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|  | Outcome Assessment Plan |
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| **Domain:** | Faculty of Education |
| **Date:** | 2nd September 2019 |

###### 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 longlearning.

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 ofPhilosophy.

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-longlearning.

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**

**OutcomesAssessment**

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 learningoutcomes**.
      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 arelearning.
      3. To achieve the above, some aspect of each programmes goals and objectives needs to be assessed on an annualbasis.
      4. All programme and general education goals shall be evaluatedannually

###### 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 domainmission
2. **Broad Based Goals:** - The broad based are defined under the followingcategories:

* **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 domainmission.
* **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 domainmission.

1. **Outcomes:** The Outcomes are defined under the followingcategories:

* **Operational Outcomes:** The operational outcomes are defined for the domain and assessed at the domainlevel
* **Educational Goals - The** Learning outcomes are defined for each programme and each learning outcome is assessed to identify that the established learning objectives areachieved.

1. **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 ofObjective
2. **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 reviewprocess.
3. **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 andobjectives
* The **programme/discipline goals** are derived from and support the collegemission
* The **curriculum** is coherent, current andconsistent
* The **instruction** is effective in enablingstudent
* The **resources** are adequate for the production of studentlearning.
* The academic **support services** are adequate to facilitate studentlearning.

# SECTION 2:

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

###### MISSION AND BROAD-BASED GOALS/OBJECTIVES

* 1. **Mission Statement**

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| **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 line with Industry 4.0, the futuristicand 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 theirheritageandculture,asenseofrightandwrongandyearningforperfectionandimbibeattributes of courage of conviction and action. |

* 1. **Broad-Based Goals / Objectives of Faculty ofEducation**

|  |  |
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| **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 settingwith respect to the latest industrial demands and changes. |
| 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 enterpreneourship 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 |

* 1. **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 andResearch |
| 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 accomplishing the changing trends in the professional industry. |

**SECTION 3:**

**INSTITUTION MISSION AND BROAD- BASED GOALS /OBJECTIVE**

###### INSTITUTION MISSION AND BROAD-BASED GOALS/OBJECTIVES

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

* + 1. **Mission Statement ofASPESS**

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

* + 1. **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 present industrial needs of the global environment. |
| 3 | Students shall be able to construct and maintain effective educational performance by leveraging Research skills, Information and Technological competencies in the given physical educational, sports & allied framework |
| 4 | Students shall be able to identify when and how to use appropriate teaching skills & techniques in education & physical education |
| 5 | Students shall be able to demonstrate effective communication and behavioural skills that support and enhance educational effectiveness in physical education & sports sciences |
| 6 | Students shall be able to demonstrate effective teaching & practical skills in physical education, Sports and Sports Sciences. |
| 7 | Students shall be able to develop positive perspectives and skills that create productive educational leaders in physical education & sports |
| 8 | Students shall be able to act ethically and responsibly in physical education & sports |
| 9 | Students shall be able to critically evaluate and reflect learning and development throughout their  career in physical education & sports and demonstrate effective teaching & practical skills in physical education &sports accomplishing the latest industrial demands |

* + 1. **Broad-Based Operational Goals (Resources Required) ofASPESS**

|  |  |
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| **S.No** | **Operational Goals** |
| 1 | The Institute intends to provide educational excellence in Teaching/Academic Delivery andresearch. |
| 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 exposureaccording  to the latest industry changes and demandto all the 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)**

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| **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. |

* 1. **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 createproductive  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. |

**Section4:**

**Programme Mission, PEO’s, PLO’s and Assessment Plan foreach Programme**

**BACHELOR’S-Level Programme - Bachelor of Physical Education (BPES)**

**Mission Statement of Bachelor of Physical Education (BPES)**

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

**Programme Educational Objectives (PEOs) of Bachelor of Physical Education(BPES)**

|  |  |
| --- | --- |
| PEO 1 | Students shall integrate basic theory, practicum & teaching practice, in making effective decisions by understanding the relationship of physical education & sports with present industrial needs of the global environment. |
| PEO 2 | Students shall construct effective educational understanding of physical education with utilization of latest Information Technology and shall describe fundamental knowledge of Physical Education and Sports inprofessional work setting. |
| PEO 3 | Students shall classify when and how to use appropriate teaching skills & techniques in physical education & sports |
| PEO 4 | Students shall demonstrate useful communication and behavioural skills in physical education & sports and shall act ethically in all organizational aspects. |
| PEO 5 | Students shall develop positive problem solving approach and leadership in the field of Physical Education and Sports. |
| PEO 6 | Students shall critically evaluate and reflect learning and development throughout their career in physical education & sports and demonstrate effective teaching & practical skills in physical education, sports |

**Programme Operational Objectives of Bachelor of Physical Education(BPES)**

|  |  |
| --- | --- |
| **Operational Goals** | |
|  |  |
| 1 | The program shall provide educational excellence in Teaching/Academic Delivery. By providing professionally qualified & competent faculties as per national Council for Teacher Education Norms . By providing knowledge resources as per norms and standards of the governing body according to the latest Industry 4.0 concept thorugh industry exposure. By timely uploading of syllabus course material attendance and periodic reviews of syllabus as per the university norms. |
| 2 | The program shall facilitate environment for innovation and research excellence for the intellectual growth of faculty. |
| 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 facultyand  students. |
| 6 | The program shall be involved in continual improvement of processes and systems and to attain national and international accreditations and universityrankings. |
| 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 |

* + 1. **Programme Learning Outcomes of Bachelor of Physical Education (BPES)**

|  |  |
| --- | --- |
| 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 Physical Education and latest trend of Industry 4.0 which will help to understand the functioning in a global school education environment to cater physical education as a medium towards overall development according to the dynamic Sports Industry. |
| 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 (BPES)**

|  |  |
| --- | --- |
| POO 1 | The program will 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 according to the latest Industry 4.0 concept through industry exposure• by timely uploading of syllabus, course material, attendance and periodic reviews of syllabus  as per the university norms |
| 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 opportunites 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 internationalevents. |
| 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 orgainising inter-  institutional & intramural competitions. |

**4.1.6 PEOs- PLOs Mapping Bachelor of Physical Education (BPES)**

**Matrix of PEO and PLO's**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **PEO/PLO** | **PEO 1** | **PEO 2** | **PEO 3** | **PEO 4** | **PEO 5** | **PEO 6** |
| 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 learningobjectives.

###### 1.7 Student Learning Assessment for Bachelors of Physical Education(BPES)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl**  **.N**  **o** | **PEO’s** | **PLO’s** | **Direct** | **Tool No for Direct Assessme nt** | **Target Perform ance** | **Indirect** | **Tool\_N o for Indirect Assessm**  **ent** | **Targe t Perfor mance** |
| **1** | Students shall integrate basic theory, practicum & teaching practice, in making effective decisions by understanding the relationship of physical education & sports with present industrial needs of the global environment. | PLO 1  PLO 2  PLO 3  PLO 4  PLO 6 | Compreh ensive Exa mination | Tool ASPESS/ DA 01/CE | 80% of Students shall be able to pass examinat ion | Student Exit Survey | Tool ASPESS  - BPES/ID A 01/SES | 80%  student s’ respon se range betwee n4-5  on the Likert Scale in the Studen t Exit  Survey. |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2** | Students shall construct effective educational understanding of physical education with utilization of latest Information Technology and shall describe fundamental knowledge of Physical Education and Sports in  Professional work setting. | PLO 1  PLO 2  PLO 3  PLO 4  PLO 6  PLO 7 | Proje ct (Rub rics)  Com preh ensive Exa mina tion  Teac hing Pract ice  (Rub ric) | Tool ASPESS- UG/DA 03/PR  Tool ASPESS/ DA 01/CE  Tool ASPESS- UG/DA 04/TP | 80%  Students shall be able to undertak e and completethe dissertati on  /Project | | Feedback of Industry Internship Guide | Tool ASPESS  /IDA 02/IIG | The Industr y Interns hip Guide rates the student s betwee n 4-5  range on the Likert Scale in the feedba  ck. |
| **3** | Students shall classify when and how to use appropriate teaching skills & techniques in physical education & sports | PLO 8  PLO 9  PLO 10 | Com preh ensiv e Exa mina tion | Tool ASPESS/ DA 01/CE | | 80% of Students shall be able to pass examinat ion | Feedback of Industry Internship Guide | Tool ASPESS  /IDA 02/IIG | 80%  student ’s respon se range betwee n4-5  on the Likert Scale in the Studen t Exit Survey. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **4** | Students shall demonstrate useful communication and behavioural skills in physical education & sports and shall  Act ethically in all organizational aspects. | PLO 5  PLO 10 | Com preh ensiv e Exa mina tion  Practicum (Rub rics)  Teac hing Pract ice (Rub rics) | Tool ASPESS/ DA 01/CE  Tool ASPESS- UG/DA 05/P  Tool ASPESS/ DA 04/TP | 80% of Students shall be able to pass examinat ion | Feedback of Industry Internship Guide | Tool ASPESS  /IDA 02/IIG | 80%  student ’s respon se range betwee n4-5  on the Likert Scale in the Studen t Exit Survey |
| **5** | Students shall develop positive problem solving approach and leadership in the field of Physical Education and Sports. | PLO 2  PLO 6 | Com preh ensiv e Exa mina tion and Rubr ics | Tool ASPESS/ DA 01/CE | 80% of Students shall be able to pass examinat ion | Student Exit Survey | Tool ASPESS  - BPES/ID A 01/SES. | 80%  student s respon se range betwee n4-5  on the Likert Scale in the Studen t Exit  Survey |
| **6** | Students shall critically evaluate and reflect learning and development throughout their career in physical education & sports and demonstrate effective teaching & practical skills in physical education, sports | PLO 7  PLO 8 | Com preh ensiv e Exam | Tool ASPESS/ DA 01/CE | 80% of Students shall be able to pass | Alumni Survey | Tool ASPESS  /IDA 02/AS | 80%  student s respon se |

**BACHELOR’S-Level Programme -Bachelor of Physical Education (BPEd)**

* + 1. **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 line with Industry 4.0 and the futuristic and emerging frontier areas of knowledge to develop the overall personality of students by making them not only excellent teachers of physical education but also good individuals, with understanding and regard for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action.  . |

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

|  |  |
| --- | --- |
| PEO 1 | A platform shall be provided to organize lessure and recreational activities and also to understand the nature, purpose and philosophy of physical education & sports. |
| PEO 2 | Physical education teachers shall be prepared with an understanding of latest industrial trends and broader educational prospective. |
| PEO 3 | The basic planning, teaching, organising & administrating physical education & sports programs effectively through the use of technology shall be provided |
| PEO 4 | Teachers shall be made capable of imparting and inspire the society in the basic knowledge about health, Hygiene, nutrition, Yoga and various games and sports. |
| PEO 5 | Communication skills and competencies shall be developed to organise school and community games and sports |
| PEO 6 | The spirit of sportsmanship, self-control, judgement, emotional stability, mental and physical alertness, scientific temper, optimism & respect shall be cultivated |

* + 1. **Programme Operational Objectives ofBPEd**

|  |  |
| --- | --- |
| **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 ofBPEd**

|  |  |
| --- | --- |
| 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 Eduacation 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 according to the latest Industry 4.0 concept thorugh industry exposure. |

|  |  |
| --- | --- |
| 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 |

* + 1. **Programme Operational Outcomes ofBPEd**

|  |  |
| --- | --- |
| 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 andstudents. |
| 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 HigherEducation. |
| POO 9 | The program shall facilitate environment for organizational exposure through the conduct of inter-institutional & intramural competitions. |

* + 1. **PEOs – PLOs Mapping ofBPEd**

**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 learningobjectives.

###### 4.2.7 Student Learning Assessment for Bachelors of Physical Education ofBPEd

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl. No** | **PEO’s** | **PLO’s** | **Dire ct** | **Tool No for Direct Assess ment** | **Targe t Perfor mance** | **Indir ect** | **Tool\_N o for Indirec t**  **Assess ment** | **Target Performance** |
| **1** | To provide a platform to understan d the  nature, purpose and philosoph y of  physical education. | Explores international concepts adopted in education and physical education Function in a global school education environment to cater physical education as a medium towards overalldevelopment. | Com preh ensi ve Exa mina tion | Tool ASPES S  BPEd/ DA 01/CE | 80%  of Studen ts shall be able to pass exami nation | Stude nt Exit Surve y | Tool ASPES S  BPEd/I DA 01/SES | 80% student’s response range between 4-5 on the Likert Scale in the Student ExitSurvey. |
| **2** | To prepare teachers of physical education with broader educationa l perspectiv e. | 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 | Com preh ensi ve Exa mina tion  Proj ect (Rub rics) | Tool ASPES S/DA 01/CE  Tool ASPES S- UG/DA 03/PR | 80%  of Studen ts shall be able to pass exami nation | Stude nt Exit Surve y | Tool ASPES S-  BPEd/I DA 01/SES | 80% students response range between 4-5 on the Likert Scale in the Student ExitSurvey. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | for talent identification, development and  promotion. |  |  |  |  |  |  |
| **3** | To develop potentialiti es of  planning and organising physical education programm es 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 | Com preh ensi ve Exa mina tion  Pract icum (Rub rics) | Tool ASPES S/DA 01/CE  Tool ASPES S- UG/DA 05/P | 80%  of Studen ts shall be able to pass exami nation | Stude nt Exit Surve y | Tool ASPES S/IDA 01/SES | 80% students response range between 4-5 on the Likert Scale in the Student ExitSurvey. |
|  |  | school education |  |  |  |  |  |  |
|  |  | teacher. |  |  |  |  |  |  |
| **4** | To develop capacity to organize leisure and recreation  al activities. | Acquire knowledge of physical education disciplines for effective teaching, learning process at school education.  Develop foundation  of educational and | Teac hing Pract ice (Rub rics) | Tool ASPES S- UG/DA 04/TP | 80%  of Studen ts shall be able to pass exami nation | Stude nt Exit Surve y | Tool ASPES S/IDA 01/SES | 80% students response range between 4-5 on the Likert Scale in the Student ExitSurvey. |
|  |  | physical education |  |  |  |  |  |  |
|  |  | through philosophy |  |  |  |  |  |  |
|  |  | and theories for |  |  |  |  |  |  |
|  |  | practical application. |  |  |  |  |  |  |
| **5** | To provide the basic teaching, organising & administra | Utilize analytical thinking skills in different contexts of physical activities, sports andexercise.  Relate andexamine | Com preh ensi ve Exa mina tion | Tool ASPES S- BPED/ DA 01/CE | 80%  of Studen ts shall be able to pass exami | Stude nt Exit Surve y | Tool ASPES S-  BPEd/I DA 01/SES | 80% students response range between 4-5 on the Likert Scale in the Student ExitSurvey. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | ting physical education & sports programs effectively through the use of technolog y. | various dimensions of physical education and sports for development of specialized programs | Pract icum (Rub rics) | 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 | Com preh ensi ve Exa mina tion | Tool ASPES S- BPED/ DA 01/CE | 80%  of Studen ts shall be able to pass exami nation | Alum ni Surve y | Tool ASPES S/IDA 02/AS | 80% students response range between 4-5 on the Likert Scale in the Student ExitSurvey. |
| **7** | To make teachers capable of imparting basic knowledg e about health, hygiene and nutrition. | Speak proficiently in two or more languages Convey written information related to physical education and sports effectively. | Com preh ensi ve Exa mina tion | Tool ASPES S- BPED/ DA 01/CE | 80%  of Studen ts shall be able to pass exami nation | Alum ni Surve y | Tool ASPES S/IDA 02/AS | 80% students response range between 4-5 on the Likert Scale in the Student ExitSurvey. |
| **8** | To develop communic ation skillsand  competenc | respect, tolerance, and intercultural understanding according to the latest Industry 4.0 concept thorugh industry exposure. |  | Rubrics |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | ies to organize school and communit y games and sports. |  |  |  |  |  |  |  |
| **9** | To cultivate the spirit of sportsman ship, 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 atschool  education level. |  |  |  |  |  |  |
|  |  | Develop awareness |
|  |  | about Sports rules |
|  |  | and facilities |
| **10** |  | Reads about the latest development in the sports law and ethical constrains in education.  Understanding of ethical practices in physical education and sports.  Understanding of |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 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 thesociety.  Understand practice of inclusive education and avoiding bias based on culture, cast, religion, gender Skills and values, such as critical, creative and innovative thinking, problem-solving, decisionmaking,  empathy |  |  |  |  |  |  |

* 1. **BACHELOR’S-Level Programme -Bachelor of Education(B.Ed)**
     1. **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 according to the latest Industry 4.0 concept thorugh industry exposure. |

* + 1. **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 with an understanding of latest industrial trends and broader educational prospective. |
| 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 their professional career. |

* + 1. **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 |

* + 1. **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 swill 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 |

* + 1. **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 with an understanding of latest industrial trends and broader educational prospective. |
| 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 with an understanding of latest industrial trends and broader educational prospective. |

* + 1. **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 learningobjectives.

