well-constructed 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, | Reflects on the effectiveness of lessons | Reflects on the effectiveness of lessons | Works with colleagues to reflect on what worked and | |

| | | | | | | | |
|--|--|--|---|-----------|---|--|--|
| | | | thinks about what might have been done better | and units | and units and continuously works to improve them. | what didn't and continuously improve instruction | |
|--|--|--|---|-----------|---|--|--|

| Domain5: Professional Responsibilities | | | | | | | |
|--|------------------------------------|--|--|---|---|---|-------|
| Name: _ | | Enrolment No.: _ | | Programme: _ | | | |
| S N o | 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, | Student teacher's relationships with colleagues are cordial, and Student teacher participates | Student teacher participates actively in school and district projects, | Student teacher makes a substantial contribution to school and | Active and regular participation of students in school and society and outstanding contribution | |

| | | | | | | | |
|----|---------------------------------------|---|---|---|--|---|--|
| | | and Student teacher avoids being involved in school and district projects. | in school and district events and projects when specifically requested. | and maintains positive relationships with colleagues. | district events and projects, assuming leadership with colleagues | 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- | 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 | Student teacher assumes a leadership position in ensuring that school practices and | Outstanding sense of responsibility and professional approach for solving academic and other problems | |

| | | | | | | | |
|--|--|---------------------------------------|--|---------|---|--|--|
| | | serving or harmful to students. | | school. | procedures ensure that all students , particu larly those tradition al underser ved, are honored in the school. | | |
|--|--|---------------------------------------|--|---------|---|--|--|

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

Total Score

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

SIGNATURES:



AMITY UNIVERSITY
UTTAR PRADESH

FACULTY OF PHYSICAL 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 | The logical progression of the | The logical progression of the | The logical progression of the | The logical progression of the | The logical progression of the lesson is |

| | | | | | |
|--|--|--|---|--|--|
| Orderly Sequence | lesson topics is organized with superior mastery. The lesson easily flows well from topic to topic. | lesson topics is organized with above average mastery. The lesson easily flows well from topic to topic. | lesson topics is organized with average/adequate competency. The lesson adequately flows from topic to topic. | lesson topics is organized with below average competency. The lesson does not adequately flow from topic to topic. | 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. <u>&/OR</u> 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. <u>&/OR</u> 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. <u>&/OR</u> 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. <u>&/OR</u> 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. <u>&/OR</u> 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 achievement s :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 |



AMITY UNIVERSITY

FACULTY OF PHYSICAL EDUCATION RUBRICS FOR ASSESMENT OF DISSERTATION (PHYSICAL EDUCATION) MASTERS PROGRAMME

Assessment Parameters:

- ☐ Analyze
- ☐ Conceptualize
- ☐ Applied
- ☐ Demonstrate
- ☐ Innovation

SCORING:

- ☐ If the student's performance is **unsatisfactory** on a criteria, he scores 0
- ☐ If the student's performance is **needs improvement** on a criteria, he scores 1
- ☐ If the student's performance is **satisfactory** on a criteria, he scores 2
- ☐ If the student's performance is **proficient** on a criteria, he scores 3
- ☐ If the student's performance is **distinguished** on a criteria, he scores 4

TOOLS USED FOR ASSESSMENT:

- ☐ Report writing
- ☐ Presentations
- ☐ Viva-Voce

COMPOSITION OF ASSESSMENT BOARD

- ☐ External Expert (Industry/ Academia)
- ☐ Dissertation Guide
- ☐ Faculty member
- IPC COMMITTEE (FOCUS GROUP)

SCORE SHEET: INDIVIDUAL

| If the student scores between | Outcome Attainment Levels |
|--------------------------------------|----------------------------------|
| <36 | Needs improvement |
| 36-47 | Satisfactor |
| 48-59 | Partly |
| 60-72 | Fully |

SCORE SHEET : PROGRAMME/ BATCH

| Outcome Attainment Levels | Percentage of Students |
|----------------------------------|-------------------------------|
| Needs improvement | |
| Satisfactor | |
| Partly | |
| Fully | |

| Dissertation – Masters Programme | | | | | | |
|---|--|--|---|--|--|--------------|
| S.No | Trait | Deficient | Sufficient | Competent | Exemplary | Score |
| 1. | Identification of the Research problem/ Situation in physical education and sports sciences. | Student fails to identify the main problem in a Research problem/ Situation in physical education and sports sciences. | Student is somewhat able to identify the main problem in a Research problem/ Situation in physical education and sports sciences. | Student substantially identifies the main problem in a Research problem/ Situation in physical education and sports sciences | Student comprehensively and precisely identifies the Research problem/ Situation in physical education and sports science. | |
| 2. | Identification of the key assumptions surrounding a Research problem/ Situation in physical education and sports science. | Student fails to identify the main assumptions surrounding the Research problem/ Situation in physical education and | Student is somewhat able to identify the main assumptions surrounding the Research problem/ Situation in physical education and | Student substantially identifies the key assumptions in a Research problem/ Situation in physical education and sports sciences.. | Student identifies all the key assumptions surrounding a Research problem/ Situation in physical education and sports sciences. . | |
| | Literature Review | | | | | |
| 3. | Critically reviews literature; contrast and compares relevant debates, concepts and theories in physical education and sports sciences.. | Student fails to identify the relevant literature, and unable to compare and contrast the concepts in physical education and sports. and theories | Student is Somewhat able to identify the relevant literature, and unable to compare and contrast the concepts and theories in physical education and sports.. sciences. | Student substantially identifies the key and relevant literature, and was able to compare and contrast the concepts and theories in physical education and | Student identifies all the key the relevant literature, and was able to develop the concepts and theories, surrounding in physical education and sports sciences.. | |
| 4. | Justifies literature in relation to research question(s); clearly links literature to objectives; incorporates current or recent literature in physical education and sports sciences. | Student fails to clearly link literature to objectives; incorporates current or recent literature surrounding in physical education and sports sciences. | Student is somewhat able to clearly link literature to objectives; incorporates current or recent literature surrounding the in physical education and sports sciences. | Student Substantially links literature to objectives; incorporates current or recent literature in physical education and sports sciences. | Student identifies relevant links through literature to objectives; incorporates current or recent literature surrounding in physical education and sports sciences. | |
| | Research methodology | | | | | |

| | | | | | | |
|----|--|--|---|--|--|--|
| 5. | Justifies methodological approach in relation to research question(s) and objectives; clearly links discussion to own topic in physical education and sports sciences. | Student fails to Establish methodological approach to be followed with respect to objectives and research questions in physical education and sports sciences. | Student is Somewhat able to establish methodological approach to be followed with respect to objectives and research questions in physical education and sports sciences. | Student is able to justify methodological approach in relation to research question(s) and objectives. | Student is able to devise methodological approach in relation to research question(s) and objectives and identify relevant links through recent literature surrounding in physical education | |
| 6. | Justifies appropriateness | Student fails to | Student is | Student | Student identifies | |

| | | | | | | |
|-----|--|--|---|--|--|--|
| | of research design and data collection methods; presents reliable and valid data; justifies rejection of alternative methods | Justifies appropriateness of research design and data collection methods; presents reliable and valid data; justifies rejection of alternative methods | somewhat able to Justifies appropriateness of research design and data collection methods; presents reliable and valid data; justifies rejection of alternative methods | substantially links Justifies appropriateness of research design and data collection methods; presents reliable and valid data; justifies rejection of alternative | relevant links through literature to objectives; Justifies appropriateness of research design and data collection Methods; presents reliable and valid data; justifies | |
| | Data Analysis | | | | | |
| 7. | Evaluation of relevance of Data | Student uses irrelevant data or ignores relevant data | Student is somewhat able to use irrelevant data or ignores relevant data | Student correctly evaluates the relevance of the data | Student identifies logical data and ascertains source of irrelevant data. | |
| 8. | Evaluation of validity of Data | Student fails to identify invalid data | Student is somewhat able to identify invalid data | Student correctly evaluates the validity of the data | Student separates valid data and ascertain source of invalid data | |
| 9. | Ability to solve problems | Student is unable to solve problems | Student is somewhat able to solve problems | Student solves problem in | Student solves problem and provide insightful | |
| 10. | Ability to arrive at valid , supported conclusions | Student provides conclusions that are unsupported by the data | Student is somewhat able to provide conclusions that may be unsupported or supported by the data | Student provides conclusions that are supported by the data | Student provides conclusions that are supported by the data and demonstrate a deep understanding of the issues involved | |
| 11. | Understanding of the implications of the conclusions | Student ignores Implications from conclusions or generalizes beyond the scope of relevance. | Student is Somewhat able to drive implications from conclusions or generalizes beyond the scope of relevance. | Student Demonstrates an understanding of immediate effects of the conclusion drawn. | Student correctly generalizes conclusions to related areas affected by the issues | |
| | Presentation | | | | | |
| 12. | Organization | Presentation is disorganized | Presentation is somewhat organized | Presentation is well organized and | Presentation is well Organized Sequenced with | |

| | | | | | | |
|--------------------|-----------------------|--|--|---|--|--|
| 13. | Content | Content is irrelevant or with no supporting evidence | Content is somewhat relevant but lacks sufficient supporting | Content is relevant or with supporting evidence | Content is relevant or with supporting evidence and | |
| 14. | Timing & conclusion | Presentation was too short or too long , Conclusion missing or content does not support findings | Presentation was somewhat short/long not covering all the points, Conclusion is somewhat insufficient or content does not support findings | Presentation utilizes allotted time, Conclusion is Supported by content and contain review of key points. | Presentation provides excellent coverage of time, Conclusion is supported by content and provides review of key points and stimulates further inquiry with closing thoughts. | |
| | Written report | | | | | |
| 15. | Introduction | Opening not appropriate to problem / situation | Opening somewhat appropriate but does to clearly define problem / situation | Opening appropriate to problem / situation | Opening is clear, concise, and considerate sets the right tone. | |
| 16. | Organization | Disorganized incorrect format , unclear direction | Somewhat organized, with correct format , but unclear direction | Organized , correct format , clarity of main points | Clear considerate and correct formatting and development | |
| 17. | Content | Incorrect , irrelevant, | Somewhat correct, and relevant, | Relevant and correct with evidence | Relevant and Correct with evidence with innovative | |
| 18. | Conclusion | Missing content or lack of supporting | Somewhat conclusive content but lack of supporting | Supports content, contains summary statement | Clear , complete, Closing with thought consideratio | |
| Total Score | | | | | | |



AMITY UNIVERSITY

FACULTY OF EDUCATION RUBRICS FOR ASSESMENT OF DISSERTATION (EDUCATION) MASTERS PROGRAMME

Assessment Parameters:

- ☐ Analyze
- ☐ Conceptualize
- ☐ Applied
- ☐ Demonstrate
- ☐ Innovation

SCORING:

- ☐ If the student's performance is **unsatisfactory** on a criteria, he scores 0
- ☐ If the student's performance is **needs improvement** on a criteria, he scores 1
- ☐ If the student's performance is **satisfactory** on a criteria, he scores 2
- ☐ If the student's performance is **proficient** on a criteria, he scores 3
- ☐ If the student's performance is **distinguished** on a criteria, he scores 4

TOOLS USED FOR ASSESSMENT:

- ☐ Report writing
- ☐ Presentations
- ☐ Viva-Voce

COMPOSITION OF ASSESSMENT BOARD

- ☐ External Expert (Industry/ Academia)
- ☐ Dissertation Guide
- ☐ Faculty member
- IPC COMMITTEE (FOCUS GROUP)

SCORE SHEET: INDIVIDUAL

| If the student scores between | Outcome Attainment Levels |
|--------------------------------------|----------------------------------|
| <36 | Needs improvement |
| 36-47 | Satisfactory |
| 48-59 | Partly Achieved |
| 60-72 | Fully Achieved |

SCORE SHEET : PROGRAMME/ BATCH

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

| Dissertation – Masters Programme | | | | | | |
|---|--|--|---|---|--|--------------|
| S.No | Trait | Deficient | Sufficient | Competent | Exemplary | Score |
| 1. | Identification of the Research problem/ Situation in education . | Student fails to identify the main problem in a Research problem/ Situation in education . | Student is somewhat able to identify the main problem in a Research problem/ Situation in education . | Student substantially identifies the main problem in a Research problem/ Situation in education . | Student comprehensively and precisely identifies the Research problem/ Situation in education . science. | |
| 2. | Identification of the key assumptions surrounding a Research problem/ Situation in education . science. | Student fails to identify the main assumptions surrounding the Research problem/ Situation in education . | Student is somewhat able to identify the main assumptions surrounding the Research problem/ Situation in education . | Student substantially identifies the key assumptions in a Research problem/ Situation in education . | Student identifies all the key assumptions surrounding a Research problem/ Situation in education . | |
| | Literature Review | | | | | |
| 3. | Critically reviews literature; contrast and compares relevant debates, concepts and theories in education . | Student fails to identify the relevant literature, and unable to compare and contrast the concepts in education . and theories . | Student is Somewhat able to identify the relevant literature, and unable to compare and contrast the concepts and theories in education . | Student substantially identifies the key and relevant literature, and was able to compare and contrast the concepts and theories in education . | Student identifies all the key the relevant literature, and was able to develop the concepts and theories, surrounding in education . . | |
| 4. | Justifies literature in relation to research question(s); clearly links literature to objectives; incorporates current or recent literature in education . | Student fails to clearly link literature to objectives; incorporates current or recent literature surrounding in education . | Student is somewhat able to clearly link literature to objectives; incorporates current or recent literature surrounding the in education . | Student Substantially links literature to objectives; incorporates current or recent literature in education . | Student identifies relevant links through literature to objectives; incorporates current or recent literature surrounding in education . | |
| | Research methodology | | | | | |

| | | | | | | |
|----|--|--|---|--|---|--|
| 5. | Justifies methodological approach in relation to research question(s) and objectives; clearly links discussion to own topic in education . | Student fails to Establish methodological approach to be followed with respect to objectives and research questions in education . | Student is Somewhat able to establish methodological approach to be followed with respect to objectives and research questions in education . | Student is able to justify methodological approach in relation to research question(s) and objectives. | Student is able to devise methodological approach in relation to research question(s) and objectives and identify relevant links through recent literature surrounding in education . | |
| 6. | Justifies appropriateness | Student fails to | Student is | Student | Student identifies | |

| | | | | | | |
|-----|--|--|---|--|--|--|
| | of research design and data collection methods; presents reliable and valid data; justifies rejection of alternative methods | Justifies appropriateness of research design and data collection methods; presents reliable and valid data; justifies rejection of alternative methods | somewhat able to Justifies appropriateness of research design and data collection methods; presents reliable and valid data; justifies rejection of alternative methods | substantially links Justifies appropriateness of research design and data collection methods; presents reliable and valid data; justifies rejection of alternative | relevant links through literature to objectives; Justifies appropriateness of research design and data collection Methods; presents reliable and valid data; justifies | |
| | Data Analysis | | | | | |
| 7. | Evaluation of relevance of Data | Student uses irrelevant data or ignores relevant data | Student is somewhat able to use irrelevant data or ignores relevant data | Student correctly evaluates the relevance of the data | Student identifies logical data and ascertains source of irrelevant data. | |
| 8. | Evaluation of validity of Data | Student fails to identify invalid data | Student is somewhat able to identify invalid data | Student correctly evaluates the validity of the data | Student separates valid data and ascertain source of invalid data | |
| 9. | Ability to solve problems | Student is unable to solve problems | Student is somewhat able to solve problems | Student solves problem in | Student solves problem and provide insightful | |
| 10. | Ability to arrive at valid , supported conclusions | Student provides conclusions that are unsupported by the data | Student is somewhat able to provide conclusions that may be unsupported or supported by the data | Student provides conclusions that are supported by the data | Student provides conclusions that are supported by the data and demonstrate a deep understanding of the issues involved | |
| 11. | Understanding of the implications of the conclusions | Student ignores Implications from conclusions or generalizes beyond the scope of relevance. | Student is Somewhat able to drive implications from conclusions or generalizes beyond the scope of relevance. | Student Demonstrates an understanding of immediate effects of the conclusion drawn. | Student correctly generalizes conclusions to related areas affected by the issues | |
| | Presentation | | | | | |

| | | | | | | |
|-----------------------|---------------------|--|--|---|--|--|
| 12. | Organization | Presentation is disorganized | Presentation is somewhat organized | Presentation is well organized and sequenced | Presentation is well Organized Sequenced with smooth transitions. | |
| 13. | Content | Content is irrelevant or with no supporting evidence | Content is somewhat relevant but lacks sufficient supporting | Content is relevant or with supporting evidence | Content is relevant or with supporting evidence and | |
| 14. | Timing & conclusion | Presentation was too short or too long , Conclusion missing or content does not support findings | Presentation was somewhat short/long not covering all the points, Conclusion is somewhat insufficient or content does not support findings | Presentation utilizes allotted time, Conclusion is Supported by content and contain review of key points. | Presentation provides excellent coverage of time, Conclusion is supported by content and provides review of key points and stimulates further inquiry with closing thoughts. | |
| Written report | | | | | | |
| 15. | Introduction | Opening not appropriate to problem / situation | Opening somewhat appropriate but does to clearly define problem / situation | Opening appropriate to problem / situation | Opening is clear, concise, and considerate sets the right tone. | |
| 16. | Organization | Disorganized incorrect format , unclear direction | Somewhat organized, with correct format , but unclear direction | Organized , correct format , clarity of main points | Clear considerate and correct formatting and development | |
| 17. | Content | Incorrect , irrelevant, | Somewhat correct, and relevant, | Relevant and correct with evidence | Relevant and Correct with evidence with innovative | |
| 18. | Conclusion | Missing content or lack of supporting | Somewhat conclusive content but lack of supporting | Supports content, contains summary statement | Clear , complete, Closing with thought consideration | |
| Total Score | | | | | | |

Appendix 7.2: Rubrics for assessment of Foreign Business Language for masters programme



AMITY UNIVERSITY
— UTTAR PRADESH —

FACULTY OF EDUCATION

RUBRICS FOR ASSESMENT OF FOREIGN BUSINESS LANGUAGE FOR MATERS PROGRAMME

Assessment Parameters:

- ☐ *Language*
- ☐ *Culture*
- ☐ *Vocabulary*

SCORING:

- ☐ If the student's performance is **unsatisfactory** on a criteria then he scores 0
- ☐ If the student's performance is **needs improvement** on a criteria then he scores 1
- ☐ If the student's performance is **satisfactory** on a criteria then he scores 2
- ☐ If the student's performance is **proficient** on a criteria then he scores 3
- ☐ If the student's performance is **distinguished** on a criteria then he scores 4

TOOLS USED FOR ASSESSMENT:

- ☐ Role play
- ☐ Exercises in class
- ☐ Class performance
- ☐ Assignments

COMPOSITION OF ASSESSMENT BOARD

- ☐ Foreign Business Language Faculty
- ☐ Program coordinator
- ☐ Senior Core Course Faculty

SCORE SHEET: INDIVIDUAL

| If the student scores between | Outcome Attainment Levels |
|--------------------------------------|----------------------------------|
| <10 | Needs improvement |
| 10-13 | Satisfactory |
| 14-16 | Partly Achieved |
| 17-20 | Fully Achieved |

SCORE SHEET: PROGRAMME/ BATCH

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

| Foreign Business Language - PG | | | | | | | |
|--------------------------------|-------------------------------------|--|--|--|---|--|-----------|
| Name: _____ | | Enrolment No.: _____ | | | Programme: _____ | | |
| | Attribute s | Unsatisfactory (0) | Needs improvement (1) | Satisfactory (2) | Proficient (3) | Distinguis hed (4) | Scor e |
| 1. | Initiation/ Introduction | Student does not understand the concepts. | Sometimes takes initiative & asks questions. | Is able to comprehend and utilize appropriate study material. | Student eagerly participates in class. Asks questions and speaks spontaneously. | Student shows great interest in class activities & instantly responds with the right answer. | |
| 2. | Vocabulary | Uses limited vocabulary and mispronunciations impede comprehensibility. | Relies on basic vocabulary. Speech is comprehensible in spite of mispronunciation. | Utilizes old and new vocabulary. Attempts to use idiomatic expressions according to the topic. | Speaks clearly and uses idiomatic expressions fluently as per the topic. | Uses variety of vocabulary as per the context. Has good command over expressions. | |
| 3. | Grammatical structure | Makes sentences which are so brief that there is little evidence of structure & comprehension. | Makes errors which may interfere with comprehensibility. | Makes a few errors which do not affect the overall comprehension. | Uses correct word order and article adjectives. Errors do not hinder comprehensibility. | Makes error free sentences using correct sentence formations. | |
| 4. | Conversation | Uses very few approaches to initiate a conversation. | Uses some strategies and needs frequent prompting to further the conversation. | Uses some strategies yet requires occasional prompting. | Clarifies and continues conversation using good strategies like intonation, self-correction, and verbal cues. | Is able to speak on any given topic using expressions. Is also able to comprehend other person | |

| | | | | | | | |
|----|---------------------------------|---|---|--|--|---|--|
| | | | | | | clearly. | |
| 5. | Cultural Appropriateness | Rarely uses/interprets cultural manifestations. | Sometimes uses/interprets cultural manifestations | Frequently uses/interprets cultural manifestations | Almost always uses /interprets cultural | Has in-depth knowledge about other | |
| | | | when appropriate to the task. | ns when appropriate to the task. | manifestations when appropriate to the task. | countries culture & other perspectives. | |
| | Total Score | | | | | | |

| If the student scores between | Outcome Attainment Levels |
|--------------------------------------|----------------------------------|
| <10 | Needs improvement |
| 10-13 | Satisfactory |
| 14-16 | Partly Achieved |
| 17-20 | Fully Achieved |

SIGNATURES:



AMITY UNIVERSITY

UTTAR PRADESH

Domain of Education

Confidential

Alumni Feedback

Name of the Alumni.....
 Course..... Batch
 Name of company /Employer/university.....
 Current Designation/status.....
 Location.....

