

GRADUATE ATTRIBUTES

UG & PG PROGRAMS



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INDIAN INSTITUTE OF TEACHER EDUCATION
GANDHINAGAR

CHARTER OF GRADUATE ATTRIBUTES

Indian Institute of Teacher Education aspires to be a leading university in nurturing world class teachers who are exposed to a rich diversified and integrated curriculum amalgamating the ethos and philosophies of legendary Indian academician and philosopher Shri Kireetbhai Joshi and other scholars of national and international stature.

IITE Curriculum visualizes its learner to acquire pedagogical knowledge and skills including those visualized in ancient texts through the extensive exposure to content, pedagogy and skill courses precisely amalgamated with rich teaching learning experiences in the classroom and outside the classroom using simulated, virtual and real practice teaching and learning exposure, experiential learning, participative and reflective learning practices, strategies and methodologies, while at the same time addressing the academic, linguistic, regional and other diversities of its learner and varied demands of the schools and other employers. The curriculum provides a rich value based curriculum with a global outlook having exposure for innovation, entrepreneurship and employability.

The graduate attributes for various programs of the university highlight these aspects.

GRADUATE ATTRIBUTES FOR IITE STUDENTS

Personal	Intellectual	Professional	Social and Cultural
<ul style="list-style-type: none"> • Cognitive, Affective and Psychomotor Well being • Behavioral, Communication, and Leadership Skill 	<ul style="list-style-type: none"> • Technological , Pedagogical & Content Mastery • Analytical & Synthetically Skills • Creativity, Innovation, Entrepreneurship and employability 	<ul style="list-style-type: none"> • Teaching Competence and Attitudes • Values, Commitment and Integrity • Global perspective 	<ul style="list-style-type: none"> • Positive attitude towards inclusion and diversity. • Concern for safety and security of vulnerable • Commitment towards global needs and ethos

MODEL FRAMEWORK FOR DEVELOPING GRADUATE ATTRIBUTES FOR IITE STUDENTS

Personal	Intellectual	Professional	Social and Cultural
<ul style="list-style-type: none"> •Curricular activities developing intellectual skills like seminars, quiz, projects, problem based activities etc. •Curricular and co-curricular activities involving skills like empathy, self concept and self identity, collaborative and cooperative projects involving students, schools and society. •Exposure to experiential and constructivist activities so as to develop reflective practices and promote construction of knowledge. •Curricular and co-curricular activities involving experiments in laboratories, practice teaching, yoga, meditation, sports etc. •Curricular and co-curricular activities involving interaction, group work Behavioral, Communication, and Leadership Skill like projects, planning for visits, exhibitions, social activity etc. though various cells and committees. •Sensitization towards personal, social, and emotional needs through programs like DIPTI, counselling, mentoring and tutoring. •Guidance for career and occupational needs through placement activities and school exposure. 	<ul style="list-style-type: none"> •Introducing latest tools, technology and programs for e learning in the curriculum. •Promoting and mentoring use of technology in teaching, planning, communication, imparting lessons during practice teaching •Developing strong Pedagogical base by introducing pedagogy and method papers in curriculum •Infusing theoretical concepts and practical knowledge in curriculum using curricular, co-curricular and practice teaching activities. •Content Mastery by integrating subject knowledge and pedagogical knowledge across the curriculum through theory and practicum. •Providing opportunities for developing Analytical & Synthetically Skills by promoting teaching practices and methods involving higher order thinking like analysis, synthesis, Creativity and Innovation •Promoting Entrepreneurship and employability by including components in curriculum and activities in co-curricular part. 	<ul style="list-style-type: none"> •Infusing curricular components with practicum that promote Teaching Competence like technological, pedagogical and content knowledge. •Plug points for introducing concerns towards interaction in classroom using teaching methods and strategies. •Promoting activities through cells, committees and practicum that involve developing a positive attitude like contribution to schools through practice teaching, empathy towards problems and issues through action research and psychological testing, concern for quality through remedial programs, mentoring and reflective practices and so on. • Plug points in curriculum for infusing Values, Commitment and Integrity like projects through student committees, active participation in various cells like research council, women development cell, ICC, class representatives and student committees •Global perspective through curricular components and exposure through international placement training and fairs. 	<ul style="list-style-type: none"> • Infusing curricular components with practicum that promote positive attitude towards inclusion and diversity. •Introducing visits and programs that develops empathy towards special needs of children. •Promoting diversity through curricular and co-curricular activities like celebration of days, festival, exposure to foods, social and cultural diversities etc. • Developing a concern towards society through NCC and NSS cell activities . • Promoting a culture of equal opportunity by establishing systems and procedures like ethics policy, calls like ICC and equal opportunity •Promoting activities like gender sensitization, training for judo, karate and other sports, awareness and sensitization towards the vulnerable and backward classes. •Commitment towards global needs and ethos by establishing procedures for inclusive access to campus, using green energy, promoting water harvesting and waste management activities.

Semesterwise Mapping of Program Outcomes and Course Outcomes



SEM	SEM 1			SEM 2			SEM 3			SEM 4			SEM 5			SEM 6				SEM 7			SEM 8												
Paper	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32			
S. NO. PO	LS 1	ES 1	LPC 1	LS 2	ES 2	LPC 2	CuS 4	LPC 3	PS1 O1	LPC 5	PS2/3 M	PS2/3 S	CuS 1	LPC 4	AE 1	SI 1	CoS 1	CuS 2	PS 4	EPC 3 O1	EPC 3 O2	EPC 3 O3	SI 2	CuS 3	EPC 1	EPC 2	SI 3	CoS 2	EPC 4 O1	EPC 4 O2	EPC 4 O3	SI 4	No. of times PO appears in	S. NO. PO	
1																																	18	1	
2																																		11	2
3																																		6	3
4																																		6	4
5																																		6	5
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25																																		3	25
	7	6	6	5	6	5	5	6	7	6	11	11	5	5	7	7	7	6	5	5	7	4	6	4	8	6	8	4	5	4	6	8			

Program Outcomes UG & PG Program

Program Outcomes represent broad statements that describe what graduates are expected to attain within a few years of completing their program. These are based on the needs of society as analyzed and outlined by regulatory bodies.

Program Outcomes UG & PG Program

1. Acquires the knowledge of facts and figures in various subjects of pure sciences and education and develops skills for reflecting and evaluating.
2. Develops mastery on and ability to apply the knowledge of technology, subject, content and pedagogy in designing technology integrated learning experiences and teaching learning processes.
3. Understands basic concepts, fundamental principles, scientific theories and laws related to various phenomenon and applies the knowledge and understanding of facts, principles and laws in understanding the relevance of phenomenon in daily life.
4. Understands basic concepts of educational psychology, educational sociology, educational philosophy and educational research and apply the same in improving the classroom teaching practices.
5. Develops effective skills of listening, reading and writing and utilizing the same in understanding language diversity and for effective communication in the classroom.
6. Acquires skill of observation, drawing logical inferences of the scientific, psychological, philosophical etc. experiments and phenomenon observed. Acquires skills of handling scientific instruments, planning and performing lab experiments.
7. Acquires skills of analysis, synthesis and problem solving for critically analyzing scientific data and develop ability to draw objective conclusions.
8. Develops skills of creative thinking to help understand the relations between objects and phenomenon and develop ability to draw better solution and ideas for day to day problems.