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S.N**  **o** | **PEO’s** | **PLO** | **Direct** | **Tool No for direct assessm**  **ent** | **Target Perform ance** | **Indire ct** | **Tool No for indirect assessme**  **nt** | **Target Performan ce** |
| 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 educatio nal theories and principl es in seconda ry classroo m environ ment. | Comprehens ive Exam Practicuum Rubrics (Practice Teaching/ Internship) | UG/PL O/SE  framew ork UG/PL  O/SE/P T | 75% Students shall be able to pass the exam | Feedb ack from the studen ts | UG/PLO/  SE/Exit survey | 75% students response range between 4-5 on the likert scale. |
| 2 | Students shall be able to integrate theory, practicum & teaching practice, in making effective decisions by understandin g the relationship  of education with global | Apply theory, and core teaching skills in making effective decision s in seconda ry level classroo m | Comprehensive Exam | UG/PLO/SE framework | 75% Students shall be able to pass the exam | Exit Survey | UG/PLO/SE/Exit survey | 75% students response range between 4-5 on the likert scale. |

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|  | 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. | Comprehensive Exam | UG/PLO/SE framework | 75% Students shall be able to pass the exam | Exit Survey | UG/PLO/SE/Exit survey | 75% 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 secondary level with an understanding of latest industrial trends and broader educational prospective. | Apply the use of specific teaching skills and techniques | Comprehensive Exam | UG/PLO/SE/ Framework | 75% Students shall be able to pass the exam | Exit Survey | UG/PLO/SE/Exit survey | 75% students response range between 4-5 on the likert scale. |
|  | UG/PL O/SE  Framew ork | Student exit survey |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5 | Demonstrate effective communication and behavioral skills that support and enhance educational effectiveness in teacher education at secondary level | Demonstrate effective communication and behavioural skills to support and enhance educational effectiveness in and outside and inside the classroom | Comprehensive Exam | UG/PLO/SE/Framework | 75% Students shall be able to pass the exam. | Exit Survey | UG/PLO/SE/Exit survey | 75% students response range between 4-5 on the likert scale. |
| 6 | Students shall be able to demonstrate effective teaching & practical skills in teacher education at secondary level | Plan select effective pedagogical tools. | Comprehensive Exam | UG/PLO/SE Framework | 75% Students shall be able to pass the exam. | Exit Survey | UG/PLO/SE/Exit survey | 75% students response range between 4-5 on the likert scale. |

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| 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 enhances educational leadership in education | Comprehensive Exam | UG/PLO/SE Framework | 75% Students shall be able to pass the exam. | Exit Survey | UG/PLO/SE/Exit survey | 75% students response range between 4-5 on the likert scale. |
| 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/PLO/SE Framework | 75% Students shall be able to pass the exam. | Exit Survey | UG/PLO/SE/Exit survey | 75% students response range between 4-5 on the likert scale. |
| 9 | Students shall be able to critically evaluate and reflect learning and development throughout their career in teacher education at secondary level | Execute and reflect learning and development throughout their career | Comprehensive Exam | UG/PLO/SE Framework | 75% Students shall be able to pass the exam. | Exit Survey | UG/PLO/SE/Exit survey | 75% students response range between 4-5 on the likert scale. |

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|  | learning and developme nt throughout their career in teacher education at secondary level | through out their career |  |  | their knowled ge by attendin g in service training and workshops. |  |  | use of unfair means and also for  plagiaris m |
| 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)**

* + 1. **Mission Statement of Bachelor of Elementary Education(B.El.Ed)**

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| --- |
| **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 andaction. |

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

* + 1. **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 according to the latest Industry 4.0 concept thorugh industry exposure. |

**Programme Educational Objectives (PEOs) of Bachelor of ElementaryEducation (B.El.Ed)**

**BACHELOR OF ELEMENTARY EDUCATION (B.El.Ed)**

|  |  |
| --- | --- |
| PEO 1 | Students shall 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 responsiblyin teacher education at elementary level |
| 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 |

* + 1. **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 bysupporting professionally qualified & competent faculties as per NationalCouncil for Teacher EducationNorms   * supporting Knowledge resources as per norms & standards of the governingbody * timely uploading of syllabus, course material, attendance and periodic reviews of syllabus as per the universitynorms |
| POO 2 | The program shall improve environment for innovation and research excellence for the intellectual growth of faculty by   * Conducting Seminars & Conference, Guest Lecturesetc. * providing platform for scholarly work for faculty &students |
| POO 3 | The program shall apparise core values of the university and ethical conduct amongst students, faculty and staff by providing   * value additioncourses * platform for nurturing humanvalues |
| 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   * identifying industryinteraction * improving campusplacements |
| POO 9 | The program shall extend environment for organizational exposure through the conduct of inter-institutional competitions |

* + 1. **PEOs and PLO’s of Bachelor of Elementary Education(B.El.Ed)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PEO/PLO** | **PEO 1** | **PEO 2** | **PEO 3** | **PEO 4** | **PEO 5** | **PEO 6** | **PEO 7** | **PEO 8** | **PEO 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 learningobjectives.

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

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| **S.No** | **PEO’s** | | **PLO’s** | | | **Direct** | | **Tool No for direct**  **assessm ent** | **Targ et Perfo**  **rman ce** | **Indirec t** | **Tool No for indirect assessment** | **Target Performance** |
| 1 | Students shall be able to demonstr ate empirica l knowled ge of the applicati  on of the | |  | Illustrat e educatio nal theories and principl es in a classroo m | | Compre hensive Exam | | Too**l** AIE- BE.LEd  /DA 01/CE | 80%  Stude nts 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 exitsurvey. |
|  |  | educatio nal philosop hy and principle s in a professio nal work setting in teacher educatio n at the elementa ry level |  | | setting of Element ary Level |  | |  | |  |  |  |  | |
| 2 | | Students shall be able to integrate theory, practicu m & teaching practice, in making effective decision s by understa nding the relations hip of educatio n with global environ ment in teacher educatio n at elementa rylevel | Develo p teachin g compet encies and transfer it into practice at the element ary Level class room | | | \*Compre hensive Exam Practice Teaching and Practicu m | | UG/PLO  /EE Framew ork UG/PLO  /EE/PT | | 100%  Stude nts shall be able to delive r the lesson plans in the assign ed class and school | Feedbac k 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. | |

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| 3 | Students shall be able to construct and maintain effective educatio nal performa nce by leveragi ng Research skills, Informat ion and Technol ogical compete ncies in the given educatio nal framewo rk in teacher educatio n at elementa rylevel |  | Reprod uce effectiv e educati onal perform ance using researc h skills, informa tion and Techno logical Compet encies at the element ary level Teachin g | Conducti ng Action Research  , use of ICT and ATR/CC  E in classroo m.  \*Compre hensive Exam | UG/PLO  /EE framewo rk UG/PLO  /EE/ET | 100%  Stude nts shall be able to able to prepar e and use tools in teachi ng | Student exit survey | UG/PLO/EE/ TS/OB | 80% students response range between 4-5 on the likert scale. |

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| 4 | Students shall be able to dentify when and how to use appropriate teaching skills & techniques in teacher education at elementary level | Apply core teaching skills in elementa ry classes | \*Comp rehensi  ve Exam | UG/PLO  /EE/  Framew ork | | 100%  Students shall be able to obtain high score on the tool | Student exit survey | UG/PLO/ EE/TS/O B | 80% student’s response range between 4-5 on the likert scale in the student exit survey. |
| Practic um Rubric s (Practi ce Teachi ng) | UG/PLO  /EE/ PT | | Student exit survey |
| 5 | Students shall be able to demonstrate effective communicat ion and behavioural skills that support and enhance educational effectivenes s in teacher education at elementary level | Demons trate effective commun ication (One Foreign Languag e too) and behavio ural Skills to support and enhance educatio nal effective ness in and outside and inside the element ary classroo m | Compre hensive Exam  Rubrics for Commun ication and Behaviou ral Skills | | UG/P LO/E E  Fram ewor k UF/P LO/E E/PT | 80%  student s should secure a grade of 6 and above on a 10 point scale in the present ation compon ent commu nication course. | Student Exit Survey | UG/PLO  /EE/TS/ OB | 80% stuents response range between 4-5 on the likert scale. |
|  | Practicu m Rubrics (Practice Teachin  g) | |
|  | BS,FL,  & CS Compre hensive Exam | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 6 | Students shall be able to |  |  | UG/PLO/ EE  Framewo rk | 80%  students should secure a grade of 6 and above on a 10 point scale in the Teachin g Effectiv  eness Scale |  | UG/PLO/ EE | 80% students response range between 4-5 on the Likert scale in the student exit survey. |
| Exit Survey |
|  | Demonstrate |  |  |  |
|  | effective teaching & practical skills in teacher education at elementary level | Select effectiv e pedagog  ical | Compr ehensiv | Student Exit |
|  |  | tools for | e Exam | Survey |
|  |  | Element |  |  |
|  |  | ary |  |  |
|  |  | Classes |  |  |
| 7 | Students shall be | a generate positive perspect ives and skills that enhance s educatio nal leadersh ip in educatio  n | Compr ehensiv e Exam | UG/PLO/ EE  Framewo rk | 100%  students' participa tion in Organizi ng events and manage ment of class and activitie s | Student Exit Survey | UG/PLO/  EE/ Exit survey | 100% Students shall be able to able to demonstrate Leadership qualities |
|  | able to develop |
|  | Positive |
|  | perspectives and |
|  | skills that create |
|  | Productive |
|  | Educational |
|  | leaders in |
|  | education in |
|  | teacher education |
|  | at elementary |
|  | Level |
| 8 | Students shall be able to act ethically and responsibly in teacher education at elementary level | recogni ze ethical consider ations and  values relevant | Plagiar ism check of project/ paper  present ation/B | UG/PLO/ EE  Framewo rk | 100%  Students Ethical Values on submitte d  projects | Indiscipli ne Cases | UG/PLO/  EE/ Exit survey | The University shall adhere to zero tolerance towards use of unfair means and also for plagiarism.  80% students |
|  |  | to | ook | shall be |  |  | response range |
|  |  | teaching | Review | verified |  |  | between 4-5 on |
|  |  | learning | / | by using |  |  | the Likert Scale |
|  |  | process | Resear | a |  |  | in the student |
|  |  | es. | ch | software |  |  | Exit Survey. |

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|  |  |  | work |  | -  plagiaris m in NTCC  report submissi on And shall be permitte d for VIVA - VOCE  upon obtainin g less than 15%  plagiaris m |  |  |  |
| 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 develop ment through out their  career | Compr ehensiv e Exam | UG/PLO/  EE/ Framewo rk | 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. |

* 1. **Master’s-Level Programme – Master of Physical Education(M.P.Ed.)**
     1. **Mission Statement of Master of Physical Education(M.P.Ed.)**

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| **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. |

* + 1. **Programme Educational Objectives (PEOs) ofM.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 tol 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 |

* + 1. **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 according to the latest Industry 4.0 concept thorugh industry exposure. |
| 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.)**

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| --- | --- |
| **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. |
| 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. |

* + 1. **PEOs- PLOs Mapping of Master of Physical Education (M.P.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** | **√** |  |  |  |  |  | **√** |  |  |
| **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 learningobjectives.

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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | **PEO’s** | **PLO’s** | **Direc t** | **Tool\_N o for Direct Assessm ent** | **Targ et Perfo rman ce** | **Indir ect** | **Tool\_N o for Indirec t Assess ment** | **Target Perfor mance** |
| **1** | Students shall be able to demonstrate professional knowledge and competencie s in the field of physical educational andsports | Posses knowledge of physical education disciplines for effective decision making Reflects proficiency in discipline specific research skills and technical abilities | Comp rehen sive Exam inatio n | Tool ASPESS  /DA 01/PG/C E | 80%  of Stude nts shall be able to pass exami natio n | Stude nt Exit Surve y | Tool ASPES S /IDA 01/SES | 80%  student s respons e range betwee n4-5  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 understandin g 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 | Comp rehen sive Exam inatio n  Practi cum (Rubr ics)  Teach ing Practi ce (Rubr | Tool ASPESS  /DA 01/PG/C E  Tool ASPESS  /DA 02/PG/P R  Tool ASPESS  /DA 03/PG/T P | 80%  Stude nts shall be able to pass the exami natio n | Feedb ack of Indus try Intern ship Guide | Tool ASPES S/IDA 02/IIG | The Industr y Interns hip Guide rates the student s betwee n 4-5  range on the Likert Scale in the |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | sports sciences with global environment | issues using established theories,  methodologies, | ics) |  |  |  |  | feedba ck. |
|  | 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. |  |  |
| **3** | Students | 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 | Comp rehen sive Exam inatio n  Disse rtatio n (Rubr ics) | Tool ASPESS  /DA 01/PG/C E  Tool ASPESS  /DA/04/ PG/DS | 80%  of Stude nts shall be able to pass exami natio n | Alum ni Surve y | Tool ASPES S/IDA 02/AS | 80%  student ’s respons e range betwee n4-5  on the Likert Scale in the Student Exit Survey  . |
|  | shall be able |
|  | toconstruct |
|  | Effective |
|  | understandin |
|  | g of research |
|  | skills and |
|  | apply the |
|  | Analytical |
|  | Skills |
|  | through |
|  | information |
|  | And |
|  | technology |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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 | Comp rehen sive Exam inatio n  Teach ing Practi ce(Ru brics) | Tool ASPESS  /DA 01/PG/C E  Tool ASPESS  /DA 03/PG/T P | 80%  of Stude nts shall be able to pass exami natio n | Alum ni Surve y | Tool ASPES S/IDA 02/AS | 80%  student ’s respons e range betwee n4-5  on the Likert Scale in the Student Exit Survey  . |
|  |  | unfamiliar context |  |  |  |  |  |  |
| **5** | Students shall be able to demonstrate effective communicati on 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 | Comp rehen sive Exam inatio n | Tool ASPESS  /DA 01/PG/C E | 80%  of Stude nts shall be able to pass exami natio n | Alum ni Surve y | Tool ASPES S/IDA 02/AS | 80%  student s’ respons e range betwee n4-5  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. | Comp rehen sive Exam inatio n | Tool ASPESS  /DA 01 | 80%  of Stude nts shall be able to pass exami natio n | Alum ni Surve y | Tool ASPES S/IDA 02/AS | 80%  student s respons e range betwee n4-5  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  ,  administrati on, 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. | Comp rehen sive Exam inatio n | Tool ASPESS  /DA 01 | 80%  of Stude nts shall be able to pass exami natio n | Alum ni Surve y | Tool ASPES S/IDA 02/AS | 80%  student s’ respons e range betwee n4-5  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 constrains 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 inthe  areas ofphysical | Comp rehen sive Exam inatio n | Tool ASPESS  /DA 01 | 80%  of Stude nts shall be able to pass exami natio n | Stude nt Exit Surve y | Tool ASPES S/IDA 01/SES | 80%  student s respons e range betwee n4-5  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 eventmanagement  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 education. |  |  |  |  |  |  |

* 1. **Master’s-Level Programme – Master of Education ofM.Ed.**
     1. **Mission Statement ofM.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. |

* + 1. **Programme Educational Objectives (PEOs) ofM.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 andaptitudes |
| 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 ofM.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 programshallencourage culturaldiversity anda senseof socialandenvironmental  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 |

* + 1. **Programme Learning Outcomes ofM.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 |

* + 1. **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 ofthe governing body • by timely uploading of syllabus, course material, attendance andperiodic   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 |

* + 1. **PEOs – PLOs Mapping ofM.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 learningobjectives.