Dear Alumni,

We would like to have your feedback on following aspects of Faculty of Education. This information shall be utilized to improve and strengthen our process.

A. Kindly rate(✓) on the following aspects at Domain of Education

| S.No. | Aspect | Poor | Fair | Good | Very Good | Excellent |
|-------|---|------|------|------|-----------|-----------|
| 1 | Curriculum designed and the course | | | | | |
| 2 | Value added courses | | | | | |
| 3 | Overall academic experience (Delivery of the Course in term of theory and Practical classes). | | | | | |
| 4 | Extra-curricular Activities and participation in sports | | | | | |
| 5. | Student welfare | | | | | |
| 6. | Student grievance redressal | | | | | |
| 7. | Infrastructure and facilities | | | | | |
| 8. | Overall experience | | | | | |

B. How would you assess the placement cell and placement of the institutions?

1. Does the placement cell of the institution provides information about the placement on time.?

| | | | | |
|----------------------|-------------|-----------|---------|------------------|
| 1.Strongly disagree. | 2 disagree. | 3 Neutral | 4 agree | 5 Strongly agree |
|----------------------|-------------|-----------|---------|------------------|

2. Does the placement cell of the institution giving adequate counseling, coaching and placement to the students?

| | | | | |
|----------------------|-------------|-----------|---------|------------------|
| 1.Strongly disagree. | 2 disagree. | 3 Neutral | 4 agree | 5 Strongly agree |
|----------------------|-------------|-----------|---------|------------------|

3. Are you satisfied with the Placement at ASPESS / AIE/ AIBAS?

| | | | | |
|----------------------|-------------|-----------|---------|------------------|
| 1.Strongly disagree. | 2 disagree. | 3 Neutral | 4 agree | 5 Strongly agree |
|----------------------|-------------|-----------|---------|------------------|

C. Kindly rate the following aspects of your current or recent job?

| S.No. | Aspects | Dissatisfied | Somewhat Dissatisfied | Neutral | Satisfied | Completely Satisfied |
|-------|--|--------------|-----------------------|---------|-----------|----------------------|
| 1 | Career growth, opportunities | | | | | |
| 2 | Job security | | | | | |
| 3 | Salary | | | | | |
| 4 | Level of responsibility | | | | | |
| 5 | Working Condition | | | | | |
| 6 | Learning Opportunity | | | | | |
| 7 | Challenges | | | | | |
| 8 | Prestige of job/organization | | | | | |
| 9 | Contribution to field/society/Profession | | | | | |

D. In the order of importance rate the skills, Attributes and abilities in relation to your current job.

| S.No. | Skill/Ability | Not important | slightly important | Somewhat Important | Very important | Extremely Important |
|-------|---|---------------|--------------------|--------------------|----------------|---------------------|
| 1 | Fundamental Knowledge Of Education / Physical | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| | education | | | | | |
| 2 | Practical and Skills | | | | | |
| 3 | Identifying problem and formulating solution | | | | | |
| 4 | Knowledge and Application Of Information Technology | | | | | |
| 6 | Oral Communication | | | | | |
| 7 | Written Communication | | | | | |
| 8 | Thinking critically/problem-solving | | | | | |
| 9 | Team cohesion | | | | | |
| 10 | Interpersonal Skills | | | | | |
| 11 | Leadership Skill | | | | | |
| 12 | Ethical Conduct | | | | | |
| 13 | Professional Conduct | | | | | |
| 15 | Life Long Learning | | | | | |
| 16 | Any other (please specify) | | | | | |

With what aspect(s) of the program at ASPESS/AIE/AIBAS were you the most satisfied?

With what aspect(s) of the program at ASPESS/AIE/AIBAS were you the least satisfied?

Any suggestion/comment for further improvement?



Student Exit Survey

Domain : Education
Programme Group : BPE

Dear Student, the objective of this Survey is to seek your candid assessment regarding the various learning aspects of the BPE programme. The information from this survey shall be analysed and used to identify the areas of improvement.

| S.No. | Statements | Strongly agree | Agree | Neither agree nor disagree | Somewhat Agree | Not at all agree |
|--|---|----------------|-------|----------------------------|----------------|------------------|
| PLO 1: Students shall be able to demonstrate fundamental knowledge of the physical education and sports and sports philosophy and principles in a professional work setting. | | | | | | |
| 1 | I am able to demonstrate fundamental knowledge of the physical education and sports and sports philosophy and principles in a professional work setting. | | | | | |
| PLO 2: Students shall be able to integrate basic theory, practicum and teaching practice, in making effective decisions by understanding the relationship of physical education and sports with global environment. | | | | | | |
| 1 | I am able to integrate basic theory, practicum and teaching practice, in making effective decisions by understanding the relationship of physical education and sports with global environment. | | | | | |
| PLO 3 : Students shall be able to construct effective educational understating of physical education with utilization of latest information technology. | | | | | | |
| 1 | I am able to construct effective educational understating of physical education with utilization of latest information technology. | | | | | |
| PLO 4 : Students shall be able to classify when and how to use appropriate teaching skills and techniques in physical education and sports. | | | | | | |
| 1 | I am able to classify when and how to use appropriate teaching skills and techniques in | | | | | |

| | | | | | | |
|--|---|--|--|--|--|--|
| | physical education and sports. | | | | | |
| PLO 5 : Students shall be able to demonstrate useful communication and behavioural skills in physical education and sports. | | | | | | |
| 1 | I am able to demonstrate useful communication and behavioural skills in physical education and sports. | | | | | |
| PLO 6 : Students shall be able to demonstrate effective teaching and practical skills in physical education and sports | | | | | | |
| 1 | I am able to demonstrate effective teaching and practical skills in physical education and sports. | | | | | |
| PLO 7 : Students shall be able to develop positive problem solving approach and leadership in the field of physical education and sports. | | | | | | |
| 1 | I am able to develop positive problem solving approach and leadership in the field of physical education and sports. | | | | | |
| PLO 8 : Students shall be able to act ethically and responsibly in physical education and sports | | | | | | |
| 1 | I am able to act ethically and responsibly in physical education and sports. | | | | | |
| PLO 9 : Students shall be able to critically evaluate and reflect learning and development throughout their career in physical education & sports | | | | | | |
| 1 | I am able to critically evaluate and reflect learning and development throughout their career in physical education and sports. | | | | | |
| Experience at AMITY | | | | | | |
| 1 | I am overall satisfied with the methodologies and pedagogical tools used by my faculty. | | | | | |
| 2 | I find the curriculum contemporary and relevant to the industry. | | | | | |
| 3 | I got ample opportunities for Industry Interaction. | | | | | |
| 4 | I am satisfied with the Internship facility provided to me. | | | | | |
| 5 | I am satisfied with the University Infrastructure. | | | | | |
| 6 | I am overall satisfied with the Faculties who taught me. | | | | | |
| 7 | I am overall satisfied with the Programme. | | | | | |

Thank you for taking the time to complete this survey.



Appendix 7.3b: Student Exit Survey - Bachelor of Physical Education (BPED)

AMITY UNIVERSITY
UTTAR PRADESH

Student Exit Survey

Domain : Education
Programme Group : BPED

*Dear Student, the objective of this Survey is to seek your candid assessment regarding the various learning aspects of the **BPED** programme. The information from this survey shall be analysed and used to identify the areas of improvement.*

| S.No. | Statements | Strongly agree | Agree | Neither agree nor disagree | Somewhat Agree | Not at all agree |
|--|---|----------------|-------|----------------------------|----------------|------------------|
| PLO 1 : To provide a platform to understand the nature, purpose and philosophy of physical education. | | | | | | |
| 1 | I have acquired knowledge of physical education disciplines for effective teaching and learning process at school education | | | | | |
| 2. | I have develop foundation of educational and physical education through philosophy and theories for practical application. | | | | | |
| PLO 2: To prepare teachers of physical education with broader educational perspective | | | | | | |
| 1 | I possess practice teaching skill for effective teaching in physical education and sports. | | | | | |
| 2. | I possess strategies for effective teaching in physical education and sports. | | | | | |
| PLO 3 : To develop potentialities for planning and organising physical education programmes and activities | | | | | | |
| 1 | I am able to plan physical education programmes and activities | | | | | |
| 2. | I am able to organize physical education programmes and activities | | | | | |
| PLO 4 : To develop capacity to organize leisure and recreational activities | | | | | | |
| 1 | I am able to organize leisure and recreational activities | | | | | |
| PLO 5 : To provide the basic teaching, organising & administrating physical education & sports programs effectively through the use of technology | | | | | | |
| 1 | I am able to utilize analytical thinking skills in different contexts of physical activities, sports and exercise. | | | | | |
| 2 | I am able to teach, organize and administer physical education and sports programs effectively through use of technology. | | | | | |
| 3. | I am able to relate and examine various dimensions of physical education and sports for development of | | | | | |

| | | | | | | |
|--|---|--|--|--|--|--|
| | specialized programs. | | | | | |
| PLO 6 : To empower them to inspire their students to actively participate in physical and yogic exercises, games and sports | | | | | | |
| 1 | I am able to adopt and adapt change to motivate self in physical education and sports. | | | | | |
| 2 | I am able to adopt and adapt change to motivate children involved in physical education and sports. | | | | | |
| 3 | I am able to enhance personality with permeability to change with new environment to meet the requirements of school education teacher. | | | | | |
| 4 | I am able to inspire students to actively participate in physical and yogic exercises, games and sports. | | | | | |
| PLO 7 : To make teachers capable of imparting basic knowledge about health, hygiene and nutrition | | | | | | |
| 1 | I am able to impart basic knowledge about health,. | | | | | |
| 2. | I am able to impart basic knowledge about hygiene. | | | | | |
| 3. | I am able to impart basic knowledge nutrition. | | | | | |
| PLO 8 : To develop communication skills and competencies to organise school and community games and sports | | | | | | |
| 1 | I am able to develop communication skills to organise school and community games and sports. | | | | | |
| 2. | I am able to develop competencies to organise school and community games and sports. | | | | | |
| PLO 9 : To cultivate the spirit of sportsmanship, self-control, judgment, emotional stability, mental and physical alertness, scientific temper, optimism & respect | | | | | | |
| 1 | I am able to cultivate the spirit of sportsmanship | | | | | |
| 2 | I am able cultivate self control, judgement and emotional stability. | | | | | |
| 3 | I am able to cultivate mental and physical alertness, | | | | | |
| 4 | I am able to cultivat, scientific temper, optimism and respect. | | | | | |
| Experience at AMITY | | | | | | |
| 1 | I am overall satisfied with the methodologies and pedagogical tools used by my faculty. | | | | | |
| 2 | I find the curriculum contemporary and relevant to the industry. | | | | | |
| 3 | I got ample opportunities for Industry Interaction. | | | | | |
| 4 | I am satisfied with the Internship facility provided to me. | | | | | |
| 5 | I am satisfied with the University Infrastructure. | | | | | |
| 6 | I am overall satisfied with the Faculties who taught me. | | | | | |
| 7 | I am overall satisfied with the Programme. | | | | | |

Thank you for taking the time to complete this survey.