9. Realizes how interdisciplinary and transdisciplinary approach functions, understands the logic behind selection of knowledge and develops ability to imply the knowledge for developing a professional attitude.
10. Imbibes ethical, moral and social values and develop ability towards leading a life with mental wellbeing and global citizenship.
11. Develops skills like identification of self and others, communication, leadership, team building and other teaching and management skills outlined in framework and apply it for leading a life of competent and committed educator and a responsible citizen.
12. Develops flair for participating in social, educational, and cultural activities related to curricular and co-curricular component, voluntarily and apply the knowledge in realization of inherent aims and objectives of the curriculum.
13. Identifies the Indian traditions and ethos of the teacher along with the ones need for being a 21st century teacher and apply the same in classrooms so as to ensure the development of responsible and employable graduates with an eye towards social responsibility.
14. Establishes and achieve global benchmarks in quality concerns of education system and having a right mix of global competencies by analyzing and implementing changes in policies and practices
15. Acquires ability to identify, differentiate individual differences, personality, creativity, learning disability, diversity etc. and apply the same in planning curriculum activities.
16. Develops ability to impart the ethos and universal human values, constitutional values, ability to understand self, ability to listen, read and write and integrates them during the curriculum transaction.
17. Identifies, develops and promotes teacher-student relationships in various fields of humanities, arts, crafts, sciences, technologies and yoga through curricular and co-curricular activities, clubs etc. Recognizes concerns towards cyber bullying.
18. Acquires an understanding of pedagogical process and skills of using various microteaching skills, practice teaching, teaching-learning practices, methods and techniques in effective curriculum transaction

- 19.** Understands, designs and develops curriculum transaction strategies using teaching methods, approaches, techniques and ICT, for developing various human values, social norms and ethos, national and international goals, gender equality, diversity and inclusion and so on inherent in the curriculum.
- 20.** Understands, designs develops and applies evaluation and assessment strategies using traditional methods and digital tools appropriate for outcomes defined in every course of the curriculum.
- 21.** Identifies weak and advanced learner and design outcome based remedial lesson plans for teaching them.
- 22.** Develops proficiency in imparting microteaching, simulation and stray lessons in controlled and independent settings and critically reflecting, observing and reporting the same.
- 23.** Develops proficiency in designing and using plans based on student centered methods and techniques like experiential learning, constructivism, concept mapping, reflective practices, case study, project based and problem based learning etc.
- 24.** Sensitization and awareness towards issues related to gender, environment etc. and problems.
- 25.** Sensitizes towards gender issues, inclusive education and inclusion and appreciates Universal Design of Learning, differentiated instruction and provisions in RPwD Act for various disabilities.

COURSE OUTCOMES BSC BED PROGRAM

COURSE OUTCOMES BSC BED PROGRAM

Semester 1	LS 1: Psychology of Learner	Compulsory
POs Aligned	PO 2, 4, 6,8, 10, 15, 20	Marks: 70+30
After studying the course the student teacher		
1.1	Understand the concept of educational psychology, growth and development, stages of human development and adolescence.	
1.2	Apply the knowledge of above in understanding learner and designing effective classroom practices.	
2.1	Understand theories of Development, identify various stages and know the characteristics of various theories.	
2.2	Develop skill for applying these theories in understanding the learner and designing lesson plans as per the needs of learner.	
3.1	Know and Understand the concepts of Individual differences, Intelligence, personality, creativity.	
3.2	Develop ability to understand the inherent difference in the learner with reference to Intelligence, personality, creativity and design learning experiences catering to these diversity.	
4.1	Know and Understand the concepts of mental health, adjustment, defense mechanism and group dynamics.	
4.2	Develop ability to understand and apply the knowledge in understanding the problems of learner and design programs for counselling, mentoring and tutoring.	

Semester 1	ES 1: Perspectives in Education	Compulsory
POs Aligned	PO 4, 13,14, 18, 19,20	Marks: 70+30
After studying the course the student teacher		
1.1	Knows the concept of philosophy and education, types of education and education perceived by various thinkers and educational institutions.	
1.2	Applies the knowledge of above in designing learning experiences which are in line with Indian tradition having the contemporary outlook.	
2.1	Identifies and distinguish efforts of strengthening education system and understand role of various reforms introduced by education thinkers.	
2.2	Develops skill for using effective reforms for designing teaching strategies during classroom interaction.	
3.1	Identifies and distinguish efforts and recommendations of various commissions and committees post-independence in India.	
3.2	Develops skills for apprising learners with the role played by various commissions and committees in reforming the education system	
4.1	Conversant about NEP 2020 with reference to restructure, school curriculum, teacher and promotion of Indian languages, art and culture.	
4.2	Develops ability to take informed decision for deciding the curriculum planning with reference to the changes brought about by the policy.	

Semester 1	LPC 1 Gujarati Language	Compulsory
POs Aligned	PO - 1, 5, 9, 11,16,20	Marks: 70+30
After studying the course the student teacher :		
1.1	Develops ability to understand concepts of sounds, vowels, consonants, synonyms and antonyms in Gujarati Language.	
1.2	Applies the knowledge of above in communicating with the learners effectively.	
2.1	Understands the concept of summarizing and elaborating, one word for a phrase etc.	
2.2	Applies the knowledge in analyzing and synthesizing the texts during the reading process.	
3.1	Develops skills of writing essays, expository, explanatory paragraphs.	
3.2	Develops effective writing skills and use same in writing answers, essays, articles and research papers.	
4.1	Develops skills of writing report, understand role of managing the event	
4.2	Develops skills for planning and implementing a curricular or co-curricular program and report the same in suitable media.	

Semester 2	LS 2: Learning and Teaching	Compulsory
POs Aligned	PO- 2, 6, 8, 14, 20	Marks: 70+30
After studying the course the student teacher :		
1.1	Develops ability to understand concepts of learning, motivation, transfer of learning and learning style	
1.2	Applies the knowledge of above in designing effective classroom communication strategies and interacting with students during mentoring and remedial teaching.	
2.1	Understands the concept of various theories of learning.	
2.2	Use the implications of theories in designing effective curriculum transaction strategies for students..	
3.1	Defines and differentiates between teaching and learning, identifies different levels of teaching and understands the role of teacher.	
3.2	Applies the knowledge in planning curriculum transaction strategies and in acting as a facilitator and co-learner for the students.	
4.1	Recognizes and differentiates between different models of teaching.	
4.2	Develops skills for planning and implementing a curricular lessons on the basis of teaching models and programmed learning.	

Semester 2	ES 2: Developing the Self	Compulsory
POs Aligned	PO- 6, 10, 11, 13, 14, 16	Marks: 70+30
After studying the course the student teacher will		
1.1	Gets familiar and develop critical understanding of the concepts and components of self and self-identity.	
1.2	Develops attitude, beliefs and values for being a global teacher and humane citizen.	
2.1	Analyses and differentiates the role agencies, stereotypes and prejudices in shaping the self.	
2.2	Develop skill for taking informed decision for development of self, learner and society.	
3.1	Gets acquainted with and analyses concepts of spiritual self, spiritualism, integral humanity and related processes.	
3.2	Develop skills for apprising learners with the concepts and processes related to spiritualism and development of self.	
4.1	Discusses and critically analyses the role of teacher, books, films and case studies on development of self.	
4.2	Facilitates self and learner in observing and analyzing the situation, events and procedures for development of a good self.	