###### Student Learning Assessment for Master of Education of M.Ed Student Learning Assessment of M.Ed

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S. N**  **o** | **PEO’s** | **PLO** | **Direct** | **Tool No for direct assess ment** | **Target Performa nce** | **Indi rect** | **Tool No for indir ect asses sment** | **Target Performa nce** |
| 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 | demonstr ate core education al principlescommon in the field of education | \*Comp rehensi ve Exam | PG/PL O/HE  framew ork | 80%  Students shall be able to pass the exam | Stud ent exit surv ey | PG/P LO/H E  Exit surve y | 80%  students response range between 4-5 on the Likert scalein  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 | Compre hensive Exam Field Engage ment Assign ments Dissert ation Rubrics | PG/PL O/HE  Frame work PG/PL  O/HE/ DIS | 100%  Students shall be able to undertake and complete the projects and Field engageme nt | Feed back of Indu stry Men tor Guid e | PG/P LO/H E/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. |  |  | assignme nts |  |  |  |
| 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 | demonstr ate effective education al performa nce by using research skills and state of the art ICT  competen cies within given education al framewor k | \*Comp rehensi ve Exam | PG/PL O/HE  framew ork Rubrics PG/PL  O/HE/ DIS | 100%  Students shall be able to able to leverage IT in order to complete their Assignme nts and projects  /Research | Stud ent exit surv ey | PG/P LO/H E  Exit surve y | 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 pedagogies | select the appropria te teaching & Research skills and technique s as per their pedagogi cal specialization | Compre hensive Exam | PG/PL O/HE  Frame work PG/PL  O/HE/ DIS | 100%  Students shall be able to able to prepare and use teaching and research | Stud ent exit surv ey | PG/P LO/H E  Exit surve y & | 80%  students response range between 4-5 on the  likert scale in the student exit survey. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 appropria te communi cation and behaviou ral skills that support enhance teaching- learning and research Rubrics for Communi cation and  Behaviour al Skills | Compre hensive Exam Commu nication Skills and Behavi oural Science Course of all semeste rs, Journal of Success | PG/PL O/HE  Frame work PG/PL  O/HE/ DIS | 80%  Students shall be able to pass the exam | Stud ent Exit Surv ey | PG/P LO/H E  Exit surve y | 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 pedagogi cal practices prevalent in the field of education in critical manner | \*Comp rehensi ve Exam | PG/PL  O/HE/ Frame work | 80%  Students should secure a grade of 6 and above on 10 points scale in Presentati on componen t communi cation  course. | Stud ent Exit Surv ey | PG/P LO/H E  Exit surve y | 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 perspecti ves and skills that enhances education al leadershi p in education | \*Comp rehensi ve Exam & Rubr ics | PG/PL O/HE  Frame work PG/PL  O/HE/ DIS | 80%  Students should secure a grade of 6 and above on 10 points scale in the journal for Success componen t of Behaviour alScience  course. | Stud ent Exit Surv ey | PG/P LO/H E  Exit Surve y & | 80%  students response range between 4-5 on the Likert scalein  the student exit survey. |
| 8 | Students shall be able to act ethically and responsibly in teacher education by abiding the professional ethics ina consistent manner | defend ethical considera tions and values relevant to teaching learning processes  . | Plagiari sm check of project/ paper present ation/ Book review/ Dissert  ation |  | 100%  Students Ethical values on submitted projects shall be verified by using a software - plagiarism in NTCC report submissio ns and shall be permitted for VIVA- VOCE  upon obtaining less than 15%  plagiarism | Stud ent exit surv ey | PG/P LO/H E  Exit surve y | The University shall adhere to zero tolerance towards use of unfair means and also for plagiarism |
|  | \*Comp rehensi ve Exam | PG/PL O/HE  Frame work |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 9 | Students shall be able to critically evaluate and reflect learning and development throughout their career in teacher education by updating their knowledge on regularbasis | organize and reflect learning and developm ent througho ut their career | Compre hensive Exam | PG/PL O/HE  Frame work | 100%  students submit a presentati ons  and 50% students should secure a grade  of 6 and above on a 10-  point scale. | Alu mni Surv ey | PG/P LO/H E  Alum ni Surve y | 80%  alumni response range between 4-5 on the Likert Scale in the Alumni  )Survey.. |

**Section 5:**

**Faculty Operational Outcomes & Operational Outcome Assessment Plan**

**OperationalOutcomes**

|  |
| --- |
| **Intended Operational Outcomes of the Faculty of Education** |

|  |
| --- |
| 1. The institute shall use suitable methodology and pedagogical tools for teaching, learningand development. 2. The curriculum shall be contemporary and relevant to meet latest innovation and benchmarked onglobal standards by incorporating feedback from all the stakeholders meeting the requirements of the National Council for TeacherEducation. 3. The institutes’ Students shall be able to graduate in a timelymanner. 4. The institute shall provide appropriate environment regarding teaching, learning and researchactivities. 5. The institute shall integrate ethics and values in teaching, theory and practice, develop andretain excellent students, faculty andstaff. 6. Faculty shall be engaged in scholarly and professional activities in order to enhance theircompetencies and to contribute to the existing Body ofknowledge. 7. The institute shall develop and maintain strong relationship with industries related to sports andphysical education. 8. The institute shall support all the students for quality placements or start their own sportsventure. 9.The institute shall earn achievements in inter-university and extra Curricular activities insports |

* 1. **Operational Outcome Assessment Plan of theFaculty**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S.N**  **o.** | **Broad-Based Operational Goals** | **Intended Operational Outcomes** | **Assessment Measures/Methods for Intended Operational Outcomes** | **Performanc e Objectives (Targets/Cr iteria)** |
| 1 | Faculty of Education intends to provide educational excellence in Teaching/Academic Delivery and researchby 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 universitynorms | The institute shall use suitable methodology and pedagogical tools for teaching, learning and development.  The curriculum shall be contemporary and relevant to meet latest innovation and benchmarked on global standards by incorporating feedback from all thestakeholders meeting the requirements of the National Council for TeacherEducation. | Student feedback of course faculty.  Faculty Qualifications and Experience Files.  Stakeholder’s feedback, peer-group feedback and analysis of the same for incorporation in curriculum.  Minutes of Meetings of Area Advisory Board, Board of Studies and Academic Council | 80% Faculty shall be UGC NET or Ph.D.  Curriculum shall be reviewed periodically (At least once in 5 years) or as per National Council for Teacher Education |
|  |  | The institutes’ Students shall be able to graduate in a timely manner. | Graduation rate in convocation report.   * on completion of   Registration period (N)   * during extended period (N+1+1 for PG and N+2+1 forUG) | At least 80% Students shall be able to graduate on completion of Registration period (N)  80% or remaining Students shall be able to pass  - during extended period (N+1+1 for PG and N+2+1 for UG) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2 | Faculty of Education shall facilitate environment for innovation and research excellence for the intellectual growth of faculty.   * By Conduct of Seminars & Conference, Guest Lecturesetc. * by providing platform for scholarly work for faculty &students | The institute shall provide appropriate environment regarding teaching, learning and research activities | Faculty data about Research work and other Scholar activities such as:  Scholarship of teaching; published and unpublished articles, manuscripts, books, curriculum review and evaluation of teaching material. | 100% Faculty shall be engaged in at least one Scholarly activities. |
|  |  | Scholarship of application: published articles, manuscripts, papers presented, consultations, policy analysis, program evaluation. |  |
|  |  | Professional activities: Routine consulting, conference, workshop, professional meeting attendance, professional  membership. |  |
| 3 | Faculty of Education shall facilitate cultivation of core values of the university and ethical conduct amongst students, faculty andstaff   * by providing value additioncourses * by providing platform for nurturing humanvalues | The institute shall | Attrition Rate Courses embedded in curriculum such as Behavioral Science Courses, Human Values and Community Outreach,etc. | Attrition rate shall be below 10% annually  Faculty Feedback shall be taken for each course.  80%faculty  shall have 4  or 5 on 5  point Likert Scale. |
|  | integrate ethics and |
|  | values in teaching, |
|  | theory and practice, |
|  | develop and retain |
|  | excellent students, |
|  | faculty and staff. |
| 4 | Faculty of Education shall  encourage cultural diversity anda |  | List of community/ social | Atlease 80% |
|  | sense of social and environmental | sector projects/ activities/ | faculty and |
|  | responsibility. | engagements. | students |
|  |  | Organizing Cultural | should be |
|  |  | program | 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 | 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. |
|  |  | order to enhance their |  |
|  |  | competencies and to |  |
|  |  | contribute to the existing |  |
|  |  | Body of knowledge. |  |
| 6 | Faculty of Education shall be |  | Accreditation at institutions and programme levels. Reports of various: Statutory body: NCTE Regulatory Bodies BSIReport.  Quality Audit Report by QAE. | Continuous |
|  | involved in continual | review and |
|  | improvement of processes and | enhancement |
|  | systems and to attain national | of all the |
|  | and international accreditations | required |
|  | and university rankings. | 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 orshall  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**

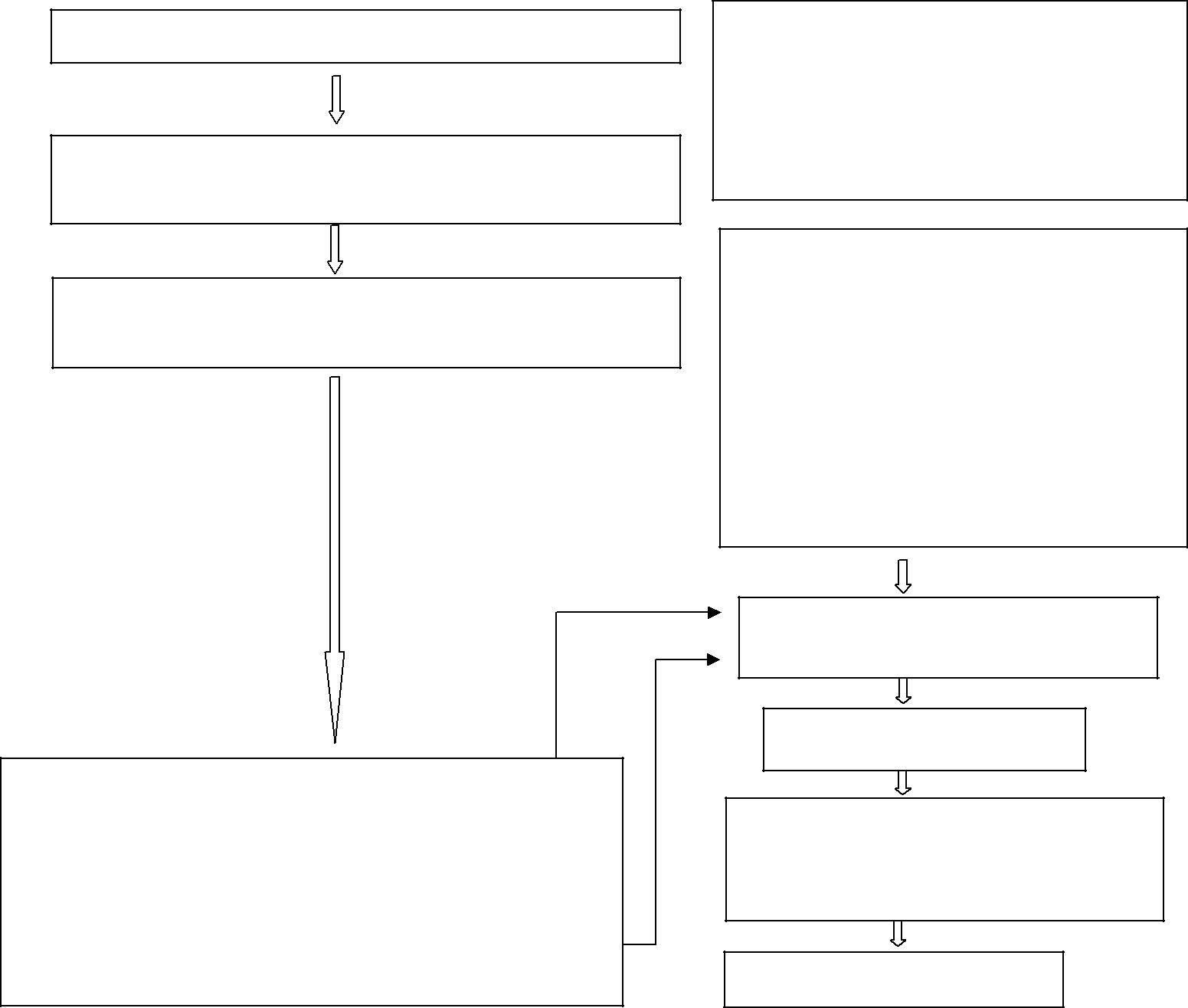
Student Feedback

Action Plan

**Stage 1:** Post Commencement of Programme

* + 1. Assessment of Teaching LearningOutcome
    2. Improvement in Teaching LearningStrategy

**Stage 2: Pre Exam**

1. Future Courses of action for Course Deliveryimprovement.
2. Effectiveness of Courses Delivery byFaculty.
3. Future Courses of Action for course planning byFaculty
4. Faculty Development NeedAnalysis
5. Course Curriculumimprovement.
   1. Self Assessment by Faculty and action plan for CourseDelivery.
   2. Discussion with HoD/HoI about action plan for CourseDelivery.
   3. Implement ActionPlan
6. Self Assessment by Faculty and action plan for improving Teaching LearningStrategy.
7. Discussion with HoD/HoI about Teaching LearningStrategy.
8. Action plan for self development ofFaculty.
9. Input for Course Curriculum revision/updating.

Course Review Committee (CRC) for Curriculum Development

Area Advisory Board (AAB)

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

Board of Studies (BoS)

1. Feedbacks from variousStakeholders.
2. Norms of various Statutory/Regulatory/Accreditationbodies.

Academic Council (AC)



Course Curriculum Update

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 budgetdecisions.

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 budgetdecisions.