Appendix 7.3c : Student Exit Survey – Bachelor of Elementary Education (B.El.Ed)



AMITY UNIVERSITY
UTTAR PRADESH

Student Exit Survey

Programme _____ B.El.Ed _____

Batch _____

Dear Student, the objective of this Survey is to seek your candid assessment regarding the various learning aspects of the B.El.Ed. programme. The information from this survey shall be analysed and used to identify the areas of improvement.

| S.No. | Statements | Strongly agree | Agree | Neither agree nor disagree | Somewhat Agree | Not at all agree |
|---|--|----------------|-------|----------------------------|----------------|------------------|
| PLO 1 : Execute Educational theories and Principles in a classroom setting of Elementary Level | | | | | | |
| 1 | I am able to define, summarize concepts in Education. | | | | | |
| 2 | I am able to apply educational concepts in multi-disciplinary context. | | | | | |
| 3 | I am able to demonstrate and critically analyse educational problems in changing school environment. | | | | | |
| 4 | I shall relate academic learning to classroom settings. | | | | | |
| PLO 2 : Develop teaching competencies and transfer it into practice at the Elementary Level class room | | | | | | |
| 1 | I have ability to identify, define and investigate contemporary educational issues. | | | | | |
| 2 | I have been able to distinguish teaching competencies with the pseudo appearing teaching skills. | | | | | |
| 3 | I have been able to develop basic teaching skills required in the profession. | | | | | |
| 4 | I have been able to develop multiple teaching styles on the basis of the need of the learners. | | | | | |
| PLO 3 : Reproduce effective educational performance using research skills, Information and Technological Competencies at the elementary level Teaching | | | | | | |
| 1 | I have been able to groom myself as the reflector in the contextual setting in the field. | | | | | |

| | | | | | | |
|--|---|--|--|--|--|--|
| 2 | I can easily locate information through ICT to support my teaching learning practices. | | | | | |
| 3 | I am able to use various IT tools and technologies for data processing and analysis. | | | | | |
| 4 | I have been able to develop the skill of transforming educational problems into research problems | | | | | |
| PLO 4 and 5 : Recognize ethical considerations and values relevant to teaching learning processes | | | | | | |
| 1 | I understand and practice the highest standards of ethical behaviour associated with education profession. | | | | | |
| 2 | I am ethical responsible towards colleagues, research subjects, the wider community, and the environment; | | | | | |
| 3 | I learn to appreciate core universal values as an integral part of both personal and professional life. | | | | | |
| 4. | I am feeling confident to transmit the learned ethics and values with the same spirit to the learners | | | | | |
| PLO 6: Comprehend their content knowledge for their own higher education and for elementary classroom setting | | | | | | |
| 1. | I have been able to acquire proficiency in applying fundamental principles of various disciplines to pursue the higher studies. | | | | | |
| 2. | I am confident enough to apply the acquired knowledge in the appropriate venues with objective perspective | | | | | |
| 3. | I have been able to acquire higher order thinking skills required to be successful for higher studies. | | | | | |
| 4. | I am feeling confident to establish myself at the higher level with all the transmitted knowledge in the program | | | | | |
| PLO 7 : Demonstrate effective communication (One Foreign Language too) and behavioural Skills to support and enhance educational effectiveness in and outside and inside the elementary classroom | | | | | | |
| 1 | I have ability to speak proficiently. | | | | | |
| 2 | I am competent to convey information in writing. | | | | | |
| 3 | I can Communicate clearly and effectively. | | | | | |
| 4 | I have been able to emerge as a good listener for enhancing my communication skills | | | | | |
| PLO 7 : Generate positive perspectives and skills that enhances educational leadership in education | | | | | | |
| 1 | I am able to understand global issues related to education from different perspectives. | | | | | |
| 2 | I learn from and respect different cultures. | | | | | |
| 3 | I find myself capable of applying my knowledge in local, national and international contexts | | | | | |
| 4 | I know to communicate in multi-cultural context. | | | | | |
| PLO 8 : Apply core teaching skills in elementary classes | | | | | | |
| 1. | I am Respectful & Empathetic towards others views irrespective of caste, race, class, gender, religion etc. | | | | | |
| 2. | I am a collaborative team worker. | | | | | |
| 3. | I can stay calm in adverse classroom situations and motivate my students. | | | | | |
| 4. | I am confident to initiate and lead my peer teachers in any educational task assigned by school management. | | | | | |

PLO 9 : Generate positive perspectives and skills that enhances educational leadership in education

| | | | | | | |
|---|---|--|--|--|--|--|
| 1 | I have basic teaching skills & content knowledge to be employable as a teacher. | | | | | |
| 2 | I can create visibility for myself to draw attention of a employer of my field. | | | | | |
| 3 | I possess entrepreneur skill in educational setting. | | | | | |
| 4 | I always find opportunities to improve the educational values. | | | | | |

PLO 10: Execute and reflect learning and development throughout their career

| | | | | | | |
|---|--|--|--|--|--|--|
| 1 | I have curiosity to learn new things. | | | | | |
| 2 | I am competent to acquire knowledge on my own through various sources. | | | | | |
| 3 | I feel I am a self-directed learner. | | | | | |
| 4 | I can apply my knowledge and skill set in my teaching profession. | | | | | |
| 5 | I use my prior learning to approach a new problem. | | | | | |

Experience at AMITY

| | | | | | | |
|---|---|--|--|--|--|--|
| 1 | I am overall satisfied with the methodologies and pedagogical tools used by my faculty. | | | | | |
| 2 | I find the curriculum contemporary and relevant to the industry. | | | | | |
| 3 | I got ample opportunities for Interaction and practice in school. | | | | | |
| 4 | I am satisfied with the Internship facility provided to me. | | | | | |
| 5 | I am satisfied with the University Infrastructure. | | | | | |
| 6 | I am overall satisfied with the Faculties who taught me. | | | | | |
| 7 | I am overall satisfied with the Programme. | | | | | |

Thank you for taking the time to complete this survey.

Appendix 7.3d: Student Exit Survey – Bachelor of Education (B. Ed)



AMITY UNIVERSITY
UTTAR PRADESH

Student Exit Survey

Programme B.Ed

Batch _____

Dear Student, the objective of this Survey is to seek your candid assessment regarding the various learning aspects of the B.Ed. programme. The information from this survey shall be analysed and used to identify the areas of improvement.

| S.No. | Statements | Strongly agree | Agree | Neither agree nor disagree | Somewhat Agree | Not at all agree |
|--|--|----------------|-------|----------------------------|----------------|------------------|
| PL0 1 : Relate educational theories and principles in secondary classroom environment | | | | | | |
| 1 | I am able to define, summarize concepts in Education. | | | | | |
| 2 | I am able to apply educational concepts in multi-disciplinary context. | | | | | |
| 3 | I am able to demonstrate and critically analyse educational problems in changing school environment. | | | | | |
| 4 | I try to relate academic learning to practical issues. | | | | | |
| PL0 2: Apply theory, and core teaching skills in making effective decisions in secondary level classroom | | | | | | |
| 1 | I am able to acquire and evaluate new knowledge through action research methods. | | | | | |
| 2 | I have ability to identify, define and investigate contemporary educational issues | | | | | |
| 3 | I have ability to formulate research questions and set research goals. | | | | | |
| 4 | I am able to critical analyse data/information and interpret results for driving optimum solutions. | | | | | |
| PL0 3 : Design effective educational tools using research skills, Information and Technological competencies in the given educational framework | | | | | | |
| 1 | I find myself Information and Digital literate. | | | | | |
| 2 | I can easily locate information through ICT to support my teaching learning practices. | | | | | |
| 3 | I am able to use various IT tools and technologies for data processing and analysis. | | | | | |
| 4 | I have been able to develop the skill of transforming educational problems into research problems | | | | | |

| PLO 4 : Apply the use of specific teaching skills and techniques. Student shall be able to be able to plan select effective pedagogical tools | | | | | | |
|--|--|--|--|--|--|--|
| 1 | I have ability to critically think on any educational problem. | | | | | |
| 2 | I can apply various decision making methods to scientifically solve any problem related to teaching-learning process | | | | | |
| 3 | I can apply range of strategies for solving a problem. | | | | | |
| 4 | I have ability to develop creative, innovative and practical solution. | | | | | |
| 5 | I have ability to implement and test solutions. | | | | | |
| PLO 5 and 6 : Demonstrate effective communication and behavioural skills to support educational effectiveness in and outside and inside the classroom | | | | | | |
| 1 | I have ability to speak proficiently. | | | | | |
| 2 | I am competent to convey information in writing. | | | | | |
| 3 | I can Communicate clearly and effectively. | | | | | |
| 4 | I am a good listener in everyday classroom practices. | | | | | |
| PLO 7 : Generate positive perspectives and skills that enhances educational leadership in education | | | | | | |
| 1. | I am Respectful and Empathetic towards others views irrespective of caste, race, class, gender, religion etc. | | | | | |
| 2. | I am a collaborative team worker. | | | | | |
| 3. | I can stay calm in adverse classroom situations and motivate my students. | | | | | |
| 4. | I am confident to initiate and lead my peer teachers in any educational task assigned by school management. | | | | | |
| PLO 8 :Recognize ethical considerations and values relevant to teaching leaning processes | | | | | | |
| 1 | I understand and practice the highest standards of ethical behaviour associated with education profession. | | | | | |
| 2 | I am ethical responsible towards colleagues, research subjects, the wider community, and the environment; | | | | | |
| 3 | I learn to appreciate core universal values as an integral part of both personal and professional life. | | | | | |
| 4. | I am feeling confident to transmit the learned ethics and values with the same spirit to the learners | | | | | |
| PLO 9 : Execute and reflect learning and development throughout their career | | | | | | |
| 1 | I have basic teaching skills & content knowledge to be employable as a teacher. | | | | | |
| 2 | I can create visibility for myself to draw attention of a employer of my field. | | | | | |
| 3 | I possess entrepreneur skill in educational setting. | | | | | |
| 4 | I always find opportunities to improve the educational values. | | | | | |
| PLO 10: Execute learning and development throughout their career | | | | | | |
| 1 | I have curiosity to learn new things. | | | | | |
| 2 | I am competent to acquire knowledge on my own through various sources. | | | | | |
| 3 | I feel I am a self-directed learner. | | | | | |
| 4 | I can apply my knowledge and skill set in my teaching profession. | | | | | |
| 5 | I use my prior learning to approach a new problem. | | | | | |
| Experience at AMITY | | | | | | |

| | | | | | | |
|---|---|--|--|--|--|--|
| 1 | I am overall satisfied with the methodologies and pedagogical tools used by my faculty. | | | | | |
| 2 | I find the curriculum contemporary and relevant to the industry. | | | | | |
| 3 | I got ample opportunities for Interaction and practice in school. | | | | | |
| 4 | I am satisfied with the Internship facility provided to me. | | | | | |
| 5 | I am satisfied with the University Infrastructure. | | | | | |
| 6 | I am overall satisfied with the Faculties who taught me. | | | | | |
| 7 | I am overall satisfied with the Programme. | | | | | |

Thank you for taking the time to complete this survey.