Semester 2	LPC 2: English Language	Compulsory
POs Aligned	PO- 1,5, 11, 16, 20	Marks: 70+30
After studying the course the student teacher :		
1.1	Develop ability to understand concepts and process of communication.	
1.2	Apply the knowledge of above in communicating with the learners effectively.	
2.1	Recognizes and differentiates various modes of communication.	
2.2	Selects appropriate mode of communication as per the needs of curriculum transaction.	
3.1	Recognizes and differentiates various components, types and techniques of listening skill.	
3.2	Develops effective listening skills and applies it in academic and professional activities.	
4.1	Recognizes and differentiates various components, types and techniques of reading and writing skills.	
4.2	Develops effective reading and writing skills and applies it in academic and professional activities	

Semester 3	CuS 4: ICT in Curriculum	Compulsory
POs Aligned	PO- 1, 2, 19, 20	Marks: 70+30
After studying the course the student teacher will		
1.1	Gets familiar and develop critical understanding of the concepts and aspects of ICT.	
1.2	Develops attitude, beliefs and values for judicious use of ICT in classroom practices.	
2.1	Develops and analyses technological, pedagogical and content knowledge.	
2.2	Develop skill for integrating and designing learning experiences using technology.	
3.1	Gets acquainted with and differentiates between tools of ICT in education.	
3.2	Develops skills for using apps and ICT tools in content creation and distribution.	
4.1	Discusses and critically analyses the role of assessment techniques and digital tools of	
4.2	assessment in evaluating the teaching learning process. Designs and develops digital tools for assessment and uses them in evaluating lessons.	

Semester 3	LPC 3 Hindi Language	Compulsory
POs Aligned	PO - 1, 9, 5, 11,16, 20	Marks: 70+30
After studying the course the student teacher :		
1.1	Develops skill in speaking, communicating and presentation	
1.2	Uses the speaking skill in describing, creating dialogues for effective communication with peers and learners.	
2.1	Gets familiar with and differentiates different concepts of Hindi language.	
2.2	Applies the knowledge in effective communication with peers and learners.	
3.1	Understands the need and meaning of listening and speaking skill.	
3.2	Develops effective listening and speaking skills and use same for effective communication with peers and learners.	
4.1	Understands the need and meaning of reading and writing skills.	
4.2	Develops effective reading and writing skills and use same for effective communication with peers and learners.	

Semester 3	PS1 O1: General Pedagogy for Mathematics and Science	Compulsory
POs Aligned	PO -1, 2,4,17,18,19,20	Marks: 70+30
After studying the course the student teacher will		
1.1	Understands and differentiates between the concepts of faculty, discipline and identifies the values and correlation between subjects.	
1.2	Applies the knowledge and understanding of correlation in observing and differentiating phenomenon in daily life.	
2.1	Identifies and differentiates the concepts, Maxims and principles of teaching.	
2.2	Uses techniques, methods, devices and models in designing teaching learning plans.	
3.1	Understands and differentiates methods of teaching mathematics and science.	
3.2	Uses knowledge of methods in designing, topic and subject appropriate teaching learning plans.	
4.1	Understands and differentiates the meaning and types of microteaching skills..	
4.2	Uses knowledge of microteaching skills in designing, topic and subject appropriate teaching learning plans.	

Semester 4	LPC 5 Classical Sanskrit	Compulsory
POs Aligned	PO - 1, 5,9, 11,16,20	Marks: 70+30
After studying the course the student teacher :		
1.1	Develops skill of introducing self and proficiency in using vocabulary related to numbers, objects and social relations	
1.2	Uses the skill and proficiency in Sanskrit Communication.	
2.1	Gets familiar with songs and hymns of Sanskrit related to daily.	
2.2	Performs the songs in effective communication with peers and learners.	
3.1	Gets familiar with historical, mythological, stories and letter writing in Sanskrit.	
3.2	Narrates the stories for effective communication with peers and learners.	
4.1	Gets familiar with Sanskrit hymns and shlokas and their relevance.	
4.2	Recites Sanskrit hymns and shlokas and discuss their relevance with peers and learners.	

Semester 4	PS2/PS3: Pedagogy of Mathematics	Compulsory
POs Aligned	PO – 1, 2,3,7,4,6, 12,17, 18,19,20	Marks: 70+30
After studying the course the student teacher will		
1.1	Understands and differentiates between general, specific and instructional objectives.	
1.2	Writes general, specific and instructional objectives for planning the lessons.	
2.1	Identifies and differentiates the concepts, steps and advantages of lesson planning and unit planning.	
2.2	Develops and implements lesson plans and unit plans.	
3.1	Understands concept of teaching aids, types and characteristics..	
3.2	Classifies and uses topic appropriate teaching aids.	
	Understands objectives of mathematics teaching and relevance of text book and teacher hand book.	
4.1	Uses the text book and teacher handbook in designing and evaluating curricular and	
4.2	curricular activities/.	

Semester 4	PS2/PS3: Pedagogy of Science	Compulsory
POs Aligned	PO –1, 2,3,4,6, 7,12, 17,18,19,20	Marks: 70+30
After studying the course the student teacher :		
1.1	Understands and differentiates between general, specific and instructional objectives.	
1.2	Writes general, specific and instructional objectives for planning the lessons.	
2.1	Identifies and differentiates the concepts, steps and advantages of lesson planning and unit planning.	
2.2	Develops and implements lesson plans and unit plans.	
3.1	Understands concept of teaching aids, types and characteristics.	
3.2	Classifies and uses topic appropriate teaching aids.	
	Understands objectives of mathematics teaching and relevance of text book and teacher hand book.	
4.1	Uses the text book and teacher handbook in designing and evaluating curricular and	
4.2	curricular activities/.	

Semester 5		CuS 1: Curriculum Development Principles	Compulsory
POs Aligned		PO- 4,16, 18, 19, 20,	Marks: 70+30
After studying the course the student teacher will			
1.1	Develops ability to understand concept, aims and principles of curriculum.		
1.2	Differentiates between curriculum framework, curriculum, syllabus and textbook..		
2.1	Recognizes and differentiates various types and approaches to curriculum.		
2.2	Selects appropriate type and approach as per the needs of curriculum transaction.		
3.1	Recognizes and differentiates the role of philosophy, sociology and psychology in curriculum development.		
3.2	Develops affinity for foundation courses and sources of curriculum design.		
4.1	Gets acquainted with the process of curriculum development.		
4.2	Develops an appreciation for curricular components reflected in primary and secondary curriculum.		

Semester 5		LPC 4 Language Across Curriculum	Compulsory
POs Aligned		PO- 1, 5,15,19 20,	Marks: 70+30
After studying the course the student teacher :			
1.1	Understands concept of language across curriculum and role of language in life.		
1.2	Appreciates the language of text and recognizes its contextual relevance		
2.1	Recognizes and differentiates various stages and principles of language developments.		
2.2	Selects appropriate language for transacting the content in the classroom.		
3.1	Knows and distinguishes different reading and writing strategies.		
3.2	Evaluates and reflects upon various texts and narrations.		
4.1	Gets acquainted with the nature of classroom discourse and language diversity.		
4.2	Uses language as tool for transacting curriculum and interacting with learners.		