**Section VII: Appendix**

Format of AssessmentTools

**Appendix7.1a Rubrics For Assesment Of Business Communication For Under Graduate Programme**



###### 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 If the student’s performance is If the student’s performance is If the student’s performance is If the student’s performance is



**TOOLS USED FOR ASSESSMENT**

1. Report Writing

2. Presentations

3. Viva-Voce

###### COMPOSITION OFASSESSMENT BOARD

1.Business Communication Faculty 2.Program Leader/ Program Co- coordinator Member of Corporate 3.Resource Centre

**unsatisfactory** on a criteria, he scores 0 **needs improvement** on a criteria, he scores 1 **satisfactory** on a criteria, he scores 2 **proficient** on a criteria, he scores 3 **distinguished** on a criteria, he scores 4

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | **Business Communication – UG** | | |  |  | |
|  | **Name:**  **\_** | | **P**  **EnrolmentNo.:** | | | **Programme:**  **\_** |  | |
| **SN O.** | **Compon** | **Unsatisfactory** | **Needs** | | **Satisfactory (2)** | **Proficient (3)** | **Distinguished (4)** | **Scor e** | |
| **ents** | **(0)** | **Improvement (1)** | |
| 1. |  | Inability of | Increased ability of | | Ability of learner to | Enhanced ability of | Proficiency of learner |  | |
|  | learner to use | learner  to | use | use resources | learner to use | to use innovative and |
|  | resources in an | available resources | | satisfactorily and | identified  resources | new resources and |
| Content | adequate way | comprehensively | | following | in a proficient way | create new guidelines |
| (Collecti | and to ensure | and to adhere to | | instructions | and contributes to |  |
| on & | compatibility | instructions in a | | carefully | the guidelines in a | Coherence, clarity, |
| Organisat | with guidelines | satisfying way | |  | proficient and | conciseness in content |
| ion) |  |  | | Learner maintains | innovative way. | and its progression |
|  | Lack of logical | Learner attempts to | | coherence and |  |  |
|  | structure and | maintain coherence | | progression of  ideas | Development of a |  |
|  | development of | and progression of | |  | logical |  |
|  | ideas | ideas |  |  | sequence/coherence |  |
|  |  |  |  |  | is present in the |  |
|  |  |  |  |  | spoken content |  |
| 2. |  |  |  | |  |  | The explanation is |  | |
|  | Vague | Explanation is | | Explanation is | The | lucid, fact-based and |
|  | expressions with | clear with | | adequately | explanation is | informative with |
| Presentat | failure in | reluctance and | | clear with least | lucid and | impressive opening |
| ion & | initiation | adequate |  | reluctance and | confident | and confident oratory |
| Delivery |  | initiation of | | fluent |  |  |
|  | Weak or no | presentation | | initiation of | The | The conclusion is apt, |
|  | conclusion with |  | | presentation | conclusion is | reflective and fulfills |
|  | incoherent | Conclusion is | |  | aptly done | the objective |
|  | delivery | satisfactory | | Conclusion is |  |  |
|  |  |  | | appropriate |  |  |
| 3. |  |  | Enunciation is good | | Enunciation is | Enunciation is clear | Enunciation is perfect |  | |
|  | Enunciation and | appropriate to the |  |
| Linguisti | grammatical | with appropriate | | occasion | with grammar | Concise and precise |
| c | usage is not | grammar and | |  | usage and accent | expression of intended |
| Accuracy | good | accent |  | Clarity in | near perfection | meaning |
| ( |  |  | | expression of |  |  |
| Pronunci | Dissatisfactory | Satisfactory | | intended meaning | Precise |  |
| ation, | expression of | expression of | |  | expression of |  |
| Articulati | intended | intended |  |  | intended |  |
| on, | meaning | meaning |  |  | meaning |  |
| Intonatio |  |  |  |  | through word |  |
| n, |  |  |  |  | choice |  |
| Diction) |  |  |  |  |  |  |
| 4. |  | Learner is | Learner falls | | Learner tries | Learner | Learner is perfect in |  |
|  | impervious to | inappropriatel | | to improve | appropriately | gauging and |
|  | the requirement | y short of | | comprehensio | fathoms and | responding to the |
|  | of the target | gauging | | n of audience | delivers to suit | target audience |
| Extempo | group | audience | | reaction | response of |  |
| raneity |  | reaction | |  | target audience | Creative & befitting |
|  | Failure to handle |  | | Appropriate |  | administration of |
|  | interactions and | Adequate management | | management | Originality in | interactions/discussio  n |
|  | discussions | And participation | | and | interactions |  |
|  |  | In interactions | | participation in |  |  |
|  |  |  | | interactions |  |  |
|  |  |  | |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 5. |  | Learner | Learner | Learner | Learner carries | Learner carries |  |
|  | demonstrates | delivers | delivers | perfect body | perfect and |
|  | inappropriate | appropriate | suitable body | language and | original body |
| Non- | gestures, | body language | language | also modifies | language |
| Verbal | postures, eye | which suits the |  | it based on the |  |
| Commun | movement. | occasion | Maximum use | situation | Optimum and |
| ication |  |  | of proxemics |  | perfect use of |
| (KOPPA | Inadequate use | Appropriate |  | Perfect use of | Proxemics |
|  | CT) | of space | use of space | Improved | space and |  |  |
| language | language | delivery and | definition of | Excellent |
|  |  | absence of | zones through | handling and no |
| Mixed signals | Rare delivery | mixed signals | the use | delivery of mixed |
| create confusion | of mixed |  |  | signals |
|  | signals | Increased | Perfect |  |
| Inadequate |  | proficiency in | delivery of | Visual codes are |
| comprehension | Developing | understanding | non-verbal and | in tandem with |
| of visual codes | proficiency in | of visual codes | verbal signals | the verbal |
|  | understanding |  |  | communication |
|  | of visual codes |  | Developed |  |
|  |  |  | proficiency in |  |
|  |  |  | understanding |  |
|  |  |  | and |  |
|  |  |  | comprehensio |  |
|  |  |  | n of visual |  |
|  |  |  | codes. |  |
| 6. |  |  | Articulation is | Articulation is | Articulation is | Articulation is |  |
|  | Articulated | spirited and | spirited and | empathetic and | superb and draws |
|  | words show | capable of | capable of | elicits | spontaneous and |
| Rapport | disinterestedness | eliciting feeble | eliciting | favourable | compatible |
| with the | and limited | response | interested | response | response |
| receiver | responsiveness | Misses some | response | Speaker | Speaker initiates |
|  | Responds to | opportunities | Adequately | addresses the | queries an |
|  | questions in a | for interaction | provides | audience | satiates the |
|  | haphazard |  | opportunities | queries to their | audience |
|  | manner |  | for interaction | satisfaction |  |
| 7. |  | Analytical | Capability to | Capability to | Analytical | Analytical ability |  |
|  | capability is | analyze and | assess and | ability is | is perfect with |
| Content | restricted to | contribute to | contribute to | improved | coherence, |
| of | simple texts | the meaning of | the meaning of |  | logical and |
| Written |  | the simple | the complex | Flexible and | economic |
| Commun ication | conciseness, coherence and clarity | Content is apt with structural and contextual compatibility | texts Content is appropriate to the context | logical enunciation of ideas | Feasibility Flexible efficient, coherent and clear enunciation of ideas |

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

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



###### DOMAIN OF EDUCATION

**RUBRICS FOR ASSESMENT OF BUSSINESS COMMUNICATION FOR MASTERS PROGRAMME**

**Assessment Parameters:**

*Verbal communication Non-verbal communication*



###### SCORING:

If the student’s performance is If the student’s performance is If the student’s performance is If the student’s performance is If the student’s performance is



**unsatisfactory** on a criteria, he scores 0 **needs improvement** on a criteria, he scores 1 **satisfactory** on a criteria, he scores 2 **proficient** on a criteria, he scores 3 **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:** | | | **EnrolmentNo.:** | | | **Programme:** | |  |
| **SNO**  **.** | **Compon** | **Unsatisfactory** | **Needs** | | **Satisfactory (2)** | **Proficient (3)** | | **Distinguished (4)** | **Score** |
| **ents** | **(0)** | **Improvement (1)** | |
| 1. |  | Inability of | Increased ability of | | Ability of learner to | Enhanced ability of | | Proficiency of learner |  |
|  | learner to use | learner to | use | use resources | learner to use |  | to use innovative  and |
|  | resources in an | available resources | | satisfactorily and | identified resources | | new resources and |
| Content | adequate way | comprehensively | | following | in a proficient way | | createnew  guidelines |
| (Collecti | and to ensure | and to adhere to | | instructions | and contributes to | |  |
| on & | compatibility | instructions in a | | carefully | the guidelines in a | | Coherence, clarity, |
| Organisat | with guidelines | satisfying way | |  | proficient and |  | conciseness in  content |
| ion) |  |  | | Learner maintains | innovative way. | | and its progression |
|  | Lack of logical | Learner attempts to | | coherence and |  | |  |
|  | structure and | maintain coherence | | progression of ideas | Development of a | |  |
|  | development of | and progression of | |  | logical |  |  |
|  | ideas | ideas |  |  | sequence/coherence | |  |
|  |  |  |  |  | is present in the | |  |
|  |  |  |  |  | spokencontent |  |  |
| 2. |  |  |  | |  |  |  | The explanation is |  |
|  | Vague | Explanation is | | Explanation is | The |  | lucid, fact-based and |
|  | expressions with | clear with | | adequately | explanation is | | informative with |
| Presentat | failure in | reluctance and | | clear with least | lucid and |  | impressive opening |
| ion & | initiation | adequate | | reluctance and | confident |  | and confident  oratory |
| Delivery |  | initiation of | | fluent |  |  | The conclusion is apt, |
|  | Weak or no | presentation | | initiation of | The |  |
|  | conclusion with |  | | presentation | conclusion is | | reflective and fulfills |
|  | incoherent | Conclusion is | |  | aptly done | | the objective |
|  | delivery | satisfactory | | Conclusion is |  | |  |
|  |  |  | | appropriate |  | |  |
| 3. |  |  |  | | Enunciation is |  | | Enunciation is perfect |  |
|  | Enunciation and | Enunciation is good | | appropriate to the | Enunciation is clear | |  |
| Linguisti | grammatical | with appropriate | | occasion | with grammar |  | Concise and precise |
| c | usage is not | grammar and | |  | usage and accent | | expression of  intended |
| Accuracy | good | accent |  | Clarity in | nearperfection |  | meaning |
| ( |  |  | | expression of |  |  |  |
| Pronunci | Dissatisfactory | Satisfactory | | intended meaning | Precise |  |  |
| ation, | expression of | expression of | |  | expression of | |  |
| Articulati | intended | intended | |  | intended |  |  |
| on, | meaning | meaning | |  | meaning |  |  |
| Intonatio |  |  | |  | through word | |  |
| n, |  |  | |  | choice |  |  |
| Diction) |  |  | |  |  |  |  |
| 4. |  | Learner is | Learner falls | | Learner tries | Learner |  | Learner is perfect in |  |
| impervious to | inappropriatel | | to improve | appropriately | | gauging and |
| the requirement | y short of | | comprehensio | fathoms and | | responding to the |
| of the target | gauging | | n of audience | delivers to suit | | target audience |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Extempo | | | group | | audience | | reaction | | response of | | |  | |  | |
| raneity | | |  | | reaction | |  | | target audience | | | Creative & befitting | |
|  | | | Failure to handle | |  | | Appropriate | |  | | | administration of | |
|  | | | interactions and | | Adequate | | management | | Originality in | | | interactions/discussi  on | |
|  | | | discussions | | management | | and | | interactions | | |  | |
|  | | |  | | and | | participation in | |  | | |  | |
|  | | |  | | participation in | | interactions | |  | | |  | |
|  | | |  | | interactions | |  | |  | | |  | |
| 5. | |  | | | Learner | | Learner | | Learner | | Learner carries | | | Learner carries | |  | |
|  | | | demonstrates | | delivers | | delivers | | perfect body | | | perfect and | |
|  | | | inappropriate | | appropriate | | suitable body | | language and | | | original body | |
| Non- | | | gestures, | | body language | | language | | also modifies | | | language | |
| Verbal | | | postures, eye | | which suits the | |  | | it based on the | | |  | |
| Commun | | | movement. | | occasion | | Maximum use | | situation | | | Optimum and | |
| ication | | |  | |  | | of proxemics | |  | | | perfect use of | |
| (KOPPA | | | Inadequate use | | Appropriate | |  | | Perfect use of | | | proxemics | |
|  | | | CT) | | of space | | use of space | | Improved | | space and | |  | | |  | |
| language | | language | | delivery and | | definition of | | Excellent | | |
|  | |  | | absence of | | zones through | | handling and no | | |
| Mixed signals | | Rare delivery | | mixed signals | | the use | | delivery of mixed | | |
| create confusion | | of mixed | |  | |  | | signals | | |
|  | | signals | | Increased | | Perfect | |  | | |
| Inadequate | |  | | proficiency in | | delivery of | | Visual codes are | | |
| comprehension | | Developing | | understanding | | non-verbal and | | in tandem with | | |
| of visual codes | | proficiency in | | of visual codes | | verbal signals | | the verbal | | |
|  | | understanding | |  | |  | | communication | | |
|  | | of visual codes | |  | | Developed | |  | | |
|  | |  | |  | | proficiency in | |  | | |
|  | |  | |  | | understanding | |  | | |
|  | |  | |  | | and | |  | | |
|  | |  | |  | | comprehensio | |  | | |
|  | |  | |  | | n of visual | |  | | |
|  | |  | |  | | codes. | |  | | |
| 6. | | |  | |  | | Articulation is | | Articulation is | | Articulation is | | Articulation is | | |  | |
|  | | Articulated | | spirited and | | spirited and | | empathetic and | | superb and draws | | |
|  | | words show | | capable of | | capable of | | elicits | | spontaneous and | | |
| Rapport | | disinterestedness | | eliciting feeble | | eliciting | | favourable | | compatible | | |
| with the | | and limited | | response | | interested | | response | | response | | |
| receiver | | responsiveness | | Misses some | | response | | Speaker | | Speaker initiates | | |
|  | | Responds to | | opportunities | | Adequately | | addresses the | | queries an | | |
|  | | questions in a | | for interaction | | provides | | audience | | satiates the | | |
|  | | haphazard | |  | | opportunities | | queries to their | | audience | | |
|  | | manner | |  | | for interaction | | satisfaction | |  | | |
| 7. | | |  | | Analytical | | Capability to | | Capability to | | Analytical | | Analytical ability | | |  | |
|  | | capability is | | analyze and | | assess and | | ability is | | is perfect with | | |
| Content | | restricted to | | contribute to | | contribute to | | improved | | coherence, | | |
| of | | simple texts | | the meaning of | | the meaning of | |  | | logical and | | |
| Written | |  | | the simple | | the complex | | Flexible and | | economic | | |
| Commun | | Content lacks | | texts | | texts | | logical | | feasibility | | |
| ication | | conciseness, | |  | |  | | enunciation of | |  | | |
|  | | coherence and | | Content is apt | | Content is | | ideas | | Flexible, | | |
|  | | clarity | | with structural | | appropriate to | |  | | efficient, | | |
|  | |  | | and contextual | | the context | |  | | coherent and | | |
|  | |  | | compatibility | |  | |  | | clear enunciation | | |
|  | |  | |  | |  | |  | | of ideas | | |
| 8. | | | Grammar | | Incorrect usage | | Improved | | Correct usage | | Near perfect | | Perfect usage of | | |  | |
| of basics of | | usage of parts | | of grammar | | usage of | | jargons, flawless | | |
| grammar | | of speech, | |  | | grammar | | rendering and | | |
|  | | tenses and | |  | |  | | editing of | | |
| Ungrammatical | | voices and | |  | |  | | technical writing | | |
| e-mails | | other relevant | | Improved | |  | |  | | |
|  | | grammar | |  | |  | | |
|  | | accuracy and | | Appropriate | |  | | |
|  | | Accurate and | | efficient | | formatting | |  | | |
|  | | handling of e- | | while drafting | | Proper | | |
|  | | effective e- | |
|  | | mail drafting | | e-mails | | formatting while | | |
|  | | mail drafting | |
|  | |  | |  | | drafting e-mails | | |
| 9. | | |  | | Inability to | | Capability to | | Increased | | Proficiency in | | Perfection in | | |  | |
|  | | frame and | | form | | capability to | | forming | | forming | | |
| Expressi | | comprehend | | syntactically | | form | | sentences and | | sentences and | | |
| on: | | meanings and | | accurate and | | syntactically | | originality in | | reflection of | | |
| Syntactic | | relating them to | | semantically | | and | | writing | | creativity in | | |
| , | | Inappropriate | | relevant | | semantically | | paragraphs | | writing | | |
| Semantic and Lexical | | structures filled with lexical ambiguity | | Developing formal style with clarity in thought and expression | | relevant 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. | | |  | | Incapability of | | Logical | | Critical | | Analysis of | | | Analysis, | |  | |
|  | | identifying and | | evaluation and | | evaluative of | | arguments, | | | assessment of | |
| Critical | | analyzing | | identification | | arguments | | providing | | | arguments with | |
| Thinking | | arguments | | of arguments | |  | | solutions and | | | suggestions for | |
|  | |  | |  | | Forming a | | defining | | | improvements | |
|  | | Lack of | | Forming an | | critical opinion | | counter | | |  | |
|  | | confidence and | | opinion in | | in written | | arguments | | | Critique of | |
|  | | clarity in | | written | | comprehensio | |  | | | technical writing, | |
|  | | reasoning. | | comprehensio | | n | | Technical | | | innovation in | |
|  | |  | | n | |  | | writing and | | | identifying key | |
|  | |  | |  | |  | | identifying key | | | points | |
|  | |  | |  | |  | | points | | |  | |
| 11. | | |  | | Incapability to | | Developing | | Developed | | Ability to | | | Ability to create | |  | |
|  | | derive pleasure | | the proficiency | | efficiency in | | create genres | | | genres, experiment | |
| Creativit | | in | | for creating | | creating and | |  | | | and contribute to the | |
| y | | comprehension | | and evaluating | | analyzing | | Developing | | | rhetoric | |
|  | | of literature | | literary works, | | literary works | | efficiency in | | |  | |
|  | |  | |  | |  | | writings | | | Developed and | |
|  | | Inability to | | Capability to | | Capability to | |  | | | efficient display of | |
|  | | generate respect | | be original and | | think out of | |  | | | originality in both | |
|  | | and admiration | | add to the | | the box. | |  | | | literary and technical | |
|  | | for creative | | oeuvre of | |  | |  | | | writings | |
|  | | skills. | | creative works | |  | |  | | |  | |
| 12. | | |  | | Irrelevant | | Increased ability to | | Ability to identify | | Developed | | | Achievement of | |  | |
| Contextu | | identification of | | identify the formal | | the context | | proficiency in case | | | perfection in varied | |
| al | | the context of | | and informal | |  | | based writing, | | | forms of writing | |
| Writing | | writing | | context | | Elucidating the | | Abstract and | | |  | |
|  | |  | |  | | theme and | | Synopsis writing, | | | Intellectual ability to | |
|  | | Inability to write | | Elaborating the | | assessing them | | Thesis writing | | | critique the contextual | |
|  | | the introduction | | theme/context and | | appropriately | |  | | | content using | |
|  | | and conclusion | | evaluating them | |  | | Intellectual ability | | | appropriate words and | |
|  | | with clarity. | | accurately with | |  | | to use appropriate | | | phrases | |
|  | |  | | substantiating | |  | | words and phrases | | |  | |
|  | |  | | arguments. | |  | |  | | |  | |
|  | | | **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**