Appendix7.3e: Student Exit Survey – Master of Physical Education (M.P.Ed.)



AMITY UNIVERSITY
— UTTAR PRADESH —

Student Exit Survey

Domain : **Education**
Programme Group : **MPEd**

Dear Student, the objective of this Survey is to seek your candid assessment regarding the various learning aspects of the MPEd programme. The information from this survey shall be analysed and used to identify the areas of improvement.

| S.No. | Statements | Strongly agree | Agree | Neither agree nor disagree | Somewhat Agree | Not at all agree |
|--|--|----------------|-------|----------------------------|----------------|------------------|
| PLO 1 : Students shall be able to demonstrate broad knowledge of the physical educational philosophy and principles in a professional work setting | | | | | | |
| 1 | I am able to demonstrate broad knowledge of the physical educational philosophy in a professional work setting | | | | | |
| 2 | I am able to demonstrate the physical educational principles in a professional work setting | | | | | |
| PLO 2: Students shall be able to integrate theory, practicum and teaching practice, in making effective teaching learning environment by understanding the relationship of physical education and sports with global environment. | | | | | | |
| 1 | I am able to integrate theory, practicum and in making effective teaching learning environment | | | | | |
| 2 | I am able to integrate theory and teaching practice in making effective teaching learning environment. | | | | | |
| 3. | I am able to y understanding the relationship of physical education and sports with global environment. | | | | | |
| | | | | | | |
| PLO 3 : Students shall be able to construct and maintain effective educational performance by leveraging skills of information and technology in the area of physical education and sports. | | | | | | |
| 1 | I am able to construct effective | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| | educational performance by leveraging skills of information and technology in the area of physical education and sports. | | | | | |
| 2. | I am able to maintain effective educational performance by information and technology in the area of physical education and sports. | | | | | |
| PLO 4 : Students shall be able to recognize when and how to use appropriate teaching skills and techniques. | | | | | | |
| 1 | I am able to recognize when to use appropriate teaching skills and techniques. | | | | | |
| 2. | I am able to recognize how to use appropriate teaching skills and techniques. | | | | | |
| PLO 5 : Students shall be able to demonstrate effective communication and behavioural skills that support and enhance educational effectiveness in physical education and sports. | | | | | | |
| 1 | I am able to demonstrate effective communication that support and enhance educational effectiveness in physical education and sports. | | | | | |
| 2. | I am able to demonstrate effective behavioural skills that support and enhance educational effectiveness in physical education and sports. | | | | | |
| PLO 6 : Students shall be able to demonstrate effective teaching and practical skills in physical education and sports. | | | | | | |
| 1 | I am able to demonstrate effective teaching skills in physical education and sports. | | | | | |
| 2. | I am able to demonstrate effective practical skills in physical education and sports. | | | | | |
| PLO 7 : Students shall be able to develop positive perspectives and skills in the field of teaching, practicum organization, administration and leadership. | | | | | | |
| 1 | I am able to develop positive perspectives in the field of teaching, practicum organization, administration and leadership. | | | | | |
| 2 | I am able to develop skills in the field of teaching and practicum. | | | | | |
| 3 | I am able to develop skills in the field of organization and administration. | | | | | |
| 4 | I am able to develop skills in the field of | | | | | |

| | | | | | | |
|---|---|--|--|--|--|--|
| | leadership. | | | | | |
| PLO 8 : Students shall be able to act ethically and responsibly in physical education and sports | | | | | | |
| 1 | I understand the ethical concepts in physical education and sports. | | | | | |
| 2. | I understand the ethical responsibility in physical education and sports. | | | | | |
| PLO 9 : Students shall be able to critically evaluate and reflect learning and development throughout their career in physical education and sports. | | | | | | |
| 1 | I am able to critically evaluate and reflect learning in physical education and sports. | | | | | |
| 2. | I am able to develop a career in physical education and sports. | | | | | |
| Experience at AMITY | | | | | | |
| 1 | I am overall satisfied with the methodologies and pedagogical tools used by my faculty. | | | | | |
| 2 | I find the curriculum contemporary and relevant to the industry. | | | | | |
| 3 | I got ample opportunities for Industry Interaction. | | | | | |
| 4 | I am satisfied with the Internship facility provided to me. | | | | | |
| 5 | I am satisfied with the University Infrastructure. | | | | | |
| 6 | I am overall satisfied with the Faculties who taught me. | | | | | |
| 7 | I am overall satisfied with the Programme. | | | | | |

Thank you for taking the time to complete this survey.

Appendix 7.3f : Student Exit Survey – Master of Education (M. Ed.)



AMITY UNIVERSITY
UTTAR PRADESH

Student Exit Survey

Programme M.Ed

Batch _____

Dear Student, the objective of this Survey is to seek your outspoken assessment regarding the various learning aspects of the M.Ed. programme. The information from this survey shall be analysed and used to identify the areas of improvement.

| S.No. | Statements | Strongly agree | Agree | Neither agree nor disagree | Somewhat Agree | Not at all agree |
|--|--|----------------|-------|----------------------------|----------------|------------------|
| PLO 1 : Demonstrate core educational principles common in the field of education | | | | | | |
| 1 | I am able to demonstrate the concepts of Education. | | | | | |
| 2 | I am able to use the application of the course in multi-disciplinary context. | | | | | |
| 3 | I am able to evaluate and vitally analyse current educational problems in changing school environment. | | | | | |
| 4 | I am able to relate academic learning to practical issues. | | | | | |
| PLO 2: Demonstrate effective educational performance by using research skills and state of the art ICT competencies within given educational framework | | | | | | |
| 1 | I am able to gain and appraise new knowledge in classroom by applying research methods | | | | | |
| 2 | I have ability to construct and standardised psychological tools. | | | | | |
| 3 | I have ability to use statistical techniques in testing the hypothesis. | | | | | |
| 4 | I am able to critical analyse data/information and interpret results for driving optimum solutions. | | | | | |
| 5 | I have ability to conduct a research on the current educational issues. | | | | | |
| PLO 3 : Demonstrate effective educational performance by using research skills and state of the art ICT competencies within given educational framework | | | | | | |
| 1 | I can use SPSS and EXCEL in my research | | | | | |
| 2 | I can easily locate information through ICT to support my teaching learning practices. | | | | | |
| 3 | I am able to use various IT tools and technologies for data processing and analysis. | | | | | |
| 4 | I have been able to develop the skill of transforming educational problems into research problems | | | | | |
| PLO 4 : Select the appropriate teaching skills and techniques as per their pedagogical specialization | | | | | | |
| 1 | I have ability to critically think on any educational problem. | | | | | |
| 2 | I can apply various decision making methods to scientifically | | | | | |

| | | | | | | |
|---|---|--|--|--|--|--|
| | solve any problem related to teaching- learning process | | | | | |
| 3 | I can apply a wide range of strategies for solving a problem. | | | | | |
| 4 | I have ability to develop creative, innovative and practical solution to the problem. | | | | | |
| 5 | I have ability to implement and test solutions. | | | | | |
| PLO 5 : Show appropriate communication and behavioural skills that support and enhance teaching- learning and research | | | | | | |
| 1 | I have ability to speak proficiently. | | | | | |
| 2 | I am competent to convey information in writing. | | | | | |
| 3 | I can Communicate clearly and effectively. | | | | | |
| 4 | I think, I am a quite good listener in everyday classroom practices. | | | | | |
| 5 | I am good in normal as well as Inclusive classroom setting | | | | | |
| PLO 6 and 7: Relate theory and practical in making prudent decisions in education field in the context of global trend | | | | | | |
| 1 | I am able to understand global issues related to education from different perspectives. | | | | | |
| 2 | I learn from and respect different cultures. | | | | | |
| 3 | I find myself capable of applying my knowledge in local, national and international contexts | | | | | |
| 4 | I know to communicate in multi-cultural context. | | | | | |
| PLO 8: Organize and reflect learning and development throughout their career | | | | | | |
| 1 | I have curiosity to learn new things. | | | | | |
| 2 | I am competent to acquire knowledge on my own through various sources. | | | | | |
| 3 | I feel I am a self-directed learner. | | | | | |
| 4 | I can apply my knowledge and skills in my teaching profession. | | | | | |
| 5 | I use my prior learning to approach a new problem. | | | | | |
| PLO 9 and 10: Defend ethical considerations and values relevant to teaching learning processes | | | | | | |
| 1 | I understand and practice the highest standards of ethical behaviour associated with education profession. | | | | | |
| 2 | I am ethical responsible towards colleagues, research subjects, the wider community, and the environment; | | | | | |
| 3 | I strive for justice, equality, honesty, and integrity in all my personal, professional pursuits inside and outside the classroom | | | | | |
| 4 | I always find opportunities to improve the educational values. | | | | | |
| Experience at AMITY | | | | | | |
| 1 | I am quite satisfied with the methodologies and pedagogical tools and techniques used by my faculty. | | | | | |
| 2 | I find the curriculum contemporary and relevant as per the need of the global society | | | | | |
| 3 | I got ample opportunities for Interaction and practice in school. | | | | | |
| 4 | I am satisfied with the Internship facilities provided to me. | | | | | |
| 5 | I am satisfied with the University Infrastructure. | | | | | |
| 6 | I am overall satisfied with the Faculties who taught me. | | | | | |
| 7 | I am overall satisfied with the relevance of the Programme. | | | | | |

Thank you for taking the time to complete this survey.