Semester 5	AE 1 Assessment and Evaluation in Learning	Compulsory
POs Aligned	PO- 2, 7, 15, 20, 21, 23, 25	Marks: 70+30
After studying the course the student teacher will		
1.1	Understands and differentiates concept of testing, measurement, assessment and evaluation	
1.2	Designs and evaluates students on formative and summative evaluation.	
2.1	Recognizes and differentiates various tools and techniques for evaluation	
2.2	Selects appropriate evaluation tool for developing blueprints and tests.	
3.1	Knows and distinguishes basic statistics concepts like central tendency, dispersion and correlation.	
3.2	Uses knowledge of statistics in analyzing the results and identifying advanced and weak learners.	
4.1	Gets acquainted with current trends in evaluation.	
4.2	Critically reviews and comments in the changes made in evaluation.	

Semester 5	SI 1: Pre Practice Teaching	Compulsory
POs Aligned	PO- 2, 3, 18, 20, 21, 22, 24	Marks:0+ 200
After studying the course the student teacher :		
1.1	Understands and differentiates concept and types of microteaching skill.	
1.2	Designs and impart microteaching skill based lessons.	
2.1	Understands the concept of simulation.	
2.2	Develops proficiency in imparting simulation lessons in online and offline mode.	
3.1	Gains exposure for various school environments and their functioning.	
3.2	Critically evaluates, compares and reflects on different types of schools.	
4.1	Understands the process of report writing, reflective writing and film reviewing.	
4.2	Critically reviews and comments on various films and educational settings.	

Semester 6	CoS 1: Teacher and Learner in Society	Compulsory
POs Aligned	PO- 10,11,12, 13,16,17, 19,	Marks: 70+30
After studying the course the student teacher will		
1.1	Comprehends concepts of national integration, constitutional values, pluralism and self-identity.	
1.2	Appreciates and integrates the concepts in curriculum transaction for imbibing values.	
2.1	Understands the roles and responsibilities of learner	
2.2	Appreciates and integrates values of responsible citizenship, adolescent concerns, cyber safety and conflict during curriculum transaction.	
3.1	Recognizes the roles and challenges for teaching as a profession.	
3.2	Performs and critically appraises and evaluates the role and functions of a teacher.	
4.1	Recognizes and familiarizes with the characteristics, skills and code of conduct for 21 st century teacher.	
4.2	Appreciates and emulates models the behavior expected from 21 st century teacher.	

Semester 6	CuS2: Knowledge and Curriculum	Compulsory
POs Aligned	PO- 1, 2, 9,14 ,19 20,	Marks: 70+30
After studying the course the student teacher :		
1.1	Understands concepts of epistemology and knowledge.	
1.2	Distinguishes and critically appraises the role of knowledge, information and beliefs,	
2.1	Recognizes process of knowing and knowledge.	
2.2	Selects appropriate strategies for construction of knowledge and evaluates the factors involved.	
3.1	Comprehends the process of infusing knowledge in curriculum development.	
3.2	Evaluates, appreciates and reflects upon logics behind selection of knowledge in school curriculum.	
4.1	Gets familiar with dimensions of curriculum design and levels of curriculum planning	
4.2	Sets standards and benchmarks for curriculum transaction.	

Semester 6		PS 4: Advance Pedagogy	Compulsory
POs Aligned		PO – 2,8, 19,,20, 23	Marks: 70+30
After studying the course the student teacher will			
1.1	Understands and differentiates concepts and principles of advance pedagogy.		
1.2	Constructs and implement teaching plans based on experiential and project based learning.		
2.1	Identifies and differentiates between concept and types of constructivism, concept mapping and reflective learning.		
2.2	Designs and implements lesson plans based on constructivism, concept maps and reflective learning.		
3.1	Identifies and differentiates between concept and strategies for cooperative and collaborative learning and integrated and techno pedagogy.		
3.2	Designs and implements lesson plans based on cooperative and collaborative learning and integrated and techno pedagogy.		
4.1	Understands and classifies concept and types of assessment and evaluation tools.		
4.2	Conducts action research and performs diagnostic assessment.		

Semester 6		EPC 3 O1: Environmental Education	Compulsory
POs Aligned		PO – 1,17,20,23, 24	Marks: 35+15
After studying the course the student teacher			
1.1	Understands and reports functions of various environmental education centers.		
1.2	Comprehends and reflects upon concepts depicted in text books.		
2.1	Interviews or dialogue on environmental issue with student, parent and educator.		
2.2	Develops a case study of an institution with reference to environmental issue.		
3.1	Reflects and report the environmental policies of the institution.		
3.2	Camps in the local forest or village and reports the environmental scenario.		
4.1	Reflects and evaluates graphs and images related with environmental issues in text book.		
4.2	Implements environmental awareness questionnaire or inventory and submit report.		

Semester 6	EPC 3 O2: Yoga in Education	Compulsory
POs Aligned	PO – 1,10, 17,20,22, 23, 24	Marks: 35+15
After studying the course the student teacher		
1.1	Organizes and reports days and events related to yoga education.	
1.2	Designs and reports projects and workshops related with yoga..	
2.1	Interviews or dialogues and reports on yoga with yoga PR actioner or health worker.	
2.2	Visits a yoga institute and write a reflective diary and report.	
3.1	Performs and acquires proficiency in asanas and yogas	
3.2	Camps in the meditation, wellness or yoga center and prepare a reflective report.	
4.1	Reflects and evaluates the benefits of yoga and its role in wellness.	
4.2	Performs and acquires proficiency in various yogic kriyas.	

Semester 6	EPC 3 O3: Educational Management	Compulsory
POs Aligned	PO –8, 11, 20,23	Marks: 35+15
After studying the course the student teacher		
1.1	Organizes and reports discussion and events related to management practices.	
1.2	Conduct case study on model educational institutions with reference to management practices.	
2.1	Study and reports various records/policies/documents of educational institutions.	
2.2	Conducts and reports SWOT analysis, visits etc. with reference to management practices.	
3.1	Reflects and reports upon leadership styles of principal and leaders.	
3.2	Critically evaluate and report the evaluation pattern of different school boards.	
4.1	Designs, implements and reports on management of curricular activity.	
4.2	Critically evaluates and reports time tables/school evaluation format or other related documents.	

Semester 6	SI 2: Practice Teaching	Compulsory
POs Aligned	PO- 2, 3, 18, 20, 21, 22	Marks: 0+100
After studying the course the student teacher :		
1.1	Understands the concept of stray lessons.	
1.2	Designs stray lessons using different methods and mediums.	
2.1	Demonstrates stray lessons prepared by self during the practice teaching.	
2.2	Develops proficiency in imparting stray lessons in online and offline mode.	
3.1	Appreciates and observes the lessons given by peers.	
3.2	Critically evaluates, compares and reflects and reports on different stray lessons observed.	
4.1	Understands the concept, need and type of topic appropriate TLM and improvised TLM.	
4.2	Gets proficient in developing TLM as per the requirement of lesson.	

Semester 7	CuS 3: Inclusive Education	Compulsory
POs Aligned	PO -1, 19, 23, 25	Marks: 70+30
After studying the course the student teacher		
1.1	Understands the concepts of inclusive education, social inclusion.	
1.2	Gets acquainted and integrates the principles of Inclusion during practice in and outside class.	
2.1	Gets familiar with and differentiates various disabilities as per RPwD Act-2016.	
2.2	Develop competencies to identify and report disability for intervention and counselling.	
3.1	Comprehends concepts and instructional strategies for inclusive education.	
3.2	Plans integrated lessons using UDI and differentiated instruction for classrooms.	
4.1	Familiarizes with policies and frameworks for inclusive education.	
4.2	Critically evaluates and reflects upon various state and central government provisions for inclusive education.	