**~~DO~~MAIN OFEDUCAT~~ION~~**

**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 | Satisfactory |
| 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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **BPES**  **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 | Studentsis  able to illustrate with original content with comparision and illustration | Studentsis  able to illustrate with original content with comparision and illustration |  |
| 3 | Layout of  Report | Outline thework  without adequate context selection andexplanations | 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 & Presentatio n | 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**



## FACULTY OF PHYSICAL EDUCATION

###### RUBRICS FOR ASSESSMENT OF UNDERGRADUATE CLASS ROOM TEACHINGAND TEACHING PRACTICE

**Assessment Parameters:**

* + - Planning and preparation of Lessonplan
    - Organization andadministration
    - Content knowledge ofsubject
    - Use ofpedagogy
    - Communications: verbal andnon-verbal

###### Scoring:

* + - If the student’s performance is unsatisfactory on criteria, he/she scores1.
    - If the student’s performance needs improvement on criteria, he/she scores2.
    - If the student’s performance is satisfactory on criteria, he/she scores3.
    - If the student’s performance proficient on criteria, he/she scores4.
    - If the student’s performance is Exceptional on criteria, he/she scores 5.unique

###### Tools used for Assessment:

* + - Recordfile.
    - Lessons.
    - Viva-Voice

###### Composition of Assessment Board:

* + - Corefaculty.
    - InternalExaminer.
    - ExternalExaminer.

###### 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 Communicatio n Skills/instructi on: 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 easilyunderstood. | 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** | The teacher has a | The teacher has an | The teacher has an | The teacher has a | The teacher has a |
| **Audio-Visuals/** | superior ability to | above average ability to | adequate/average | below average ability | very poor ability to |
| **Demonstration** | effectively use | effectively use | ability to effectively | to effectively use | effectively use |
| **s** | audiovisual aids in | audiovisual aids in | use audiovisual aids | audiovisual aids in | audiovisual aids in |
|  | order to enhance | order to enhance | in order to enhance | order to enhance | order to enhance |
|  | learning during a | learning during a | learning during a | learning during a | learning during a |
|  | lesson. &/OR | lesson. &/OR | lesson. &/OR | lesson. &/OR | lesson. &/OR |
|  | The teacher | The teacher | The teacher | The teacher | The teacher |
|  | demonstrates a | demonstrates an above | demonstrates an | demonstrates a below | demonstrates a |
|  | superior ability to | average ability to | above average | average ability to | very poor ability to |
|  | organize and | organize and conduct in | ability to organize | organize and conduct | organize and |
|  | conduct in class | class activities and | and conduct in class | in class activities and | conduct in class |
|  | activities/demonstr | demonstrations. | activities and | demonstrations. | activities and |
|  | ations. |  | demonstrations. |  | demonstrations. |
| **Constructs** | Able to | Able to **Constructs** | Able to **Constructs** | Able to **Constructs** | Able to |
| **positive** | **Constructs** | above average | adequate and | below average | **Constructs** a very |
| **teaching** | accurate and | **teaching learning** | average **teaching** | **teaching learning** | poor **teaching** |
| **learning** | positive **teaching** | **environment with** | **learning** | **environment with** | **learning** |
| **environment** | **learning** | **high expectation** | **environment with** | **high expectation** | **environment with** |
| **with high** | **environment with** |  | **high expectation** |  | **high expectation** |
| **expectation** | **high expectation** |  |  |  |  |
| **Outline the** | Effectively apply | Above averagely able | Able to apply | Below averagely | Very poorly apply |
| **teaching** | teaching | to apply teaching | adequately teaching | apply teaching | teaching |
| **students** | experiences into | experiences into | experiences into | experiences into | experiences into |
| **achievements** | problem solving or | problem solving or in | problem solving or | problem solving or in | problem solving or |
| **:feedback: co-** | in actual class | actual class room | in actual class room | actual class room | in actual class |
| **operatively** | room situation | situation | situation | situation | room situation |

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



###### 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.
    - Skillperformance.
    - Physical Fitness of the sportsperson.
    - Lifelonglearning.

###### Scoring:

* + - If the student’s performance is unsatisfactory on criteria, he/she scores1.
    - If the student’s performance needs improvement on criteria, he/she scores2.
    - If the student’s performance is satisfactory on criteria, he/she scores3.
    - If the student’s performance proficient on criteria, he/she scores4.
    - If the student’s performance is Exceptional on criteria, he/she scores 5.

###### Tools used for Assessment:

* + - Recordfile.
    - Practical skilltest.
    - Viva-Voice

###### Composition of Assessment Board:

* + - Corefaculty.
    - InternalExaminer.
    - ExternalExaminer.

###### 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 | Unsatisfacto ry  (1) | Needs  Improvement (2) | Satisfactory (3) | Proficient (4) | Excepti  onal (5) | Sc  or e |
| 1. | Able to | The | The | The | The | The |  |
|  | recognize | Individual | Individual | Individual | Individual | Individu |
|  | and | not at all | slightly able | moderately | mostly | al |
|  | differentiate | able to | to recognize | reflects the | reflects the | complet |
|  | the | recognize | and clarify | learning of the | learning of | ely |
|  | fundamental | and clarify | the concept | concept of the | the concept | reflects |
|  | concept of | the | of the sport. | sport. | of the sport. | the |
|  | the Sports | fundamental |  |  |  | learning |
|  |  | concept of |  |  |  | of the |
|  |  | the Sports. |  |  |  | concept |
|  |  |  |  |  |  | of the |
|  |  |  |  |  |  | sport. |
| 2. | Able to | The | The | The | The | The |  |
|  | understand | Individual | Individual | Individual | Individual | Individu |
|  | and utilize | could not | slightly able | moderately | mostly able | al |
|  | the | able to | to understand | able to | to | complet |
|  | knowledge | understand | and utilize | understand | understand | ely able |
|  | of ICT in | and utilize | the | and utilize the | and utilize | to |
|  | the learning | the | knowledge of | knowledge of | the | understa |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | of the skills | knowledge | ICT in the | ICT in the | knowledge | nd and |  |
| of the | of ICT in | learning of | learning of the | of ICT in | utilize |
| sports. | the learning | the skills of | skills of the | the learning | the |
|  | of the skills | the sports. | sports. | of the skills | knowle |
|  | of the sports |  |  | of the | dge of |
|  | . |  |  | sports. | ICT in |
|  |  |  |  |  | the |
|  |  |  |  |  | learning |
|  |  |  |  |  | of the |
|  |  |  |  |  | skills of |
|  |  |  |  |  | the |
|  |  |  |  |  | sports. |
| 3. | Able to | The | The | The | The | The |  |
|  | explain the | Individual | Individual | Individual | Individual | Individu |
|  | rules and | did not able | partially able | moderately | mostly able | al |
|  | regulation of | to explain | to explain the | able to explain | to explain | complet |
|  | the sports | the rules and | rules and | the rules and | the rules | ely able |
|  |  | regulation of | regulation of | regulation of | and | to |
|  |  | the sports | the sports | the sports | regulation | explain |
|  |  |  |  |  | of the | the rules |
|  |  |  |  |  | sports | and |
|  |  |  |  |  |  | regulati |
|  |  |  |  |  |  | on of |
|  |  |  |  |  |  | the |
|  |  |  |  |  |  | sports |
| 4. | Able to | The | The | The | The | The |  |
|  | perform the | Individual | Individual | Individual | Individual | Individu |
|  | Intermediate | did not able | partially | moderately | mostly able | al |
|  | /Advance | to perform | perform the | perform the | to perform | Comple |
|  | skills of the | the | Intermediate/ | Intermediate/ | the | tely able |
|  | sports | Intermediate | Advance | Advance | Intermediat | to |
|  |  | /Advance | skills of the | skills of the | e/ | perform |
|  |  | skills of the | sports | sports | Advance | the |
|  |  | sports |  |  | skills of the | Interme |
|  |  |  |  |  | sports | diate |
|  |  |  |  |  |  | /Advanc |
|  |  |  |  |  |  | e skills |
|  |  |  |  |  |  | of the |
|  |  |  |  |  |  | sports |
| 5. | Able to | The | The | The | The | The |  |
|  | execute the | Individual | Individual | Individual | Individual | Individu |
|  | Technical | did not able | partially able | moderately | mostly able | al |
|  | and Tactical | to execute | to execute | able to | to execute | Comple |
|  | aspects of | the | the Technical | execute the | the | tely able |
|  | the sports | Technical | and Tactical | Technical and | Technical | to |
|  |  | and Tactical | aspects of the | Tactical | and | execute |
|  |  | aspects of | sports | aspects of the | Tactical | the |
|  |  | the sports |  | sports | aspects of | Technic |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | the sports | al and Tactical aspects of the sports |  |
| 6. | Able to | The | The | The | The | The |  |
|  | apply the | Individual | Individual | Individual | Individual | Individu |
|  | rules of the | did not able | partially to | moderately to | mostly to | al |
|  | sports in a | to apply the | apply the | apply the rules | apply the | complet |
|  | match | rules of the | rules of the | of the sports | rules of the | ely to |
|  | situation | sports in a | sports in a | in a match | sports in a | apply |
|  |  | match | match | situation | match | the rules |
|  |  | situation | situation |  | situation | of the |
|  |  |  |  |  |  | sports in |
|  |  |  |  |  |  | a match |
|  |  |  |  |  |  | situatio |
|  |  |  |  |  |  | n |
| 7. | Able to | The | The | The | The | The |  |
|  | understand | Individual | Individual | Individual | Individual | Individu |
|  | and | did not able | slightly able | moderately | mostly able | al |
|  | comprehend | to concept | to concept of | able to | to concept | complet |
|  | the concept | of training | training and | concept of | of training | ely able |
|  | of training | and | conditioning | training and | and | to |
|  | and | conditioning | of the sports | conditioning | conditionin | concept |
|  | conditioning | of the sports | person | of the sports | g of the | of |
|  | of the sports | person |  | person | sports | training |
|  | person |  |  |  | person | and |
|  |  |  |  |  |  | conditio |
|  |  |  |  |  |  | ning of |
|  |  |  |  |  |  | the |
|  |  |  |  |  |  | sports |
|  |  |  |  |  |  | person |
| 8. | Able to | The | The | The | The | The |  |
|  | formulate | Individual | Individual | Individual | Individual | Individu |
|  | the training | did not able | slightly able | moderately | mostly able | al |
|  | and | to formulate | to formulate | able to | to | complet |
|  | conditioning | the training | the training | formulatethe | formulate | ely able |
|  | drills related | and | and | training and | the training | to |
|  | to the sports | conditioning | conditioning | conditioning | and | formula |
|  |  | drills related | drills related | drills related | conditionin | tethe |
|  |  | to the sports | to the sports | to the sports | g drills | training |
|  |  |  |  |  | related to | and |
|  |  |  |  |  | the sports | conditio |
|  |  |  |  |  |  | ning |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | drills related to the sports |  |
| 9. | Able to play | The | The | The | The | The |  |
|  | the sport | Individual | Individual | Individual | Individual | Individu |
|  | recreational | did not able | slightly able | moderately | mostly able | al |
|  | and | to play the | to play the | able to play | to play the | complet |
|  | professionall | sport | sport | the sport | sport | ely able |
|  | y | recreational | recreational | recreational | recreational | play the |
|  |  | and | and | and | and | sport |
|  |  | professionall | professionall | professionally | professiona | recreati |
|  |  | y | y |  | lly | onal and |
|  |  |  |  |  |  | professi |
|  |  |  |  |  |  | onally |