Appendix 7.4a Guidelines of Comprehensive Exam and Tools - Bachelor of Physical Education (BPE)



AMITY UNIVERSITY
— UTTAR PRADESH —

**Amity University Uttar Pradesh
Faculty of Physical Education**

Comprehensive Examination Guidelines for B.P.E Programmes for intended Programme Learning Outcomes

| | | |
|----------------|---|---|
| Purpose | : | To assess attainment of programme goals in the core and specialisation areas of all the programmes in Faculty of Education. |
| Goal(s) | : | <ol style="list-style-type: none"> 1. Students shall be able to be able to demonstrate core educational principles common in the field of education. 2. Students shall be able to be able to relate theory and practical in making prudent decisions in education field in the context of global trend. 3. Students shall be able to be able to demonstrate effective educational performance by using research skills and state of the art ICT competencies within given educational framework. 4. Students shall be able to be able to select the appropriate teaching & Research skills and techniques as per their pedagogical specialization. 5. Students shall be able to be able to show appropriate communication and behavioural skills that support and enhance teaching- learning and research. 6. Students shall be able to be able to justify effective pedagogical practices prevalent in the field of education in critical manner. 7. Students shall be able to be able to generate positive perspectives and skills that enhance educational leadership in education. 8. Students shall be able to be able to defend ethical considerations and values relevant to teaching learning processes. 9. Students shall be able to be able to organize and reflect learning and development throughout their career |

| | | |
|-----------------|---|--|
| Process: | : | The comprehensive examination would be conducted at the end of each program. |
|-----------------|---|--|

Comprehensive Examination Framework

- Total Multiple Choice questions to be asked : 200
- Programme Group Questions shall be common for all programmes in the programme group and shall be entered by Programme Group Coordinator in Amizone.
- Programme Questions for each programme shall be different and shall be entered by the HoIs.
- Students shall be able to see all the 200 questions together.
- The questions must be linked to the PLOs, Institution Graduate Attributes, Domain Graduate Attributes and Finally to University Graduate Attributes.

| S. No. | Section / University Graduate Attributes | Description of the section | Sub Section | No of Q | Programme Group Questions (PG) /Programme Questions (P) |
|--------|--|--|-------------|---------|---|
| 1 | Knowledge & Expertise of a discipline | This section shall comprise of items meant to assess student teachers' knowledge and understanding of psychology of learning and development and philosophy of education. | 1A | 20 | PG |
| | | | 1B | 20 | PG |
| | | | 1C | 20 | P |
| 2 | Research Enquiry | This section aims to assess the programme learning outcome related to knowledge of basic concepts of research in education and its application in school and classroom context by student teachers | 2A | 20 | PG |
| | | | 2B | 15 | P |
| 3 | Information & Digital Literacy | This section aims to assess the programme learning outcome related to the knowledge of ICT in Education, necessary skills required for its application in the schools. | 3A | 5 | PG |
| | | | 3B | 5 | P |
| 4 | Global Citizen | This section shall comprise of questions on the sociological aspect of education , assessing the understanding of students' awareness of the social dimension of education focussing on global citizenship and nurturance of values for a meaningful life. | 4 | 10 | PG |

| | | | | | |
|---|---|--|----|-----|----|
| 5 | Problem Solving | This section aims to assess the programme learning outcome related to the pedagogy ,inculcation of lifelong learning attitude and skill along with professional responsibility and ethical behaviour of student teachers. | 5A | 10 | PG |
| | | | 5B | 30 | P |
| 6 | Ethical, Social and Professional Responsibility | on shall comprise of questions on the sociological aspect of education , assessing the understanding of students' awareness of the social dimension of education focussing on global citizenship and nurturance of values for a meaningful life. | 6 | 10 | PG |
| 7 | Employability, Enterprise & Entrepreneurship | This section aims to assess the programme learning outcome related to the pedagogy , incultation of lifelong learning attitude and skill along with professional responsibility and ethical behaviour of student teachers. It also assesses the student teachers on their employability and entrepreneurship quotient. | 7A | 5 | PG |
| | | | 7B | 5 | P |
| 8 | Life Long Learning | This section aims to assess the programme learning outcome related to the pedagogy ,inculcation of lifelong learning attitude and skill along with professional responsibility and ethical behaviour of student teachers. It also assesses the student teachers on their employability and entrepreneurship quotient. | 8 | 15 | PG |
| 9 | General | This section consists of overall understanding of discipline of education | 9 | 10 | PG |
| | Total | | | 200 | |

Appendix 7.4b Guidelines of Comprehensive Exam and Tools - Bachelor of Physical Education (BPed)



AMITY UNIVERSITY
UTTAR PRADESH

**Amity University Uttar Pradesh
Faculty of Education**

Comprehensive Examination Guidelines for B.P.ED Programmes for intended Programme Learning Outcomes

| | | |
|-----------------|---|---|
| Purpose | : | To assess attainment of programme goals in the core and specialisation areas of all the programmes in Faculty of Education. |
| Goal(s) | : | <ol style="list-style-type: none"> 1. Students shall be able to be able to demonstrate core educational principles common in the field of education. 2. Students shall be able to be able to relate theory and practical in making prudent decisions in education field in the context of global trend. 3. Students shall be able to be able to demonstrate effective educational performance by using research skills and state of the art ICT competencies within given educational framework. 4. Students shall be able to be able to select the appropriate teaching & Research skills and techniques as per their pedagogical specialization. 5. Students shall be able to be able to show appropriate communication and behavioural skills that support and enhance teaching- learning and research. 6. Students shall be able to be able to justify effective pedagogical practices prevalent in the field of education in critical manner. 7. Students shall be able to be able to generate positive perspectives and skills that enhance educational leadership in education. 8. Students shall be able to be able to defend ethical considerations and values relevant to teaching learning processes. 9. Students shall be able to be able to organize and reflect learning and development throughout their career |
| Process: | : | The comprehensive examination would be conducted at the end of each program. |

Comprehensive Examination Framework

- Total Multiple Choice questions to be asked : 200
- Programme Group Questions shall be common for all programmes in the programme group and shall be entered by Programme Group Coordinator in Amizone.
- Programme Questions for each programme shall be different and shall be entered by the HoIs.
- Students shall be able to see all the 200 questions together.
- The questions must be linked to the PLOs, Institution Graduate Attributes, Domain Graduate Attributes and Finally to University Graduate Attributes.

| S. No. | Section / University Graduate Attributes | Description of the section | Sub Section | No of Q | Programme Group Questions (PG) /Programme Questions (P) |
|--------|--|--|-------------|---------|---|
| 1 | Knowledge & Expertise of a discipline | This section shall comprise of items meant to assess student teachers' knowledge and understanding of psychology of learning and development and philosophy of education. | 1A | 20 | PG |
| | | | 1B | 20 | PG |
| | | | 1C | 20 | P |
| 2 | Research Enquiry | This section aims to assess the programme learning outcome related to knowledge of basic concepts of research in education and its application in school and classroom context by student teachers | 2A | 20 | PG |
| | | | 2B | 15 | P |
| 3 | Information & Digital Literacy | This section aims to assess the programme learning outcome related to the knowledge of ICT in Education, necessary skills required for its application in the schools. | 3A | 5 | PG |
| | | | 3B | 5 | P |
| 4 | Global Citizen | This section shall comprise of questions on the sociological aspect of education , assessing the understanding of students' awareness of the social dimension of education focussing on global citizenship and nurturance of values for a meaningful life. | 4 | 10 | PG |
| 5 | Problem Solving | This section aims to assess the programme learning outcome related to the pedagogy ,inculcation of lifelong learning attitude and skill along with professional responsibility and ethical | 5A | 10 | PG |
| | | | 5B | 30 | P |

| | | | | | |
|---|---|--|----|-----|----|
| | | behaviour of student teachers. | | | |
| 6 | Ethical, Social and Professional Responsibility | on shall comprise of questions on the sociological aspect of education , assessing the understanding of students' awareness of the social dimension of education focussing on global citizenship and nurturance of values for a meaningful life. | 6 | 10 | PG |
| 7 | Employability, Enterprise & Entrepreneurship | This section aims to assess the programme learning outcome related to the pedagogy , inculcation of lifelong learning attitude and skill along with professional responsibility and ethical behaviour of student teachers. It also assesses the student teachers on their employability and entrepreneurship quotient. | 7A | 5 | PG |
| | | | 7B | 5 | P |
| 8 | Life Long Learning | This section aims to assess the programme learning outcome related to the pedagogy ,inculcation of lifelong learning attitude and skill along with professional responsibility and ethical behaviour of student teachers. It also assesses the student teachers on their employability and entrepreneurship quotient. | 8 | 15 | PG |
| 9 | General | This section consists of overall understanding of discipline of education | 9 | 10 | PG |
| | Total | | | 200 | |



AMITY UNIVERSITY
UTTAR PRADESH

**Amity University Uttar Pradesh
Faculty of Education**

Comprehensive Examination Guidelines for B.El.ED Programmes for intended Programme Learning Outcomes

| | | |
|-----------------|---|---|
| Purpose | : | To assess attainment of programme goals in the core and specialisation areas of all the programmes in Faculty of Education. |
| Goal(s) | : | <ol style="list-style-type: none"> 1. Students shall be able to be able to demonstrate core educational principles common in the field of education. 2. Students shall be able to be able to relate theory and practical in making prudent decisions in education field in the context of global trend. 3. Students shall be able to be able to demonstrate effective educational performance by using research skills and state of the art ICT competencies within given educational framework. 4. Students shall be able to be able to select the appropriate teaching & Research skills and techniques as per their pedagogical specialization. 5. Students shall be able to be able to show appropriate communication and behavioural skills that support and enhance teaching- learning and research. 6. Students shall be able to be able to justify effective pedagogical practices prevalent in the field of education in critical manner. 7. Students shall be able to be able to generate positive perspectives and skills that enhance educational leadership in education. 8. Students shall be able to be able to defend ethical considerations and values relevant to teaching learning processes. 9. Students shall be able to be able to organize and reflect learning and development throughout their career |
| Process: | : | The comprehensive examination would be conducted at the end of each program. |

Comprehensive Examination Framework

- Total Multiple Choice questions to be asked : 200
- Programme Group Questions shall be common for all programmes in the programme group and shall be entered by Programme Group Coordinator in Amizone.
- Programme Questions for each programme shall be different and shall be entered by the HoIs.
- Students shall be able to see all the 200 questions together.
- The questions must be linked to the PLOs, Institution Graduate Attributes, Domain Graduate Attributes and Finally to University Graduate Attributes.