Semester 7		EPC 1- Reflective Reading	Compulsory
POs Aligned		PO –1, 5,7, 10, 15,16, 22, 23,	Marks: 35+15
After studying the course the student teacher			
1.1	Develops the ability to read and comprehend the school texts.		
1.2	Gets acquainted and integrates the comprehension and reading strategies in the teaching learning process.		
2.1	Gets familiar with and reflects on context, diversity, values inherent in texts.		
2.2	Develop competencies to report and elaborate events, case studies, narratives etc..		
3.1	Develops ability to understand and reflect upon the various skills related to teaching..		
3.2	Gets acquainted with and constructs the events related to development of learning experiences.		
4.1	Synthesizes and analyses the texts with reference to the textual and figural representations..		
4.2	Critically researches, evaluates and reflects upon articles and references related to texts.		

Semester 7		EPC – 2 : Art in Education	Compulsory
POs Aligned		PO –1, 10, 12, 16, 17, 19	Marks: 35+15
After studying the course the student teacher			
1.1	Identifies and relates the components related to music and fine arts inherent in school curriculum.		
1.2	Identifies and relates the components related to dance and drama inherent in school curriculum.		
2.1	Develops skills of identifying and appreciating values related to music and fine arts.		
2.2	Develop competencies to plan and implement curricular activities so as to appreciate values related to music and fine arts.		
3.1	Develops ability to relate representations in text book aesthetically and artistically.		
3.2	Develops competencies to plan and implement co-curricular activities through various art forms.		
4.1	Synthesizes and analyses the texts with reference to the aesthetic and artistic representations.		
4.2	Develops competencies to identify art in curriculum and relate it to day to day teaching and life long learning.		

Semester 7	SI 3: Internship	Compulsory
POs Aligned	PO –3,11, 12, 17, 18, 21, 22, 23	Marks: 0+200
After studying the course the student teacher		
1.1	Develops ability to handle school activities independently..	
1.2	Develops competencies to plan and implements curricular activities.	
2.1	Develops proficiency in imparting lessons through online and offline mode..	
2.2	Develop proficiency in conducting curricular and co-curricular activities.	
3.1	Develops ability to analyze and review books and literary texts..	
3.2	Develops competencies to identify problem and plan action research.	
4.1	Develops skills of reporting information related to daily administrative activities..	
4.2	Develops competencies to reflect upon daily routine in school.	

Semester 8	CoS 2: Gender, School and Society	Compulsory
POs Aligned	PO –17, 19, 25, 24,	Marks: 70+30
After studying the course the student teacher		
1.1	Understands the concepts of gender, sex, feminism etc.	
1.2	Becomes aware regarding issues related to gender prevailing in school.	
2.1	Understands the concepts of stereotype, gender bias, equality and equity.	
2.2	Reflects upon the issues related to representation of gender.	
3.1	Comprehends and analyses the policies and provisions related to gender.	
3.2	Appreciates the role of organizations in issues related to gender safety.	
	Recognizes the concerns for gender safety, abuse and cyber bullying.	
4.1	Develops competencies to reflect upon and design strategies for promoting gender safety and resolving gender issues.	
4.2		

Semester 8	EPC 4 01: Educational Statistics	Optional
POs Aligned	PO – 1, 7, 14,22, 23,	Marks: 35+15
After studying the course the student teacher		
1.1	Gets acquainted with basic scientific concepts and practices in educational statistics.	
1.2	Reflects and reports statistically class results.	
2.1	Comprehends the process of tabulating and interpreting meaning from raw scores.	
2.2	Analyses, tabulates and interprets the meaning from raw data.	
3.1	Develops competencies to use statistical techniques for understanding the data.	
3.2	Analyses, tabulates and interprets the achievement, percentile and similar scores.	
4.1	Develops competencies to represent the data in graphic representation.	
4.2	Analyses and prepares charts, histograms, etc. for representing frequency and other scores.	

Semester 8	EPC 4 02: Guidance and Counselling	Optional
POs Aligned	PO –1,15, 22,23	Marks: 35+15
After studying the course the student teacher		
1.1	Gets acquainted with basic concepts of guidance and counselling.	
1.2	Evaluates and Reflects upon the functions of counsellor..	
2.1	Comprehends the steps for conducting case study.	
2.2	Conducts a case study ad visits to counselling center.	
3.1	Gets acquainted with the steps for reflecting upon the texts and videos.	
3.2	Conducts and reflects on interviews and dialogues with counsellors, school principals etc.	
4.1	Understands the concept of sociometry and conducts it.	
4.2	Administers and reports intelligence test and personality test..	

Semester 8	EPC 4 03: Value Education	Optional
POs Aligned	PO –1, 10,16, 19, 22,23	Marks: 35+15
After studying the course the student teacher		
1.1	Gets acquainted with basic concepts and types of values.	
1.2	Identifies, evaluates and reflects upon the values inherent in curriculum.	
2.1	Comprehends the steps for value judgement and take appropriate value based decisions.	
2.2	Reflects and reports upon the vales in contemporary world.	
3.1	Gets acquainted with the constitutional values and policy documents related with values, equity and inclusion.	
3.2	Conducts film review and analyses the values inherent for curricular concerns.	
4.1	Questions the societal values and create dialogues for the same.	
4.2	Reflects and reports on visits to places like orphanage, old age homes etc.	

Semester 8	SI 4: Block Teaching and Internship	Compulsory
POs Aligned	PO –3, 11, 12, 17, 18, 21, 22, 23	Marks: 200+100
After studying the course the student teacher		
1.1	Develops ability to handle school activities independently..	
1.2	Develops competencies to plan and implements curricular activities.	
2.1	Develops proficiency in imparting lessons through online and offline mode.	
2.2	Develop proficiency in preparing question papers with blue prints.	
3.1	Develops ability to analyze and review books and literary texts..	
3.2	Develops competencies to identify problem and plan action research.	
4.1	Develops abilityto administer psychological tests	
4.2	Develops competencies to reflect upon daily routine in school.	

COURSE OUTCOMES M.Sc.-M.Ed. PROGRAM

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Semester - I	Sociological Foundations of Education	Compulsory
POs Assigned	PO: 1, 3, 4, 7, 8, 10	Marks: 70+30
After studying the course, the student teacher		
1.1	Understand the concept and branches of Sociology.	
1.2	Analyse the relationship between education and sociology.	
2.1	Appraise the socio-cultural context of education.	
2.2	Summarise the educational implications of social movement.	
3.1	Understand the concept of socialization and social stratification.	
3.2	Classify the factors affecting social mobility and future challenges in education.	
4.1	Understand the sociological issues and their remedies.	
4.2	Predict the future sociological issues and their remedies.	

Semester – I	ICT in Education	Compulsory
POs Assigned	PO: 1, 2, 3, 6, 19, 20	Marks: 70+30
After studying the course, the student teacher		
1.1	Understand and differentiate the concept of ICT and Internet.	
1.2	Applies the knowledge of above in classroom practices, professional development, school management.	
2.1	Knows and differentiate communication and models of communication.	
2.2	List out the barriers in effective communication and models of communication.	
3.1	Understand the concept of multimedia and e content development.	
3.2	Apply knowledge of ICT for e content development.	
4.1	Understand the concept of database and plagiarism.	
4.2	Apply knowledge of ICT for academic and research writings and e content development.	