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



## 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:** | | | **EnrolmentNo.:** | | |  |
|  |  | **Programme:** | |  |  |  |
| **S.N** | **Attributes** | **Unsatisfacto** | **Needs** | **Satisfactor** | **Proficient** | **Distinguis** | **Sco** |
| **O.** | **Marks** | **ry** | **improvemen** | **y** | **(3)** | **hed** | **re** |
|  |  | **(0)** | **t** | **(2)** |  | **(4)** |  |
|  |  |  | **(1)** |  |  |  |  |
| **1.** | **Initiation/** | Students | Student | Student is | Student | Student |  |
| **Introductio** | hardly | rarely takes | able to | shallingly | shows |
| **n** | understand | initiative & | understand | participates | great |
|  | the concepts. | asks | and utilize | in class. Asks | curiosity in |
|  |  | questions. | relevant | questions | class |
|  |  |  | study | and speaks | activities & |
|  |  |  | material. | extemporane | immediatel |
|  |  |  |  | ously. | y responds |
|  |  |  |  |  | with the |
|  |  |  |  |  | precise |
|  |  |  |  |  | answer. |
| **2.** | **Grammatic** | Makes | Makes errors | Makes a | Uses correct | Makes |  |
| **al structure** | sentences | which may | few errors | word order | error free |
|  | which are so | interfere | which do | and article | sentences |
|  | brief that | with | not affect | adjectives. | using |
|  | there is little | comprehensi | the overall | Errors do not | correct |
|  | evidence of | bility. | comprehen | hinder | sentence |
|  | structure & |  | sion. | comprehensi | formations |
|  | comprehensi |  |  | bility | . |
|  | on. |  |  |  |  |
| **3.** | **Vocabulary** | Uses limited | Relies on | Utilizes old | Speaks | Uses |  |
| vocabulary | basic | and new | clearly and | variety of |
| and | vocabulary. | vocabulary | uses | vocabulary |
| mispronunci | Speech is | . Attempts | idiomatic | as per the |
| ations hinder | comprehensi | to use | expressions | context. |
| comprehensi | ble in spite of | idiomatic | fluently as | Has good |
| bility. | mispronunci | expression | per the | command |
|  | ation. | s according | theme. | over |
|  |  | to the |  | expression |
|  |  | topic. |  | s. |
| **4.** | **Conversati** | Uses very | Uses some | Uses some | Clarifies and | Is able to |  |
| **on** | few | strategies | strategies | continues | speak on |
|  | approaches | and needs | yet | conversation | any given |
|  | to initiate a | frequent | requires | using good | topic using |
|  | conversation. | prompting to | occasional | strategies like | expression |
|  |  | further the | prompting. | intonation, | s. Is also |
|  |  | conversation. |  | self- | able to |
|  |  |  |  | correction, | comprehen |
|  |  |  |  | and verbal | d other |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | cues. | person |  |
| clearly. |
| **5.** |  | Incomprehen | Nearly | Partially | Mostly | Completel |  |
|  | sible to a | incomprehen | comprehen | comprehensi | y |
| **Pronunciati** | native | sible to a | sible to a | ble to a | comprehen |
| **on** | speaker | native | native | native | sible to a |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | speaker | speaker | speaker | native |  |
| speaker |
| **6.** | **Cultural** | Rarely | Sometimes | Frequently | Almost | Has in- |  |
| **Appropriat** | uses/interpr | uses/interpr | uses/inter | always uses | depth |
| **eness** | ets cultural | ets cultural | prets | /interprets | knowledge |
|  | manifestatio | manifestatio | cultural | cultural | about |
|  | ns. | ns when | manifestati | manifestation | other |
|  |  | appropriate | ons when | s when | countries |
|  |  | to the task. | appropriat | appropriate | culture & |
|  |  |  | e to the | to the task. | other |
|  |  |  | task. |  | perspectiv |
|  |  |  |  |  | es. |
|  | **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:**

**Appendix7.2e Rubrics for Practicum (Practice Teaching)**



**FACULTY OF EDUCATION**

**Rubrics for Practicum (Practice Teaching)**

**PLOs:**

1. Able to relate educational theories and principles in secondary classroomenvironment
2. Able to apply theory, and core teaching skills in making effective decisions in secondary levelclassroom
3. Able to apply the use of specific teaching skills andtechniques
4. Able to demonstrate effective communicationandbehavioural skills to support and enhance educational effectiveness in and outside and inside theclassroom
5. Able to plan select effective pedagogicaltools.

**Scale:**

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

**SCORING:**

1. CumulativeScoring:

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 scores3,



If the student’s performance isHighly effective, S/he scores 4, If the student’s performance is extra ordinary, S/he scores 5.

**PREMISES:**

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

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

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

**TOOLS USED FOR ASSESSMENT:**

Planning and Preparation forTeaching

* + Instructional objectives
  + Content
  + Methodology and TeachingAids
  + Assessment
* ClassroomEnvironment
  + Creating an Environment of Rapport andLearning
  + Managing ClassroomProcedures
  + Managing StudentBehavior
  + Organizing PhysicalSpace
* Delivery ofInstruction
  + Communicating Clearly andAccurately
  + Engaging Students inLearning
  + Demonstrating Flexibility andResponsiveness
  + Providing Feedback toStudents
* Monitoring, Assessment, andFollow-Up
  + Criteria
  + SelfAssessment
  + Diagonostic and remedialtest
  + Reflection
* Professional Responsibilities
  + Maintaining AccurateRecords
  + Contributing to the School andSociety
  + Growing and DevelopingProfessionally
  + ShowingProfessionalism

**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:\_ EnrolmentNo.: Programme:\_** | | | | | | | |
| **S N**  **o** | **Indicators** | **Unsatisf actory**  **1** | **Satisfacto ry**  **2** | **Effecti ve**  **3** | **Highl y effect ive**  **4** | **Extraord inary**  **5** | **Sco re** |
| 1. | Instructional Objectives | No any relationsh ip with curriculu m objective s | Teaches with little consideratio n  for long- range curriculum goals | Plans lessons with some thought to larger goals and objectiv es and higher- order thinkin gskills | Plans most units with big ideas, essenti al questio ns, knowle dge, skill, and noncog nitive 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 familiarit ywith  the | Has little familiarity withthe  subject | Is somew hat  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 develo pment and how student s  learn | date on authoritativ e  research on child developme nt  and how students learn |  |
| 3. | Methodology and Teaching Aids | No use of relevant teaching aids and  use of inappropr iate methodol ogy | Use of good methods of teaching and Plans lessons that rely mainly on mediocre and low- quality textbooks, workbooks, or worksheets. | Approp riate method ology and Plans lessons that involve a mixture of good and mediocr e  learning material s | Use of innovat ive method s of  teachin g and Design s lessons that use an approp riate, multic ultural mix  of materia ls and  technol ogy | Developin g new  teaching strategies that are context specific and Designs lessons that use an effective mix of high- quality, multicultur al learning materials and technology |  |
| 4 | Assessment | Use of inappropr iate method of assessme nt | Writes final tests shortly before they aregiven | Drafts unit tests as instructi on proceed s | Plans on-the- spot and unit assess ments to measur e student  learnin g | Prepares diagnostic, on-thespot, interim, and summative assessment s to  monitor student learning |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain2: Classroom Environment** | | | | | | | |
| **Name:\_ EnrolmentNo.: Programme:\_** | | | | | | | |
| **S N**  **o** | **Indicators** | **Unsatisfa ctory**  **1** | **Satisfacto ry**  **2** | **Effecti ve**  **3** | **Highl y effecti ve**  **4** | **Extraordi nary**  **5** | **Scor e** |
| 1. | Creating an Environment of Rapport and Learning | Unable to develop good learning environme nt by  developing rapport between students and Student teacher | Classrooms interactions, both between the Student teacher and students and among students, are negative or inappropriat e and  characterize d by  sarcasm, put-downs, or conflict. | Classroo m interacti ons are generall y appropri ate and free from conflict but may  be characte | Classro om interact ions reflect general warmth and caring, and are respectf ul of  the cultural | Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves  ensure maintenanc |  |
|  |  |  | rized by | and | e of high |
|  |  |  | occasion | develop | levels of |
|  |  |  | al | mental | civility |
|  |  |  | displays | differen | among |
|  |  |  | of | ces | members of |
|  |  |  | insensiti | among | the class. |
|  |  |  | vity. | groups |  |
|  |  |  |  | of |  |
|  |  |  |  | student |  |
|  |  |  |  | s. |  |
| 2. | Managing | Unable to | Classroom routines and procedures are either nonexistent or inefficient, resulting in  the loss of much | Classroo m routines and procedu res have been establish  ed but function | Classro om routine s and proced ures have been  establis hed and | Classroom routines and procedures are seamless in their operation,  and students |  |
|  | Classroom | maintain |
|  | procedures | discipline |
|  |  | and |
|  |  | manage |
|  |  | classroom |
|  |  | environme |
|  |  | nt |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | instruction | unevenl | functio | assume |  |
| time. | y or | n | considerabl |
|  | inconsis | smooth | e |
|  | tently, | ly for | responsibili |
|  | with | the | ty for their |
|  | some | most | smooth |
|  | loss of | part, | functioning. |
|  | instructi | with |  |
|  | on time. | little |  |
|  |  | loss of |  |
|  |  | instruct |  |
|  |  | ion |  |
|  |  | time. |  |
| 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 inappropriat e response to student misbehavior. | Student teacher makes an effort to establish standard s of  conduct for students  , | Student teacher is aware of student behavio r, has establis hed  clear standar | Student behavior is entirely appropriate, with evidence of student participatio n in setting expectation s and  monitoring |  |
|  |  |  | monitor | ds of | behavior. |
|  |  |  | student | conduct | Student |
|  |  |  | behavior | , and | teacher’s |
|  |  |  | , and | respond | monitoring |
|  |  |  | respond | s to | of student |
|  |  |  | to | student | behavior is |
|  |  |  | student | misbeh | subtle and |
|  |  |  | misbeha | avior in | preventive, |
|  |  |  | vior, but | ways | and Student |
|  |  |  | these | that are | teacher’s |
|  |  |  | efforts | appropr | response to |
|  |  |  | are not | iate and | student |
|  |  |  | always | respectf | misbehavio |
|  |  |  | successf | ul of | r is |
|  |  |  | ul. | the | sensitive to |
|  |  |  |  | student | individual |
|  |  |  |  | s. | student |
|  |  |  |  |  | needs. |
| 4 | Organizing physical space | Inappropri ate use of available resources | Student teacher makes poor use of the  physical | Student teacher’ s classroo  m is | Student teacher ’s classro  om is | Student teacher’s classroom is safe,and  students |  |
|  |  |  | environment | safe, | safe, | 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 accessib le to all students  , but the furniture arrange ment only partially supports the learning activitie s. | and learnin g is  accessi ble to all student s; Student teacher uses physica l resourc es well and ensures that the arrange ment of furnitur e support s the learnin g activiti  es. | to ensuring that the physical environmen t supports the learning of all  students. |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain3: Delivery of Instruction** | | | | | | | | |
| **Name:\_** | |  | **Enrolment No.:** | | **Programme:\_** | |  |  |
| **S N**  **o** | **Indicators** | | **Unsatisfac tory 1** | **Satisfacto ry**  **2** | **Effecti ve 3** | **Highly effecti ve 4** | **Extraordin ary 5** | **Scor e** |
| 1. | Communicatin g clearly and accurately | | Unable to communicat e appropriatel y with  students | Student teacher’s oral and written communicati on contains  errors or is unclear orin | Student teacher’ s oral and written commun  ication contains | Student teacher commu nicates clearly and  accurate ly to | Student teacher’s oral and written communicati on is clear and  expressive, anticipating |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | appropriate | nor | students | possible |  |
| to students. | errors, | , both | student |
|  | but may | orally | misconceptio |
|  | not be | and in | ns. |
|  | complet | writing. |  |
|  | ely |  |  |
|  | appropri |  |  |
|  | ate or |  |  |
|  | may |  |  |
|  | require |  |  |
|  | further |  |  |
|  | explanat |  |  |
|  | ions to |  |  |
|  | avoid |  |  |
|  | confusio |  |  |
|  | n. |  |  |
| 2. | Engaging students in learning | Not able to engage students appropriatel y in  teaching learning process | Students are not at all intellectually engaged in significant learning, as a result of in appropriate  activities or | Students are intellect ually engaged only partially  ,  resulting | Students are intellect ually engaged through out the lesson,  with | Students are highly engaged throughout the lesson  and make material contributions  to the |  |
|  |  |  | materials, | from | appropri | representatio |
|  |  |  | poor | activitie | ate | n of content, |
|  |  |  | representatio | s or | activitie | the activities, |
|  |  |  | ns of | material | s and | and the |
|  |  |  | content, or | s of | material | materials. |
|  |  |  | lack of | uneven | s, | The structure |
|  |  |  | lesson | quality, | instructi | and pacing of |
|  |  |  | structure. | inconsis | ve | the lesson |
|  |  |  |  | tent | represen | allow for |
|  |  |  |  | represen | tations | student |
|  |  |  |  | tations, | of | reflection and |
|  |  |  |  | of | content, | closure. |
|  |  |  |  | content, | and |  |
|  |  |  |  | or | suitable |  |
|  |  |  |  | uneven | structur |  |
|  |  |  |  | structure | e and |  |
|  |  |  |  | or | pacing |  |
|  |  |  |  | pacing. | of the |  |
|  |  |  |  |  | lesson. |  |
| 3. | Demonstrating | Authoritaria | Student teacher’s feedback to students is of poor quality | Student teacher’ s to  students in | Student teacher’ s feedbac k to | Student teacher’s feedback to  students is timely andof |  |
|  | Flexibility and | n approach |
|  | responsiveness | in the class |
|  |  | and poor |
|  |  | response to |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | students query | and is not given in a timely manner. | uneven, and its timeline ss in  inconsis tent. | students is timely and of consiste ntly  high quality. | consistently high quality, and students make use of the feedback in their  learning. |  |
| 4 | Providing feedback status | to | 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 | Student teacher demonst rates moderat e flexibilit y and  responsi | Student teacher seeks ways to ensure successf ul learning  for all | Student teacher is highly responsive to students’ interests and questions, makingmajor  lesson |  |
|  |  |  |  | understandin | veness | students | adjustments if |
|  |  |  |  | g or | to | , | necessary, |
|  |  |  |  | students’ | students | making | and persist in |
|  |  |  |  | lack of | ’ needs | adjustm | ensuring the |
|  |  |  |  | interest, and | and | ents as | success of all |
|  |  |  |  | fails to | interests | needed | students. |
|  |  |  |  | respond to | during a | to |  |
|  |  |  |  | students’ | lesson, | instructi |  |
|  |  |  |  | questions; | and | on plans |  |
|  |  |  |  | Student | seeks to | and |  |
|  |  |  |  | teacher | ensure | respondi |  |
|  |  |  |  | assumes no | the | ng to |  |
|  |  |  |  | responsibilit | success | student |  |
|  |  |  |  | y for | of all | interests |  |
|  |  |  |  | students’ | students | and |  |
|  |  |  |  | failure to | . | question |  |
|  |  |  |  | understand. |  | s. |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| * **Domain4:** Monitoring, Assessment, andFollow-Up | | | | | | | | | | |
| **Name:\_** | |  | **Enrolment No.:** | |  | **Programme:\_** | | |  |  |
| **S N**  **o** | **Indicators** | | **Unsatisfact ory**  **1** | **Satisfact ory**  **2** | **Effecti ve**  **3** | | **Highl y effecti ve**  **4** | **Extraordi nary**  **5** | | **Scor e** |
| 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 clearcriteria | |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | assessment. | what it takes to get good grades | qualities that their finished work should exhibit | ncy, includin g rubrics and exempl ars 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, selfasse ss,  and know where they stand academ ically at all times | Has students set ambitious goals, continuousl y self-  assess,  and take responsibilit y for improving performance |  |
| 3. | Diagonostic and Remedial Test | Unable to diagnose the problems of students and provide them proper remedy | Begins instruction without diagnosing students' skills and knowledge | Does a quick K- W-L  (Know, Want to Know, Learned) exercise before beginnin g a  unit. | Diagno ses students ’  knowle dge and skills up front and makes small adjustm  ents | Gives students a wellconstru cted diagnostic assessment up front, and uses  the information to fine-tune instruction |  |
|  |  |  |  |  | based on the  data. |  |
| 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 effective ness  of lessons | Reflects on the effectiv eness  of lessons | Works with colleagues to  reflect on what workedand |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | thinks about what might have been done better | and units | and units and continu ously works to improv e  them. | what didn't and continuousl y  improve instruction |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain5: Professional Responsibilities** | | | | | | | |
| **Name:\_ EnrolmentNo.: Programme:\_** | | | | | | | |
| **S N**  **o** | **Indicators** | **Unsatisfa ctory**  **1** | **Satisfacto ry**  **2** | **Effectiv e**  **3** | **Highly effecti ve**  **4** | **Extraordin ary**  **5** | **Scor e** |
| 1. | Maintaining  Accurate | Student  teacher has | Student  teacher’s | Student  teacher’s | Student  teacher’ | Developed innovative system for maintaining the records accurately |  |
|  | Records | no system | system for | system | s system |
|  |  | for | maintaining | for | for |
|  |  | maintainin | accurate | maintaini | maintai |
|  |  | gaccurate | records is | ng | ning |
|  |  | records, | rudimentary | accurate | accurate |
|  |  | resulting in | and only | records | records |
|  |  | errors and | partially | is | is |
|  |  | confusion. | effective. | efficient | efficient |
|  |  |  |  | and | and |
|  |  |  |  | effective. | effectiv |
|  |  |  |  |  | e, and |
|  |  |  |  |  | students |
|  |  |  |  |  | contribu |
|  |  |  |  |  | te toits |
|  |  |  |  |  | mainten |
|  |  |  |  |  | ance. |
| 2. | Contributing to school and society | Student teacher’s relationshi  ps with | Student teacher’s relationship  s with | Student teacher participat  es | Student teacher makesa  substant | Active and regular participation of students  in school and society and outstanding  contribution |  |
|  |  | colleagues | colleagues | actively | ial |
|  |  | are | are cordial, | in school | contribu |
|  |  | negative or | and Student | and | tion to |
|  |  | self- | teacher | district | school |
|  |  | serving, | participates | projects, | and |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | and Student teacher avoids being involved in school and district projects. | in school and district events and projects when specifically requested. | and maintain s positive relations hips with colleagu es. | district events and projects, assumin g leadershi p with  colleagu es | to school andsociety |  |
| 3. | Growing and developing professionally | Student teacher does not  participate | Student teacher’s participatio  n in | Student teacher participat es actively in professio nal developm ent activities and contribut es to the professio n. | Student teacher makes a substant ial contribut ion to the professio n through such activities as action research and mentori ng new Student teachers  , and  actively pursues professio nal develop  ment. | Extraordinar y and  innovative approach for professional growth |  |
|  |  | in | professional |
|  |  | profession | developmen |
|  |  | al | t activities |
|  |  | developme | is limited to |
|  |  | nt | those that |
|  |  | activities, | are |
|  |  | even when | convenient. |
|  |  | such |  |
|  |  | activities |  |
|  |  | are clearly |  |
|  |  | needed for |  |
|  |  | the |  |
|  |  | developme |  |
|  |  | nt of |  |
|  |  | teaching |  |
|  |  | skills. |  |
| 4 | Showing Professionalism | Student teacher’s  sense of | Student teacher’s  attempts to | Student teacher  makes | Student teacher  assumes | Outstanding sense of responsibilit y and  professional approach for solving academic and other problems |  |
|  |  | profession | serve | genuine | a |
|  |  | alism is | students | and | leadersh |
|  |  | low, and | based on | successf | ip |
|  |  | Student | the best | ul efforts | position |
|  |  | teacher | information | to ensure | in |
|  |  | contributes | are genuine | that all | ensuring |
|  |  | to | but | students | that |
|  |  | practices | inconsistent | are well | school |
|  |  | that are | . | served | practice |
|  |  | self- |  | by the | s and |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | serving or harmful to students. |  | school. | procedu res ensure that all students  ,  particula rly 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:**