| S. No. | Section / University Graduate Attributes | Description of the section | Sub Section | No of Q | Programme Group Questions (PG) /Programme Questions (P) |
|--------|--|--|-------------|---------|---|
| 1 | Knowledge & Expertise of a discipline | This section shall comprise of items meant to assess student teachers' knowledge and understanding of psychology of learning and development and philosophy of education. | 1A | 20 | PG |
| | | | 1B | 20 | PG |
| | | | 1C | 20 | P |
| 2 | Research Enquiry | This section aims to assess the programme learning outcome related to knowledge of basic concepts of research in education and its application in school and classroom context by student teachers | 2A | 20 | PG |
| | | | 2B | 15 | P |
| 3 | Information & Digital Literacy | This section aims to assess the programme learning outcome related to the knowledge of ICT in Education, necessary skills required for its application in the schools. | 3A | 5 | PG |
| | | | 3B | 5 | P |
| 4 | Global Citizen | This section shall comprise of questions on the sociological aspect of education , assessing the understanding of students' awareness of the social dimension of education focussing on global citizenship and nurturance of values for a meaningful life. | 4 | 10 | PG |
| 5 | Problem Solving | This section aims to assess the programme learning outcome related to the pedagogy ,inculcation of lifelong learning attitude and skill along with professional responsibility and ethical behaviour of student | 5A | 10 | PG |
| | | | 5B | 30 | P |

| | | | | | |
|---|---|--|----|-----|----|
| | | teachers. | | | |
| 6 | Ethical, Social and Professional Responsibility | on shall comprise of questions on the sociological aspect of education , assessing the understanding of students' awareness of the social dimension of education focussing on global citizenship and nurturance of values for a meaningful life. | 6 | 10 | PG |
| 7 | Employability, Enterprise & Entrepreneurship | This section aims to assess the programme learning outcome related to the pedagogy , inculcation of lifelong learning attitude and skill along with professional responsibility and ethical behaviour of student teachers. It also assesses the student teachers on their employability and entrepreneurship quotient. | 7A | 5 | PG |
| | | | 7B | 5 | P |
| 8 | Life Long Learning | This section aims to assess the programme learning outcome related to the pedagogy ,inculcation of lifelong learning attitude and skill along with professional responsibility and ethical behaviour of student teachers. It also assesses the student teachers on their employability and entrepreneurship quotient. | 8 | 15 | PG |
| 9 | General | This section consists of overall understanding of discipline of education | 9 | 10 | PG |
| | Total | | | 200 | |



AMITY UNIVERSITY
UTTAR PRADESH

**Amity University Uttar Pradesh
Faculty of Education**

Comprehensive Examination Guidelines for B.ED Programmes for intended Programme Learning Outcomes

| | | |
|-----------------|---|---|
| Purpose | : | To assess attainment of programme goals in the core and specialisation areas of all the programmes in Faculty of Education. |
| Goal(s) | : | <ol style="list-style-type: none"> 1. Students shall be able to be able to demonstrate core educational principles common in the field of education. 2. Students shall be able to be able to relate theory and practical in making prudent decisions in education field in the context of global trend. 3. Students shall be able to be able to demonstrate effective educational performance by using research skills and state of the art ICT competencies within given educational framework. 4. Students shall be able to be able to select the appropriate teaching & Research skills and techniques as per their pedagogical specialization. 5. Students shall be able to be able to show appropriate communication and behavioural skills that support and enhance teaching- learning and research. 6. Students shall be able to be able to justify effective pedagogical practices prevalent in the field of education in critical manner. 7. Students shall be able to be able to generate positive perspectives and skills that enhance educational leadership in education. 8. Students shall be able to be able to defend ethical considerations and values relevant to teaching learning processes. 9. Students shall be able to be able to organize and reflect learning and development throughout their career |
| Process: | : | The comprehensive examination would be conducted at the end of each program. |

Comprehensive Examination Framework

- Total Multiple Choice questions to be asked : 200
- Programme Group Questions shall be common for all programmes in the programme group and shall be entered by Programme Group Coordinator in Amizone.
- Programme Questions for each programme shall be different and shall be entered by the HoIs.
- Students shall be able to see all the 200 questions together.
- The questions must be linked to the PLOs, Institution Graduate Attributes, Domain Graduate Attributes and Finally to University Graduate Attributes.

| S. No. | Section / University Graduate Attributes | Description of the section | Sub Section | No of Q | Programme Group Questions (PG) /Programme Questions (P) |
|--------|--|--|-------------|---------|---|
| 1 | Knowledge & Expertise of a discipline | This section shall comprise of items meant to assess student teachers' knowledge and understanding of psychology of learning and development and philosophy of education. | 1A | 20 | PG |
| | | | 1B | 20 | PG |
| | | | 1C | 20 | P |
| 2 | Research Enquiry | This section aims to assess the programme learning outcome related to knowledge of basic concepts of research in education and its application in school and classroom context by student teachers | 2A | 20 | PG |
| | | | 2B | 15 | P |
| 3 | Information & Digital Literacy | This section aims to assess the programme learning outcome related to the knowledge of ICT in Education, necessary skills required for its application in the schools. | 3A | 5 | PG |
| | | | 3B | 5 | P |
| 4 | Global Citizen | This section shall comprise of questions on the sociological aspect of education , assessing the understanding of students' awareness of the social dimension of education focussing on global citizenship and nurturance of values for a meaningful life. | 4 | 10 | PG |
| 5 | Problem Solving | This section aims to assess the programme learning outcome related to the pedagogy ,inculcation of lifelong learning attitude and skill along with professional responsibility and ethical behaviour of student teachers. | 5A | 10 | PG |
| | | | 5B | 30 | P |

| | | | | | |
|---|---|--|----|-----|----|
| 6 | Ethical, Social and Professional Responsibility | on shall comprise of questions on the sociological aspect of education , assessing the understanding of students' awareness of the social dimension of education focussing on global citizenship and nurturance of values for a meaningful life. | 6 | 10 | PG |
| 7 | Employability, Enterprise & Entrepreneurship | This section aims to assess the programme learning outcome related to the pedagogy , inculcation of lifelong learning attitude and skill along with professional responsibility and ethical behaviour of student teachers. It also assesses the student teachers on their employability and entrepreneurship quotient. | 7A | 5 | PG |
| | | | 7B | 5 | P |
| 8 | Life Long Learning | This section aims to assess the programme learning outcome related to the pedagogy ,inculcation of lifelong learning attitude and skill along with professional responsibility and ethical behaviour of student teachers. It also assesses the student teachers on their employability and entrepreneurship quotient. | 8 | 15 | PG |
| 9 | General | This section consists of overall understanding of discipline of education | 9 | 10 | PG |
| | Total | | | 200 | |

Appendix 7.4e Guidelines of Comprehensive Exam and Tools – Master of Physical Education (M.P.Ed.)



AMITY UNIVERSITY
— UTAR PRADESH —

**Amity University Uttar Pradesh
Faculty of Physical Education**

Comprehensive Examination Guidelines for M.P.ED Programmes for intended Programme Learning Outcomes

| | | |
|----------------|---|---|
| Purpose | : | To assess attainment of programme goals in the core and specialisation areas of all the programmes in Faculty of Education. |
| Goal(s) | : | <ol style="list-style-type: none"> 1. Students shall be able to be able to demonstrate core educational principles common in the field of education. 2. Students shall be able to be able to relate theory and practical in making prudent decisions in education field in the context of global trend. 3. Students shall be able to be able to demonstrate effective educational performance by using research skills and state of the art ICT competencies within given educational framework. 4. Students shall be able to be able to select the appropriate teaching & Research skills and techniques as per their pedagogical specialization. 5. Students shall be able to be able to show appropriate communication and behavioural skills that support and enhance teaching- learning and research. 6. Students shall be able to be able to justify effective pedagogical practices prevalent in the field of education in critical manner. 7. Students shall be able to be able to generate positive perspectives and skills that enhance educational leadership in education. 8. Students shall be able to be able to defend ethical considerations and values relevant to teaching learning processes. 9. Students shall be able to be able to organize and reflect learning and development throughout their career |

| | | |
|-----------------|---|--|
| Process: | : | The comprehensive examination would be conducted at the end of each program. |
|-----------------|---|--|

Comprehensive Examination Framework

- Total Multiple Choice questions to be asked : 200
- Programme Group Questions shall be common for all programmes in the programme group and shall be entered by Programme Group Coordinator in Amizone.
- Programme Questions for each programme shall be different and shall be entered by the HoIs.
- Students shall be able to see all the 200 questions together.
- The questions must be linked to the PLOs, Institution Graduate Attributes, Domain Graduate Attributes and Finally to University Graduate Attributes.

| S. No. | Section / University Graduate Attributes | Description of the section | Sub Section | No of Q | Programme Group Questions (PG) /Programme Questions (P) |
|--------|--|--|-------------|---------|---|
| 1 | Knowledge & Expertise of a discipline | This section shall comprise of items meant to assess student teachers' knowledge and understanding of psychology of learning and development and philosophy of education. | 1A | 20 | PG |
| | | | 1B | 20 | PG |
| | | | 1C | 20 | P |
| 2 | Research Enquiry | This section aims to assess the programme learning outcome related to knowledge of basic concepts of research in education and its application in school and classroom context by student teachers | 2A | 20 | PG |
| | | | 2B | 15 | P |
| 3 | Information & Digital Literacy | This section aims to assess the programme learning outcome related to the knowledge of ICT in Education, necessary skills required for its application in the schools. | 3A | 5 | PG |
| | | | 3B | 5 | P |
| 4 | Global Citizen | This section shall comprise of questions on the sociological aspect of education , assessing the understanding of students' awareness of the social dimension of education focussing on global citizenship and nurturance of values for a meaningful life. | 4 | 10 | PG |
| 5 | Problem Solving | This section aims to assess the programme learning outcome | 5A | 10 | PG |

| | | | | | |
|---|---|--|----|-----|----|
| | | related to the pedagogy ,inculcation of lifelong learning attitude and skill along with professional responsibility and ethical behaviour of student teachers. | 5B | 30 | P |
| 6 | Ethical, Social and Professional Responsibility | on shall comprise of questions on the sociological aspect of education , assessing the understanding of students' awareness of the social dimension of education focussing on global citizenship and nurturance of values for a meaningful life. | 6 | 10 | PG |
| 7 | Employability, Enterprise & Entrepreneurship | This section aims to assess the programme learning outcome related to the pedagogy , inculcation of lifelong learning attitude and skill along with professional responsibility and ethical behaviour of student teachers. It also assesses the student teachers on their employability and entrepreneurship quotient. | 7A | 5 | PG |
| | | | 7B | 5 | P |
| 8 | Life Long Learning | This section aims to assess the programme learning outcome related to the pedagogy ,inculcation of lifelong learning attitude and skill along with professional responsibility and ethical behaviour of student teachers. It also assesses the student teachers on their employability and entrepreneurship quotient. | 8 | 15 | PG |
| 9 | General | This section consists of overall understanding of discipline of education | 9 | 10 | PG |
| | Total | | | 200 | |

Appendix 7.4f Guidelines of Comprehensive Exam and Tools – Master of Education (M.Ed.)