Semester - I	Methods of Research in Education I	Compulsory
POs Assigned	PO: 1, 4, 7, 8, 14, 16	Marks: 70+30
After studying the course, the student teacher		
1.1	Understand the basics of educational research.	
1.2	Classify the types, area and steps of educational research.	
2.1	Understand the concept of frameworks and analysis of review in educational research.	
2.2	Develop the skill of reviewing related literature and previous research.	
3.1	Understand the meaning of variables, objectives and hypotheses of research.	
3.2	Apply the above understanding in preparing research proposal.	
4.1	Understand the concept sample and sampling techniques and its types.	
4.2	Acquire the skill of sampling.	

Semester - I	Secondary and Higher Secondary Education	Compulsory
POs Assigned	PO: 1, 3, 4, 8, 12, 13, 14, 20	Marks: 70+30
After studying the course, the student teacher		
1.1	Understand the concept of secondary and higher secondary Education.	
1.2	Analyse the recommendations of different committees and commissions on secondary and higher education.	
2.1	Know and analyse the Structures of Secondary and Higher Secondary Education in India.	
2.2	Evaluate the global perspective of Secondary & Higher Secondary Education.	
3.1	Enlist the problems and challenges related to secondary and higher secondary education.	
3.2	Knows the Problems and their remedies in relation to access, enrolment etc.	
4.1	know the New Trends and Innovation in Secondary and Higher Secondary Education.	
4.2	Evaluate Quality assessment and accreditation as suggested by NEP-2020.	

Semester – I	Primary and Early Childhood Care	Compulsory
POs Assigned	PO: 1, 3, 4, 8, 13, 14, 20	Marks: 70+30
After studying the course, the student teacher		
1.1	Understands the concepts pertaining to ECCE.	
1.2	Enlist Principles of early learning, learning methods and role of parents.	
2.1	Understand goals of development and learning in ECCE curriculum.	
2.2	Analyse the Pedagogical approaches to ECCE.	
3.1	Understand the concept and policies of Primary Education.	
3.2	Critical Reflection on the different policies of Primary Education.	
4.1	Analyse the structure of primary education.	
4.2	Apprise the role of Ministry of Education.	

Semester - I	Value Education	Compulsory
POs Assigned	PO: 3, 8, 10, 11, 14, 21	Marks: 70+30
After studying the course, the student teacher		
1.1	Develop the theoretical understanding of values & value education.	
1.2	Critical reflection on the Indian concept of Values.	
2.1	Understand the theories, models of value development	
2.2	Analyse Value Crisis and Value Conflict	
3.1	Realize the importance of value education for national and global development.	
3.2	Analyse the role of Teacher in Value Development	
4.1	Understand value and different procedures of solution about the conflict.	
4.2	Apply the constitutional value in their day-to-day life.	

Semester – I	Yoga Studies	Compulsory
POs Assigned	PO: 3, 4, 10, 13, 17	Marks: 70+30
After studying the course, the student teacher		
1.1	Understand the meaning of yoga and its philosophy, history of yoga and importance of yoga.	
1.2	Apply the knowledge of above in understanding the effect of yoga on daily life of a healthy person.	
2.1	Know and understand the theories of first four limbs and methods of Astang yoga.	
2.2	Develops skill for applying the theories of first four limbs of Astang yoga in understanding its importance for self-development.	
3.1	Know and understand the theories of second four limbs and methods of Astang yoga.	
3.2	Develops skill for applying the theories of second four limbs of Astang yoga in understanding its importance for self-development.	
4.1	Understand the pranayama, asanas, prone posture, relaxation and savasana yoga practices.	
4.2	Develops ability and skill of performing different pranayama, asanas, prone posture, relaxation and savasana yoga practices.	

Semester - I	Communication and Compository Writing	Compulsory
POs Assigned	PO: 1, 5, 7, 8, 11, 16	Marks: 70+30
After studying the course, the student teacher		
1.1	Understand the meaning, concept, components, and strategies of effective communication.	
1.2	Applies the knowledge of above in developing the pre-academic skills.	
2.1	Recognize and differentiate between types of listening.	
2.2	Know and understand the concept of academic listening and skills of good listener.	
3.1	Understand the concept of Academic Communication- classroom communication, seminar and workshops.	
3.2	Apply knowledge of above in Communicating with publishers for publication of articles and research paper.	
4.1	Knows the concept of Expository, Narrative, Descriptive and Argumentative writing.	
4.2	Develop skills of writing and identification of different styles.	

Semester – I	Preparation and Presentation of Research Proposal	Compulsory
POs Assigned	PO: 1, 3, 7, 8, 14, 19	Marks: 70+30
After studying the course, the student teacher		
1.1	Understand the framework of Research Proposal and develop skills of literature review.	
1.2	Develop skill of writing a detailed Research Proposal according to the framework.	

Semester - II	Psychological Foundations of Education-1	Compulsory
POs Assigned	PO: 1, 4, 6, 8, 12, 15, 20	Marks: 70+30
After studying the course, the student teacher		
1.1 1.2	Understand theories of field theories of learning and know the characteristics of various theories. Develop skills of applying these theories in understanding the learner and designing effective classroom practices.	
2.1 2.2	Understand theories of learning with reference to Cognitivism, Behaviourism, Constructivism and Humanism. Apply the knowledge of above in understanding educational implication of different theories.	
3.1 3.2	Understand the concept of Learning Curve and Transfer of Learning. Develop the skills for applying these theories in creating an effective classroom environment for learners.	
4.1 4.2	Acquaint with the concepts of Constructivism, Motivation, Thinking and Reasoning. Understand the role of teacher in developing thinking and reasoning skills in students.	

Semester – II	Philosophical Foundations of Education	Compulsory
POS Assigned	PO: 1, 3, 4, 7, 8, 10, 14, 19	Marks: 70+30
After studying the course, the student teacher		
1.1 1.2	Know the Definitions, Concept and Nature of Philosophy from Bhartiya and Western Perspectives. Understand different branches of philosophy and apply them in developing philosophical attitude.	
2.1 2.2	Identify Indian schools of philosophy and know the different characteristics of different school. Develops skill of applying the philosophical idea given by Indian educational thinkers in classroom practices.	
3.1 3.2	Know Schools of Philosophy and Educational Thinkers around the world. Develops skill of applying the philosophical idea given by educational thinkers around world in classroom practices.	
4.1 4.2	Develop competence in analysing philosophical texts and review the researches in the areas of pure philosophy and educational philosophy. Develops skill of applying the above competence to draw implications thereof.	

Semester - II	Teacher Education	Compulsory
POs Assigned	PO: 3, 4, 5, 11, 13, 16, 18, 19	Marks: 70+30
After studying the course, the student teacher		
1.1 1.2	Understand historical perspective of Teacher Education. Know the concept, Purpose and Objectives of Teacher Education at various stages and identify different types of teacher education.	
2.1 2.2	Understand the teacher Education as perceived in NEP 1986 , NCFTE 2009 and NEP 2020. Acquaint with teaching as profession and roles of organizations in Teacher Education.	

3.1	Understand the organizational pattern and broad organisation of Teacher Education.
3.2	Know the different integrated programmes related to teacher education running in India and its organizational pattern.
4.1	Understand the Competency Based Teacher Education and its Curriculum, Teaching learning Process and Evaluation.
4.2	Acquaint with Research, Problems, Innovations and Issues in Teacher Education.