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



## FACULTY OF PHYSICAL EDUCATION

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

**Assessment Parameters:**

* Planning and preparation of Lessonplan
* Organization andadministration
* Content knowledge ofsubject
* Use ofpedagogy
* Communications: verbal andnon-verbal

###### Scoring:

* If the student’s performance is unsatisfactory on criteria, he/she scores1.
* If the student’s performance needs improvement on criteria, he/she scores2.
* If the student’s performance is satisfactory on criteria, he/she scores3.
* If the student’s performance proficient on criteria, he/she scores4.
* If the student’s performance is Exceptional on criteria, he/she scores 5.unique

###### Tools used for Assessment:

* Recordfile.
* Lessons.
* Viva-Voice

###### Composition of Assessment Board:

* Corefaculty.
* InternalExaminer.
* ExternalExaminer.

###### 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** | **Needimprovement (Poor)**  **1point** |
| **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 Communicat ion Skills/instru ction: 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 Demonstrat e 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/ Demonstrati ons** | The teacher has a superior ability to effectively use audiovisual aids in order to enhance learning during a lesson. &/OR The teacher demonstrates a superior ability to organize and conduct in class activities/demonst rations. | The teacher has an above average ability to effectively use audiovisual aids in order to enhance learning during a lesson. &/OR  The teacher demonstrates an above average ability to organize and conduct in class activities and demonstrations. | The teacher has an adequate/average ability to effectively use audiovisual aids in order to enhance learning during a lesson. &/OR  The teacher demonstrates an above average ability to organize and conduct in class activities and demonstrations. | The teacher has a below average ability to effectively use audiovisual aids in order to enhance learning during a lesson. &/OR  The teacher demonstrates a below average ability to organize and conduct in class activities and  demonstrations. | The teacher has a very poor ability to effectively use audiovisual aids in order to enhance learning during a lesson. &/OR  The teacher demonstrates a very poor ability to organize and conduct in class activities and demonstrations. |
| Creates positive teaching learning environment with high expectation | Able to creates accurate and positive teaching learning environment with high expectation | Able to creates above average teaching learning environment with high expectation | Able to creates adequate and average teaching learning environment with high expectation | Able to creates below average teaching learning environment with high expectation | Able to creates a very poor teaching learning environment with high expectation |
| Interprets teaching students 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 |

**Appendix7.2g: Rubrics for assessment of dissertation(physical education) masters programme**



## 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.N**  **o** | **Tr**  **ait** | **Defi**  **cient** | **Sufficie**  **nt** | **Compet**  **ent** | **Exempl**  **ary** | **Score** |
| 1. | Identification of the Research problem/ Situation in physical education and sports sciences. | Student fails to | Student is | Student | Student |  |
|  | identify the | somewhat able to | substantially | comprehensivel |
|  | main problem | identify the main | identifies the | y and precisely |
|  | in a Research | problem in a | main problem | identifies the |
|  | problem/ | Research | in a Research | Research |
|  | Situation in | problem/ | problem/ | problem/ |
|  | physical | Situation in | Situation in | Situation in |
|  | education and | physical | physical | physical |
|  | sports | education and | education and | education and |
|  | sciences. | sports sciences. | sports sciences | sports science. |
| 2. | Identification of the key | Student fails to | Student is | Student | Student identifies |  |
|  | assumptions | identify the | somewhat able to | substantially | all the key |
|  | surrounding a | main | identify the main | identifies the | assumptions |
|  | Research problem/ | assumptions | assumptions | key assumptions | surrounding a |
|  | Situation in physical | surrounding | surrounding the | in a Research | Research |
|  | education and sports | the Research | Research | problem/ | problem/ |
|  | science. | problem/ | problem/ | Situation in | Situation in |
|  |  | Situation in | Situation in | physical | physical |
|  |  | physical | physical | education and | education and |
|  |  | education and | education and | sports sciences.. | sports sciences. . |
|  | **Literature Review** |  |  |  |  |  |
| 3. | Critically reviews | Student fails to | Student is | Student | Student identifies |  |
|  | literature; contrast | identify the | Somewhat able to | substantially | all the key the |
|  | and compares | relevant | identify the | identifies the | relevant |
|  | relevant debates, | literature, and | relevant literature, | key and relevant | literature, and |
|  | concepts and theories | unable to | and unable to | literature, and | was able to |
|  | in physical education | compare and | compare and | was able to | develop the |
|  | and sports sciences.. | contrast the | contrast the | compare and | concepts and |
|  |  | concepts in | concepts and | contrast the | theories, |
|  |  | physical | theories in | concepts and | surrounding in |
|  |  | education and | physical education | theories in | physical |
|  |  | sports. and | and sports.. | physical | education and |
|  |  | theories | sciences. | education and | sports sciences.. |
| 4. | Justifies literature in | Student fails to | Student is | Student | Student identifies |  |
|  | relation to research | clearly link | somewhat able to | Substantially | relevant links |
|  | question(s); clearly | literature to | clearly link | links literature | through |
|  | links literature to | objectives; | literature to | to objectives; | literature to |
|  | objectives; | incorporates | objectives; | incorporates | objectives; |
|  | incorporates current or | current or | incorporates | current or recent | incorporates |
|  | recent literature in | recent | current or recent | literature in | current or recent |
|  | physical education | literature | literature | physical | literature |
|  | and sports sciences. | surrounding in | surrounding the | education and | surrounding in |
|  |  | physical | in physical | sports sciences. | physical education |
|  |  | education and | education and |  | and sports |
|  |  | sports sciences. | sports sciences. |  | sciences. |
|  | **Research methodology** |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 5. | Justifies methodological approach in relation to research question(s)  and objectives; clearly kinks discussion to own topic in physical education and sports sciences. | Student fails to Establish methodologica l approach to be followed with respect to objectives and research questions in physical education and sportssciences. | 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 methodologi  cal approach in relation to research question(s) and objectives. | Student is able to devise methodologi  cal 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 designand data collection methods; presents reliable and valid data; justifies rejection of alternativemethods | 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 thescope  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 somew  hat organiz | Presentationis 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 & | Presentation was too short or too | Presentation was somewhat | Presentation utilizes allotted | Presentation providesexcellent |  |
| conclusion | long , Conclusion missing or content does  not support findings | short/long not covering all the points, Conclusion is somewhat insufficient or content does not support findings | time, Conclusion is  Supported by content and contain review of key points. | coverage oftime, Conclusion is supported by content and provides review of key points and stimulates furtherinquiry  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** | | | | | |  |

**Appendix7.2h: Rubrics for assessment ofdissertation**

**(education) mastersprogramme**

## 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.N**  **o** | **Tr**  **ait** | **Defi**  **cient** | **Sufficie**  **nt** | **Compet**  **ent** | **Exempl**  **ary** | **Score** |
| 1. | Identification of the Research problem/ Situation in education . | Student fails to | Student is | Student | Student |  |
|  | identify the | somewhat able to | substantially | comprehensivel |
|  | main problem | identify the main | identifies the | y and precisely |
|  | in a Research | problem in a | main problem | identifies the |
|  | problem/ | Research | in a Research | Research |
|  | Situation in | problem/ | problem/ | problem/ |
|  | education . | Situation in | Situation in | Situation in |
|  |  | education . | education . | education . |
|  |  |  |  | science. |
| 2. | Identification of the key | Student fails to | Student is | Student | Student identifies |  |
|  | assumptions | identify the | somewhat able to | substantially | all the key |
|  | surrounding a | main | identify the main | identifies the | assumptions |
|  | Research problem/ | assumptions | assumptions | key assumptions | surrounding a |
|  | Situation in | surrounding | surrounding the | in a Research | Research |
|  | education . science. | the Research | Research | problem/ | problem/ |
|  |  | problem/ | problem/ | Situation in | Situation in |
|  |  | Situation in | Situation in | education . | education . |
|  |  | education . | education . |  |  |
|  | **Literature Review** |  |  |  |  |  |
| 3. | Critically reviews | Student fails to | Student is | Student | Student identifies |  |
|  | literature; contrast | identify the | Somewhat able to | substantially | all the key the |
|  | and compares | relevant | identify the | identifies the | relevant |
|  | relevant debates, | literature, and | relevant literature, | key and relevant | literature, and |
|  | concepts and theories | unable to | and unable to | literature, and | was able to |
|  | in education . | compare and | compare and | was able to | develop the |
|  |  | contrast the | contrast the | compare and | concepts and |
|  |  | concepts in | concepts and | contrast the | theories, |
|  |  | education . and | theories in | concepts and | surrounding in |
|  |  | theories . | education . | theories in | education . . |
|  |  |  |  | education . |  |
| 4. | Justifies literature in | Student fails to | Student is | Student | Student identifies |  |
|  | relation to research | clearly link | somewhat able to | Substantially | relevant links |
|  | question(s); clearly | literature to | clearly link | links literature | through |
|  | links literature to | objectives; | literature to | to objectives; | literature to |
|  | objectives; | incorporates | objectives; | incorporates | objectives; |
|  | incorporates current or | current or | incorporates | current or recent | incorporates |
|  | recent literature in | recent | current or recent | literature in | current or recent |
|  | education . | literature | literature | education . | literature |
|  |  | surrounding in | surrounding the |  | surrounding in |
|  |  | education . | in education . |  | education . |
|  | **Research methodology** |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 5. | Justifies methodological approach in relation to research question(s)  and objectives; clearly kinks discussion to own topic in education  . | Student fails to Establish methodologica l 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 methodologi  cal approach in relation to research question(s) and objectives. | Student is able to devise methodologi  cal 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 designand data collection methods; presents reliable and valid data; justifies rejection of alternativemethods | 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 thescope  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 somew  hat organiz ed | | Presentationis 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 & | | | Presentation was too short or too | Presentation was somewhat | | Presentation utilizes allotted | Presentation providesexcellent | |  | | |
| conclusion | | | long , Conclusion missing or content does  not support findings | short/long not covering all the points, Conclusion is somewhat insufficient or content does not support findings | | time, Conclusion is  Supported by content and contain review of key points. | coverage oftime, Conclusion is supported by content and provides review of key points and stimulates furtherinquiry  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** | | | | | | | | | |  | | |

**Appendix 7.2I Rubrics for assessment of Foreign Business Language for masters programme**



## 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:** | | **EnrolmentNo.:** | | **Programme:** | | |
|  | **Attribute** | **Unsatisfactory** | **Needs** | **Satisfactory** | **Proficient (3)** | **Distinguis** | **Scor** |
| **s** | **(0)** | **improvement** | **(2)** | **hed (4)** | **e** |
|  |  | **(1)** |  |  |  |
| **1.** | **Initiatio** | Student does | Sometimes | Is able to | Student | Student |  |
| **n/** | not understand | takes initiative | comprehend | eagerly | shows great |
| **Introduc** | the concepts. | & asks | and utilize | participates in | interest in |
| **tion** |  | questions. | appropriate | class. Asks | class |
|  |  |  | study | questions and | activities & |
|  |  |  | material. | speaks | instantly |
|  |  |  |  | spontaneously. | responds |
|  |  |  |  |  | with the |
|  |  |  |  |  | right |
|  |  |  |  |  | answer. |
| **2.** | **Vocabul** | Uses limited | Relies on basic | Utilizes old | Speaks clearly | Uses |  |
| **ary** | vocabulary | vocabulary. | and new | and uses | variety of |
|  | and | Speech is | vocabulary. | idiomatic | vocabulary |
|  | mispronunciati | comprehensibl | Attempts to | expressions | as per the |
|  | ons impede | e in spite of | use | fluently as per | context. |
|  | comprehensibil | mispronunciati | idiomatic | the topic. | Has good |
|  | ity. | on. | expressions |  | command |
|  |  |  | according to |  | over |
|  |  |  | the topic. |  | expressions. |
| **3.** | **Gramma** | Makes | Makes errors | Makes a few | Uses correct | Makes error |  |
| **tical** | sentences | which may | errors which | word order | free |
| **structure** | which are so | interfere with | do not affect | and article | sentences |
|  | brief that there | comprehensibi | the overall | adjectives. | using |
|  | is little | lity. | comprehensi | Errors do not | correct |
|  | evidence of |  | on. | hinder | sentence |
|  | structure & |  |  | comprehensibi | formations. |
|  | comprehension |  |  | lity. |  |
|  | . |  |  |  |  |
| **4.** | **Convers** | Uses very few | Uses some | Uses some | Clarifies and | Is able to |  |
| **ation** | approaches to | strategies and | strategies yet | continues | speak on |
|  | initiate a | needs frequent | requires | conversation | any given |
|  | conversation. | prompting to | occasional | using good | topic using |
|  |  | further the | prompting. | strategies like | expressions. |
|  |  | conversation. |  | intonation, | Is also able |
|  |  |  |  | self-correction, | to |
|  |  |  |  | and verbal | comprehen |
|  |  |  |  | cues. | d other |
|  |  |  |  |  | person |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | clearly. |  |
| **5.** | **Cultural** | Rarely | Sometimes | Frequently | Almost always | Has in- |  |
| **Appropr** | uses/interprets | uses/interpret | uses/interpr | uses | depth |
| **iateness** | cultural | s cultural | ets cultural | /interprets | knowledge |
|  | manifestations. | manifestations | manifestatio | cultural | about other |
|  |  |  | when | ns when | manifestations | countries |  |
| appropriate to | appropriate | when | culture & |
| the task. | to the task. | appropriate to | other |
|  |  | the task. | perspective |
|  |  |  | s. |
|  | **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:**

**Appendix7.3: Alumni Feedback – Domain of Education**



###### Domain of Education Confidential

**AlumniFeedback**

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.