AMITY UNIVERSITY

UTTAR PRADESH

Amity University Uttar Pradesh Faculty of Education

Comprehensive Examination Guidelines for M.ED Programmes for intended Programme Learning Outcomes

| | | |
|-----------------|---|--|
| Purpose | : | To assess attainment of programme goals in the core and specialisation areas of all the programmes in Faculty of Education. |
| Goal(s) | : | <ol style="list-style-type: none"> 1. Students shall be able to demonstrate core educational principles common in the field of education. 2. Students shall be able to relate theory and practical in making prudent decisions in education field in the context of global trend. 3. Students shall be able to demonstrate effective educational performance by using research skills and state of the art ICT competencies within given educational framework. 4. Students shall be able to select the appropriate teaching & Research skills and techniques as per their pedagogical specialization. 5. Students shall be able to show appropriate communication and behavioural skills that support and enhance teaching- learning and research. 6. Students shall be able to justify effective pedagogical practices prevalent in the field of education in critical manner. 7. Students shall be able to generate positive perspectives and skills that enhance educational leadership in education. 8. Students shall be able to defend ethical considerations and values relevant to teaching learning processes. 9. Students shall be able to organize and reflect learning and development throughout their career |
| Process: | : | The comprehensive examination would be conducted at the end of each program. |

Comprehensive Examination Framework

- Total Multiple Choice questions to be asked : 200
- Programme Group Questions shall be common for all programmes in the programme group and shall be entered by Programme Group Coordinator in Amizone.
- Programme Questions for each programme shall be different and shall be entered by the HoIs.
- Students shall be able to see all the 200 questions together.
- The questions must be linked to the PLOs, Institution Graduate Attributes, Domain Graduate Attributes and Finally to University Graduate Attributes.

| S. No. | Section / University Graduate Attributes | Description of the section | Sub Section | No of Q | Programme Group Questions (PG) /Programme Questions (P) |
|--------|--|--|-------------|---------|---|
| 1 | Knowledge & Expertise of a discipline | This section shall comprise of items meant to assess student teachers' knowledge and understanding of psychology of learning and development and philosophy of education. | 1A | 20 | PG |
| | | | 1B | 20 | PG |
| | | | 1C | 20 | P |
| 2 | Research Enquiry | This section aims to assess the programme learning outcome related to knowledge of basic concepts of research in education and its application in school and classroom context by student teachers | 2A | 20 | PG |
| | | | 2B | 15 | P |
| 3 | Information & Digital Literacy | This section aims to assess the programme learning outcome related to the knowledge of ICT in Education, necessary skills required for its application in the schools. | 3A | 5 | PG |
| | | | 3B | 5 | P |
| 4 | Global Citizen | This section shall comprise of questions on the sociological aspect of education , assessing the understanding of students' awareness of the social dimension of education focussing on global citizenship and nurturance of values for a meaningful life. | 4 | 10 | PG |
| 5 | Problem Solving | This section aims to assess the programme learning outcome related to the pedagogy ,inculcation of lifelong learning attitude and skill along with professional responsibility and | 5A | 10 | PG |
| | | | 5B | 30 | P |

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| | | ethical behaviour of student teachers. | | | |
| 6 | Ethical, Social and Professional Responsibility | on shall comprise of questions on the sociological aspect of education , assessing the understanding of students' awareness of the social dimension of education focussing on global citizenship and nurturance of values for a meaningful life. | 6 | 10 | PG |
| 7 | Employability, Enterprise & Entrepreneurship | This section aims to assess the programme learning outcome related to the pedagogy , inculcation of lifelong learning attitude and skill along with professional responsibility and ethical behaviour of student teachers. It also assesses the student teachers on their employability and entrepreneurship quotient. | 7A | 5 | PG |
| | | | 7B | 5 | P |
| 8 | Life Long Learning | This section aims to assess the programme learning outcome related to the pedagogy ,inculcation of lifelong learning attitude and skill along with professional responsibility and ethical behaviour of student teachers. It also assesses the student teachers on their employability and entrepreneurship quotient. | 8 | 15 | PG |
| 9 | General | This section consists of overall understanding of discipline of education | 9 | 10 | PG |
| | Total | | | 200 | |

Domain Leadership and Assessment Team

| Faculty/ Domain : Domain of Education | | | | | | |
|---------------------------------------|---|---------------------------|-----------------|-----------------------------|---|--------|
| Leadership Team | | | | | | |
| Dean/Domain Head: | | Prof.(Dr.) Kalpana Sharma | | | | |
| S.No | Institution Name | Head of the Institution | Programme Title | Programme Leaders | Programme Review Committee (PRC of 3-5 Members) | Role |
| 1 | Amity Institute of Education | Dr. Alka Muddgal | M.Ed | Dr. Neetu Mishra | Dr. Alka Muddgal | Chair |
| | | | | | Dr. Neetu Mishra | Member |
| | | | | | Dr. G.N.Tiwari | Member |
| | | | | | Dr. Harish Kumar | Member |
| | | | | | Dr. Mala Tondon | Member |
| | | | | | Dr. Seema Agnihotri | Member |
| | | | B.Ed | Dr. Priyanka Singh Niranjan | Dr. Alka Muddgal | Chair |
| | | | | | Dr. Neetu Mishra | Member |
| | | | | | Dr. G.N.Tiwari | Member |
| | | | | | Dr. Pallavi T. Kaul | Member |
| | | | | | Dr. Mala Tondon | Member |
| | | | | | Dr. Seema Agnihotri | Member |
| 2 | Amity School of Physical Education and Sport Sciences | Prof.(Dr.) Kalpana Sharma | M.P.ED | Dr. Yatendra Kumar Singh | Prof.(Dr.) Kalpana Sharma | Chair |
| | | | | | Dr. Jogiswar Goswami | Member |
| | | | | | Dr. Poonam Singh | Member |
| | | | | | Dr. Rajesh Dhauta | Member |
| | | | | | Dr. Yatendra Kumar Singh | Member |
| | | | | | Dr. Ajit Kumar | Member |

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|---|---|------------------|---------|---------------------|---------------------------|--------|
| | | | B.P.ED | | Prof.(Dr.) Kalpana Sharma | Chair |
| | | | | | Dr.Jogiswar Goswami | Member |
| | | | | | Dr.Poonam Singh | Member |
| | | | | | Dr.Rajesh Dhauta | Member |
| | | | | | Dr.Yatendra Kumar Singh | Member |
| | | | | | Dr.Ajit Kumar | Member |
| | | | B.P.E | | Prof.(Dr.) Kalpana Sharma | Chair |
| | | | | | Dr.Jogiswar Goswami | Member |
| | | | | | Dr.Poonam Singh | Member |
| | | | | | Dr.Rajesh Dhauta | Member |
| | | | | | Dr. Yatendra Kumar Singh | Member |
| | | | | | Dr.Ajit Kumar | Member |
| 3 | Amity Institute of Behavioural and Allied Science | Dr. Alka Muddgal | B.ED | Dr. Pooja Pant | Dr. Alka Muddgal | Chair |
| | | | | | Dr. G.N.Tiwari | Member |
| | | | | | Dr. Neetu Mishra | Member |
| | | | | | Dr. Pallavi T. Kaul | Member |
| | | | | | Dr. Seema Agnihotri | Member |
| | | | B.El.Ed | Dr. Smriti Malhotra | Dr. Alka Muddgal | Chair |
| | | | | | Dr. G.N.Tiwari | Member |
| | | | | | Dr. Neetu Mishra | Member |
| | | | | | Dr. Pallavi T. Kaul | Member |

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| Faculty Of Education |
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| Assessment Leadership Team |
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| S.No | Institution Name | Head of the Institution | Institutional Assessment Team | Role | Programme Title | Programme Assessment Team | |
|------|---|---------------------------|--|---------------------------|-----------------|---------------------------|-------------|
| 1 | Amity Institute of Education | Dr. Alka Muddgal | Dr. Alka Muddgal Dr. Neetu Mishra Dr.G.N.Tiwari Dr. Harish Kumar Dr. Seema Agnihotri | Dr. Alka Muddgal | M.A | | Role |
| | | | | | | Dr. Alka Muddgal | Chair |
| | | | | | | Dr. Harish Kumar | Member |
| | | | | | | Dr. G.N.Tiwari | Member |
| | | | | | | Dr. Neetu Mishra | Member |
| | | | | | | Dr. Mala Tondon | Member |
| | | | | | | Dr. Seema Agnihotri | Member |
| | | | | | B.Ed | Dr. Alka Muddgal | Chair |
| | | | | | | Dr. Harish Kumar | Member |
| | | | | | | Dr. G.N.Tiwari | Member |
| | | | | | | Dr. Pallavi T. Kaul | Member |
| | | | | | | Dr. Seema Agnihotri | Member |
| | | | | | | Dr. Neetu Mishra | Member |
| 2 | Amity School of Physical Education and Sport Sciences | Prof.(Dr.) Kalpana Sharma | M.P.Ed | Prof.(Dr.) Kalpana Sharma | M.P.Ed | Assessment Team | Role |
| | | | | | | Prof.(Dr.) Kalpana Sharma | Chair |
| | | | | | | Dr.Jogiswar Goswami | Member |
| | | | | | | Dr.Poonam Singh | Member |
| | | | | | | Dr.Rajesh Dhauta | Member |
| | | | | | | Dr.Yatendra Kumar Singh | Member |
| | | | | | | Dr.Ajit Kumar | Member |
| | | | | | B.P.Ed | Prof.(Dr.) Kalpana Sharma | Chair |
| | | | | | | Dr.Jogiswar Goswami | Member |
| | | | | | | Dr.Poonam Singh | Member |
| | | | | | | Dr.Rajesh Dhauta | Member |
| | | | | | | Dr.Yatendra Kumar Singh | Member |
| | | | | | | Dr.Ajit Kumar | Member |

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| | | | | | B.P.E | Prof.(Dr.) Kalpana Sharma | Chair |
| | | | | | | Dr.Jogiswar Goswami | Member |
| | | | | | | Dr.Poonam Singh | Member |
| | | | | | | Dr.Rajesh Dhauta | Member |
| | | | | | | Dr.Yatendra Kumar Singh | Member |
| | | | | | | Dr.Ajit Kumar | Member |
| 3 | Amity Institute of Behavioral and Allied Science | Dr. Alka Muddgal | Dr. Alka Muddgal Dr. Neetu Mishra Dr. G.N.Tiwari Dr. Pallavi T. Kaul Dr. Seema Agnihotri Dr. Smriti Malhotra | Dr. Alka Muddgal | | Assessment Team | Role |
| | | | | | | Dr. Alka Muddgal | Chair |
| | | | | | | Dr. Neetu Mishra | Member |
| | | | | | | Dr. G.N.Tiwari | Member |
| | | | | | | Dr. Pallavi T. Kaul | Member |
| | | | | | | Dr. Seema Agnihotri | Member |
| | | | | | B.El.ED | Dr. Alka Muddgal | Chair |
| | | | | | | Dr. G.N.Tiwari | Member |
| | | | | | | Dr. Neetu Mishra | Member |
| | | | | | | Dr. Pallavi T. Kaul | Member |
| | | | | | | Dr. Smriti Malhotra | Member |