Semester – II	Guidance and Counselling	Compulsory
POs Assigned	PO: 1, 3, 5, 7, 8, 10, 15, 24	Marks: 70+30
After studying the course, the student teacher		
1.1	Develop the understanding on concept of Guidance and its various scope.	
1.2	Develop the understanding of need of guidance and types of guidance.	
2.1	Apply the knowledge of guidance at various organizational patters of guidance service relating to the basic guidance services.	
2.2	Develop the skill of administering the guidance services and Status of Guidance Services at Global level.	
3.1	Develop the knowledge of concept of counselling and certain approaches of counselling.	
3.2	List out types of counselling and differentiate between guidance and counselling.	
4.1	Develop the understanding of counselling as a process and relation it to the group counselling.	
4.2	Develop the ability to get prepared and trained for conducting counselling in real classrooms by understanding various problems related to the guidance and counselling.	

Semester – II	Educational Statistics-1 (02)	Compulsory
POs Assigned	PO: 1, 3, 6, 7, 11, 20	Marks: 70+30
After studying the course, the student teacher		
1.1	Understands the meaning of statistics and use of statistics in education.	
1.2	Differentiate the different scales of measurement of and apply data analysis techniques in daily life.	
2.1	Get knowledge of different data distributions and graphical data interpretation to use in data analysis.	
2.2	Understand and apply knowledge of different scales and scaling in data interpretation.	
3.1	Identify and distinguish relationship between different methods of finding relationship between variables.	
3.2	Develop skill to apply knowledge of different data analysis techniques in statistics.	
4.1	Understand the concept of Reliability and validity of tool and how to check it for developed tool.	
4.2	Apply the knowledge of above understanding to validate and check reliability of developed tool and also for standardization of test.	

Semester – II	Measurement and Evaluation (O2)	Compulsory
POs Assigned	PO: 1, 3, 6, 7, 8, 16, 20	Marks: 70+30
After studying the course, the student teacher		
1.1	Understand the concept of Evaluation, measurement and relationship between them.	
1.2	Understand the Classical test theory and differentiate the true score and error of measurement.	
2.1	Knows and understands the Taxonomy of educational objectives.	
2.2	Develop the skill of developing criterion referenced test and Norm reference test.	
3.1	Identify and Distinguish the Subjective evaluation test and Objective evaluation test.	
3.2	Develop the skill of preparing supply type and selection type questions.	
4.1	Understand the Concept of Standardize test and different components related to it.	
4.2	Knows and understands the Concepts Validity, Reliability and Standard score and norms.	

Semester - II	Academic Writing	Compulsory
POs Assigned	PO: 1, 5, 7, 8, 11, 16	Marks: 70+30
After studying the course, the student teacher		
1.1	Develop the understanding on types of writing styles and differentiating among them and difference between research paper and theme paper.	
1.2	Develop the ability to write various kinds of reports develop various skills required for writing.	
2.1	Comprehend the academic by exploring various speech and talks by academicians and philosophers.	
2.2	Comprehend various films with the lens of academics and explore various sources for review.	
3.1	Critically analyse various polices and Acts related to academics .	
3.2	Develop the ability to think critically in the various policies.	
4.1	Develop the skill of writing research proposal by developing understand relating to the style of writing tables and charts.	
4.2	Develop the knowledge of writing in APA style and be aware about ethical issues of research writing.	

Semester – II	Internship M.ED. I	Compulsory
POs Assigned	PO: 3, 4, 5, 16, 18, 22	Marks: 70+30
After studying the course, the student teacher		
1.1	Develop skills of doing research on psychological attribute, social research and status surveys.	
1.2	Develop skills of guiding and supervising microteaching lessons of B.Ed. Trainees.	
2.1	Develop an understanding of role, functions and process various agencies related with Teacher education.	
2.2	Develop and understanding of the role of technology in content development and research.	
3.1	Develop an understanding of social roles of teachers as volunteers.	
3.2		

4.1	Develop skills of effectively presenting the work done.
4.2	Learn and understands the functions of different institution by visiting them.

Semester – II	Dissertation (Conceptual Framework and Tool Development)	Compulsory
POs Assigned	PO: 1, 3, 7, 8, 14, 16, 19	Marks: 70+30
After studying the course, the student teacher		
1	Develop skills of writing the introductory and conceptual framework for research report.	
2	Develop and validate research tool.	
3	Present their research progress.	

Semester – III	Inclusion: Concept and Policy Framework	Compulsory
POs Assigned	PO: 1, 3, 8, 10, 24, 25	Marks: 70+30
After studying the course, the student teacher		
1.1	Understand basic concepts of inclusive Education.	
1.2	Enlist the various Models and principal of Inclusive Education.	
2.1	Classify the types of disability	
2.2	Identify and appreciate the diversities in the society.	
3.1	Understand the concept of Adaptation, Accommodation and Modification.	
3.2	Critically analyse the Role of teacher and peer group in Building Inclusive Learning Environments	
4.1	Develop insight regarding Constitutional provisions and legal frameworks for facilitating inclusive education.	
4.2	Apply the above knowledge and build barrier free environment for Students with Special Needs in Inclusive Classrooms.	

Semester – III	Management and Administration	Compulsory
POs Assigned	PO: 3, 5, 8, 11, 12	Marks: 70+30
After studying the course, the student teacher		
1.1	Understand the concept, functions scope and nature of Educational Management.	
1.2	Analyse the Structure of Educational Management in India.	
2.1	List out the various theories and approaches to educational management.	
2.2	Apply appropriate educational management theory and approach in school management	
3.1	Identify appropriate leadership model as per educational institute requirement.	
3.2	Analyse and imbibe the leadership qualities in self.	
4.1	Analyse the TQM & Six Sigma.	
4.2	Gain understanding regarding various quality monitoring agencies in India.	

Semester – III	Methods of Research in Education – 2	Compulsory
POs Assigned	PO: 1, 4, 7, 8, 14, 16	Marks: 70+30
After studying the course, the student teacher		
1.1	Understand the concept and types of tools of research.	
1.2	Apply the above knowledge and understanding in Tool preparation.	
2.1	Understand methods of research in education.	
2.2	Distinguish between different methods of research.	
3.1	Understand the concept of descriptive & inferential Statistics.	
3.2	Develop abilities of data handling.	
4.1	List out the types of research reports.	
4.2	Develop skill for writing a research report considering ethical values.	

Semester – III	Educational Statistics- 2	Compulsory
POs Assigned	PO: 1, 3, 6, 7, 11, 20	Marks: 70+30
After studying the course, the student teacher		
1.1	Understand statistical interpretations in educational research. Examine the scope of application of research.	
1.2	Understand the different types of non-parametric tests.	
2.1	Apply the different types of non-parametric tests according to the need and nature of data collected.	
2.2	Understand the Concept and Assumptions of analysis of variance.	
3.1	Compute different methods for the analysis of variance and co variance.	
3.2	Develop the understanding of multivariate analysis techniques.	
4.1	Enlist and analyse and differentiate the types of multivariate analysis techniques.	
4.2		

Semester – III	Instructional Technology (O3)	Compulsory
POs Assigned	PO: 1, 2, 3, 6, 19, 20	Marks: 70+30
After studying the course, the student teacher		
1.1	Understand Foundations of Educational, Instructional and learning Technology.	
1.2	Critically Examine the historical overview of ET, IT & LT.	
2.1	Acquire deep understanding of Instructional Technology.	
2.2	Apply the above understanding to enhance the teaching learning process.	
3.1	Differentiate between Instructional Design & Instructional System Design.	
3.2	Analyse the different models of Instructional Design.	
4.1	Develop the understanding of Planning and Procedures of Instructional Media.	
4.2	Apply the above understanding in online course development process.	