1. **Kindly rate(√) on the following aspects at Domain ofEducation**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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 |  |  |  |  |  |

1. **How would you assess the placement cell and placement of theinstitutions?**

#### 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 |

1. Does the placement cell of the institution giving adequate counseling, coaching and placement to thestudents?

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

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

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

1. **Kindly rate the following aspects of your current or recentjob?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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 |  |  |  |  |  |

### In the order of importance rate the skills, Attributes and abilities in relation to your currentjob.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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 furtherimprovement?

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**Appendix 7.3a: Student Exit Survey - Bachelor of Physical Education (BPES)**



## Student Exit Survey

**Domain : Education**

**ProgrammeGroup : BPES**

*Dear Student, the objective of this Survey is to seek your candid assessment regarding the various learning aspects of the* **BPES**

*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 philosophyand 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 andsports  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)**



## Student Exit Survey

**Domain : Education ProgrammeGroup : 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 agreenor**  **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 andtheories  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 educationteacher. |  |  |  |  |  |
| 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)**



## 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)**



## 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 agreenor**  **disagree** | **Somewhat Agree** | **Not at all agree** |
| **PLO 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. |  |  |  |  |  |
| **PLO 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. |  |  |  |  |  |
| **PLO 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.)**

## Student Exit Survey

**Domain : Education ProgrammeGroup : 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 physicaleducational  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 educationand  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 teachingskillsinphysicaleducationand  sports. |  |  |  |  |  |
| 2. | I am able to demonstrate effective practicalskillsinphysicaleducationand  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 andreflect  learning in physical education andsports. |  |  |  |  |  |
| 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.)**

## 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 agreenor**  **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 (BPES)**



###### 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)** | : | 1. Students shall be able to be able to demonstrate core educational principles common in the field ofeducation. 2. Students shall be able to be able to relate theory and practical in making prudent decisions in education field in the context of globaltrend. 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 educationalframework. 4. Students shall be able to be able to select the appropriate teaching & Research skills and techniques as per their pedagogicalspecialization. 5. Students shall be able to be able to show appropriate communication and behavioural skills that support and enhance teaching- learning andresearch. 6. Students shall be able to be able to justify effective pedagogical practices prevalent in the field of education in criticalmanner. 7. Students shall be able to be able to generate positive perspectives and skills that enhance educational leadership ineducation. 8. Students shall be able to be able to defend ethical considerations and values relevant to teaching learningprocesses. 9. Students shall be able to be able to organize and reflect learning and development throughout theircareer |

|  |  |  |
| --- | --- | --- |
| **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 inAmizone.
  + Programme Questions for each programme shall be different and shall be entered by theHoIs.
  + Students shall be able to be able to see all the 200 questionstogether.
  + The questions must be linked to the PLOs, Institution Graduate Attributes, Domain Graduate Attributes and Finally to University GraduateAttributes.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S. No.** | **Section / University Graduate**  **Attributes** | **Description of the section** | **Sub Sectio n** | **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 Responsibilit y | 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 andnurturance  of values for a meaningful life. | 6 | 10 | PG |
| 7 | Employabilit y, Enterprise &Entrepreneur ship | 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 ontheir  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 andentrepreneurship  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 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)** | : | 1. Students shall be able to be able to demonstrate core educational principles common in the field ofeducation. 2. Students shall be able to be able to relate theory and practical in making prudent decisions in education field in the context of globaltrend. 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 educationalframework. 4. Students shall be able to be able to select the appropriate teaching & Research skills and techniques as per their pedagogicalspecialization. 5. Students shall be able to be able to show appropriate communication and behavioural skills that support and enhance teaching- learning andresearch. 6. Students shall be able to be able to justify effective pedagogical practices prevalent in the field of education in criticalmanner. 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 learningprocesses. 9. Students shall be able to be able to organize and reflect learning and development throughout theircareer |
| **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 inAmizone.
  + Programme Questions for each programme shall be different and shall be entered by theHoIs.
  + Students shall be able to be able to see all the 200 questionstogether.
  + The questions must be linked to the PLOs, Institution Graduate Attributes, Domain Graduate Attributes and Finally to University GraduateAttributes.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 nderstanding 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 nurturanceof  values for a meaningful life. | 4 | 10 | PG |
| 5 | Problem Solving | This section aims to assess the programme learning outcomerelated to the pedagogy ,inculcation of lifelong learning attitude and skill along withprofessional  responsibility and ethical | 5A | 10 | PG |
| 5B | 30 | P |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | behaviour of student  teachers. |  |  |  |
| 6 | Ethical, Social and Professional Responsibilit y | 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 | Employabilit y, Enterprise &Entrepreneur ship | This section aims to assess the programme learning outcomerelated 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 employabilityand  entrepreneurship quotient. | 7A | 5 | PG |
| 7B | 5 | P |
| 8 | Life Long Learning | This section aims to assess the programme learning outcomerelated 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 employabilityand  entrepreneurship quotient. | 8 | 15 | PG |
| 9 | General | This section consists of  overall understanding of discipline of education | 9 | 10 | PG |
|  | Total |  |  | 200 |  |

**Appendix 7.4c Guidelines of Comprehensive Exam and Tools – Bachelor of Elementary Education (B.El.Ed)**



###### 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)** | : | 1. Students shall be able to be able to demonstrate core educational principles common in the field ofeducation. 2. Students shall be able to be able to relate theory and practical in making prudent decisions in education field in the context of globaltrend. 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 educationalframework. 4. Students shall be able to be able to select the appropriate teaching & Research skills and techniques as per their pedagogicalspecialization. 5. Students shall be able to be able to show appropriate communication and behavioural skills that support and enhance teaching- learning andresearch. 6. Students shall be able to be able to justify effective pedagogical practices prevalent in the field of education in criticalmanner. 7. Students shall be able to be able to generate positive perspectives and skills that enhance educational leadership ineducation. 8. Students shall be able to be able to defend ethical considerations and values relevant to teaching learningprocesses. 9. Students shall be able to be able to organize and reflect learning and development throughout theircareer |
| **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 inAmizone.
  + Programme Questions for each programme shall be different and shall be entered by theHoIs.
  + Students shall be able to be able to see all the 200 questionstogether.
  + The questions must be linked to the PLOs, Institution Graduate Attributes, Domain Graduate Attributes and Finally to University GraduateAttributes.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 Responsibilit y | 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 andnurturance  of values for a meaningful life. | 6 | 10 | PG |
| 7 | Employabilit y, Enterprise &Entrepreneur ship | 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 andentrepreneurship  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 andentrepreneurship  quotient. | 8 | 15 | PG |
| 9 | General | This section consists of overall understanding of discipline of  education | 9 | 10 | PG |
|  | Total |  |  | 200 |  |

**Appendix 7.4d Guidelines of Comprehensive Exam and Tools – Bachelor of Education (B. Ed)**



###### 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)** | : | 1. Students shall be able to be able to demonstrate core educational principles common in the field ofeducation. 2. Students shall be able to be able to relate theory and practical in making prudent decisions in education field in the context of globaltrend. 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 educationalframework. 4. Students shall be able to be able to select the appropriate teaching & Research skills and techniques as per their pedagogicalspecialization. 5. Students shall be able to be able to show appropriate communication and behavioural skills that support and enhance teaching- learning andresearch. 6. Students shall be able to be able to justify effective pedagogical practices prevalent in the field of education in criticalmanner. 7. Students shall be able to be able to generate positive perspectives and skills that enhance educational leadership ineducation. 8. Students shall be able to be able to defend ethical considerations and values relevant to teaching learningprocesses. 9. Students shall be able to be able to organize and reflect learning and development throughout theircareer |
| **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 inAmizone.
  + Programme Questions for each programme shall be different and shall be entered by theHoIs.
  + Students shall be able to be able to see all the 200 questionstogether.
  + The questions must be linked to the PLOs, Institution Graduate Attributes, Domain Graduate Attributes and Finally to University GraduateAttributes.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 Responsibilit y | 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 andnurturance  of values for a meaningful life. | 6 | 10 | PG |
| 7 | Employabilit y, Enterprise &Entrepreneur ship | 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 ontheir  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 andentrepreneurship  quotient. | 8 | 15 | PG |
| 9 | General | This section consists of overall understanding of discipline of  education | 9 | 10 | PG |
|  | Total |  |  | 200 |  |

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



###### 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)** | : | 1. Students shall be able to be able to demonstrate core educational principles common in the field ofeducation. 2. Students shall be able to be able to relate theory and practical in making prudent decisions in education field in the context of globaltrend. 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 educationalframework. 4. Students shall be able to be able to select the appropriate teaching & Research skills and techniques as per their pedagogicalspecialization. 5. Students shall be able to be able to show appropriate communication and behavioural skills that support and enhance teaching- learning andresearch. 6. Students shall be able to be able to justify effective pedagogical practices prevalent in the field of education in criticalmanner. 7. Students shall be able to be able to generate positive perspectives and skills that enhance educational leadership ineducation. 8. Students shall be able to be able to defend ethical considerations and values relevant to teaching learningprocesses. 9. Students shall be able to be able to organize and reflect learning and development throughout theircareer |

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| **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 inAmizone.
  + Programme Questions for each programme shall be different and shall be entered by theHoIs.
  + Students shall be able to be able to see all the 200 questionstogether.
  + The questions must be linked to the PLOs, Institution Graduate Attributes, Domain Graduate Attributes and Finally to University GraduateAttributes.

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| **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 |

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|  |  | related to thepedagogy  ,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 Responsibilit y | 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 andnurturance  of values for a meaningful life. | 6 | 10 | PG |
| 7 | Employabilit y, Enterprise &Entrepreneur ship | 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 ontheir  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 andentrepreneurship  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 Faculty of Education

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

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| **Purpose** | : | Toassessattainmentofprogramme goals in the core and specialisation areas ofall  the programmes in Faculty of Education. |
| **Goal(s)** | : | 1. Students shall be able to be able to demonstrate core educational principles common in the field ofeducation. 2. Students shall be able to be able to relate theory and practical in making prudent decisions in education field in the context of globaltrend. 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 pedagogicalspecialization. 5. Students shall be able to be able to show appropriate communication and behavioural skills that support and enhance teaching- learning andresearch. 6. Students shall be able to be able to justify effective pedagogical practices prevalent in the field of education in criticalmanner. 7. Students shall be able to be able to generate positive perspectives and skills that enhance educational leadership ineducation. 8. Students shall be able to be able to defend ethical considerations and values relevant to teaching learningprocesses. 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 inAmizone.
  + Programme Questions for each programme shall be different and shall be entered by theHoIs.
  + Students shall be able to be able to see all the 200 questionstogether.
  + The questions must be linked to the PLOs, Institution Graduate Attributes, Domain Graduate Attributes and Finally to University GraduateAttributes.

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| **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 Responsibilit y | 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 andnurturance  of values for a meaningful life. | 6 | 10 | PG |
| 7 | Employabilit y, Enterprise &Entrepreneur ship | 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 ontheir  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 andentrepreneurship  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

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| **Faculty/ Domain : Domain of Education** | | | | | | |
| **Leadership Team** | | | | | | |
| **Dean/Domain Head:** | | Prof.(Dr.) Kalpana Sharma | | | | |
| **S.N**  **o** | **Institution Name** | **Head of the Institution** | **Programme Title** | **Programm e 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.Jogiswar  Goswami | Prof.(Dr.)  Kalpana Sharma | Chair |
| Dr.Jogiswar  Goswami | Member |
| Dr.Poonam  Singh | Member |
| Dr.Rajesh  Dhauta | 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.Ajit Kumar | Member |
|  |  |
| B.P.E |  | Prof.(Dr.)  Kalpana Sharma | Chair |
| Dr.Jogiswar  Goswami | Member |
| Dr.Poonam  Singh | Member |
| Dr.Rajesh  Dhauta | Member |
| Dr.Ajit Kumar | Member |
| 3 | Amity Institute of Behavioural and Allied Science | Dr. Harish Kumar | B.El.Ed | Dr. T Beena | Dr. Harish Kumar | Chair |
| Dr. T Beena | Member |
| Dr. Raj Lakshmi | Member |
| Dr. Prachi Nadda | Member |
| Ms. Heena Dawar | Member |
| Ms. Isha Gupta | Member |

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| **Faculty Of Education** |
| **Assessment Leadership Team** |

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| S.N  o | **Instituti on Name** | **Head of the**  **Institutio n** | **Institutional Assessment Team** | **Role** | **Progra mme Title** | **Programme Assessment Team** | |
| 1 | Amity Institute of Education | Dr. Alka Muddgal | Dr. Alka Muddgal Dr. Neetu Mishra Dr.G.N.Tiw ari  Dr. Seema Agnihotri | Team | M.Ed |  | **Role** |
| Dr. Alka Muddgal | Chair |
| Dr. G.N.Tiwari | Member |
| Dr. Neetu Mishrad | Member |
| Dr. Mala Tondon | Member |
| Dr. Seema Agnihotri | Member |
| Dr. Alka Muddgal | Chair |
| B.Ed | Dr. G.N.Tiwari | Member |
| Dr. Pallavi T. Kaul | Member |
| Dr. Seema Agnihotri | Member |
| Dr. Neetu Mishra | Member |
| **Assessment Team** | **Role** |
| 2 | Amity School of Physical Educatio n and Sport Sciences | Prof.(Dr.) Kalpana Sharma | Prof.(Dr.) Kalpana Sharma  and Dr.Jogiswar Goswami | Chair | M.P.Ed | Prof.(Dr.) Kalpana  Sharma | Chair |
| Dr.Jogiswar Goswami | Member |
| Dr.Rajesh Dhauta | Member |
| Dr.Ajit Kumar | Member |
| Prof.(Dr.) Kalpana  Sharma | Chair |
| B.P.Ed | Dr.Jogiswar Goswami | Member |
| Dr.Rajesh Dhauta | Member |
| Dr.Ajit Kumar | Member |
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|  |  |  |  |  | B.P.E | Prof.(Dr.) Kalpana  Sharma | Chair |
| Dr.Jogiswar Goswami | Member |
| Dr.Rajesh Dhauta | Member |
| Dr.Ajit Kumar | Member |
| 3 | Amity Institute of Behavio ural and Allied Science | Dr. Harish Kumar | Dr. Harish Kumar  Dr. T Beena | Dr. Harish Kumar | B.El.Ed | **Assessment Team** | **Role** |
| Dr. Harish Kumar | Chair |
| Dr. T Beena | Member |
| Dr. Raj Lakshmi Raina | Member |
| Dr. Prachi Nadda | Member |
| Ms. Heena Dawar | Member |
|  |  |  |  |  |  | Dr. Neha Gupta | Member |
|  |  |  |  |  |  | Ms. Isha Gupta | Member |
|  |  |  |  |  |  |  |  |