Semester – III	Psychological Testing (O3)	Compulsory
POs Assigned	PO: 1, 3, 4, 7, 20, 23	Marks: 70+30
After studying the course, the student teacher		
1.1	Know and understand the meaning and nature of Psychological Measurement and can differentiate psychological and physical measurements.	
1.2	Understand the meaning of psychological testing and how to use it in educational practices.	
2.1	Able to differentiate Teacher made tests and standardized tests.	
2.2	Develop skills and knowledge to apply different tools for psychological testing.	
3.1	Able to develop and differentiate intelligence test, Aptitude test and achievement test.	
3.2	Develop and apply different data collection tool like inventories and Attitude scale.	
4.1	Able to administer test in real life situation.	
4.2	Able to prepare report on psychological test with proper format and components.	

Semester – III	Preparation & Presentation of TLM/ E Content Development	Compulsory
POs Assigned	PO: 2, 3, 7, 13, 19, 20	Marks: 70+30
After studying the course, the student teacher		
1	Understand Teaching Learning Material and its types.	
2	Select appropriate Teaching Learning Material for construction.	
3	Prepare teaching learning material.	
4	Present Teaching Learning Material.	

Semester – III	Preparation of Theme Paper and its Presentation	Compulsory
POs Assigned	PO: 2, 3, 7, 11, 14, 16	Marks: 70+30
After studying the course, the student teacher		
1	Think about topics on which they can prepare theme papers.	
2	Prepare presentations on theme papers. Present theme papers to seminar or workshop.	
3	Work in group for identifying topics on education. Refer the material from various sources.	
4	Write papers in different styles. Present the paper in seminar or workshop arranged for the purpose.	

Semester – III	Guidance and Counselling	Compulsory
POs Assigned	PO: 1, 3, 8, 10, 24, 25	Marks: 70+30
After studying the course, the student teacher		
1	Understanding psychological tests.	
2	Able Select appropriate psychological tests.	
3	Administer psychological tests	
4	Interpret data received from testing.	

Semester – IV	Psychological Foundations of Education-2	Compulsory
POs Assigned	PO: 1, 3, 4, 7, 8, 10, 14, 19	Marks: 70+30
After studying the course, the student teacher		
1.1	Understand the concept of intelligence, meaning of intelligence and various theories of intelligence.	
1.2	The knowledge of intelligence in measuring the intelligence through various intelligence tests.	
2.1	Understand the theories of Freud and Jung of personality and apply it in real life situations.	
2.2	Understand the theories of Rogers and Allport of personality and apply its understanding in the real-life situations.	
3.1	Understand the concept of emotional development and various theories of emotions .	
3.2	Develop the understanding of the concept of spiritual intelligence and listing various components of it.	
4.1	Develop the understanding and meaning of attitude and listing the types of interest.	
4.2	Apply the understanding of group and group dynamics and conflict among the group in the real-life classroom situation.	

Semester – IV	Educational Studies	Compulsory
POs Assigned	PO: 1, 3, 7, 14, 16, 17	Marks: 70+30
After studying the course, the student teacher		
1.1	Understand the meaning and scope of educational studies.	
1.2	Know and understand the interdisciplinary nature of education and future scope of education with technology.	
2.1	Know and understand the concept of educational ideology.	
2.2	Develops ability to identify factor influencing education.	
3.1	Develop ability and skill to make relationship between child and classroom environment.	
3.2	Understand the development of education and millennium goals.	
3.2	Develop skills to identify challenges in school education.	
4.1	Become responsible to make education expand at different level.	
4.1	Develop skills to develop different learning types and methods.	
4.2	Understand the importance of research in education field.	

Semester - IV	Curriculum Development	Compulsory
POs Assigned	PO: 1, 3, 7, 14, 16, 20	Marks: 70+30
After studying the course, the student teacher		
1.1	Understand the concept of curriculum development and list out various components of curriculum.	
1.2	Organize the curriculum pattern in order and understand the concept of curricular change to apply at real life organizational place.	
2.1	Develop the knowledge of various models of curriculum design and curriculum evaluation.	
2.2	Apply the understudying of curriculum design and evaluation in the real-life classroom scenario.	
3.1	Develop the perspective of Critically analysing the curriculum relating it to certain dimensions.	
3.2	Apply the understanding in the humanistic and social outlook of curriculum and apply it to research in curriculum.	
4.1	List out the role of various agencies in curriculum development relating to the perspective of curriculum transaction.	
4.2	Critically analysing the concept of curriculum evaluation relating to the view impact of NEP 2020 on curriculum of school education.	

Semester - IV	Higher Education (O4)	Compulsory
POs Assigned	PO: 1, 3, 4, 8, 12, 13, 14, 20	Marks: 70+30
After studying the course, the student teacher		
1.1	Knows the Concept of Higher Education, perspective of higher education in Pre and Post Independence India.	
1.2	Identifies and distinguish efforts and recommendations of various commissions and committees in pre-and post-independence in India. Understand the role of different Higher educational Councils.	
2.1	Define and Differentiate between Stream, Types of Universities and Courses of Higher Education Institutes.	
2.2	Understand and Able to see Global Perspective of Higher Education System and management system of Higher Education.	
3.1	Develop Understanding of different Learning Programs and Open Universities.	
3.2	Develop Ability to identify barriers to Quality education.	
4.1	Knows and understand the role of NAAC in higher education.	
4.2	Develop skills and ability to access different schemes and innovative learning platform developed by Government like moocs. Know and understand the different types of examination systems in higher education system.	

Semester - IV	Environment Studies	Compulsory
POs Assigned	PO: 1, 3, 7, 8, 10, 24	Marks: 70+30
After studying the course, the student teacher		
1.1 1.2	Know and Understand the Concept and need of Environment. Develop skill and ability to apply knowledge of environment in real life situation to protect environment.	
2.1 2.2	Became aware about environment and importance of environment. Apply knowledge of Eco-Club in Society.	
3.1 3.2	Recognize and differentiate different types of Pollutions in Environment. Became aware about global warming, Ozon Depletion and Deforestation and try to find remedies of these problems.	
4.1 4.2	Understand the role of Individual, teacher and community in environment protection. Able to spread awareness about environment using different technology and NGOs.	

Semester - IV	Internship M.ED. II	Compulsory
POs Assigned	PO: 3, 4, 5, 16, 18, 22	Marks: 70+30
After studying the course, the student teacher		
1	Develop skills of imparting lessons to Student Teacher.	
2	Develop skills of observing peer lessons.	
3	Develop an understanding of planning various curricular, co-curricular activities.	
4	Develop and understanding of the role of institutional head and functioning of institution.	
5	Develop skills of reflection and writing reflective diary. Develop skills of effectively presenting the work done.	

Semester - IV	Dissertation	Compulsory
POs Assigned	PO: 1, 3, 7, 8, 14, 16, 19	Marks: 70+30
After studying the course, the student teacher		
1	Collect the data for research.	
2	Analyses the data and compute the result.	
3	Develop skills of writing the data analysis and result for research report.	
4	Present their research work and its findings.	