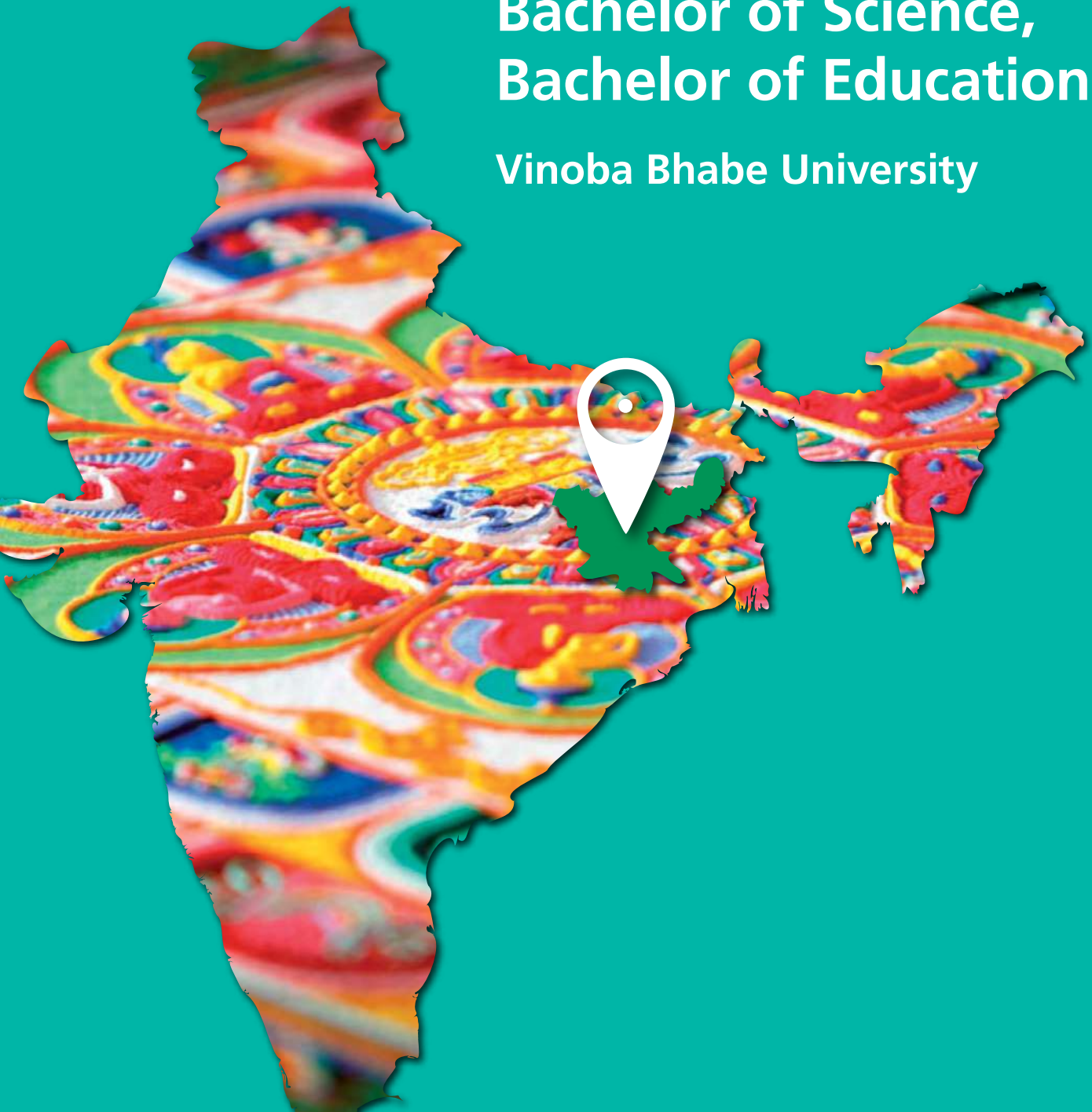


Tuning

India

**Degree Programme
B.Sc., B.Ed.
Bachelor of Science,
Bachelor of Education**

Vinoba Bhave University



**Degree Programme B. Sc., B. Ed. Bachelor of Science, Bachelor of Education.
Vinoba Bhave University**

The degree programme deals with the length, level and definition of the programme in terms of competences and learning outcomes; it also analyses the methodologies for developing the appropriate strategy of teaching, learning and assessing those competences as well as setting up the internal systems for assuring programme quality.

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Introduction of the programme

- 4 Years Integrated B. Sc. B.Ed. – Bachelor of Science-Bachelor of Education
- Bachelor level degree programme
- Revised programme
- The basic purpose of this programme is to produce competent and skilled Science (Physics, Chemistry & Biology) and Mathematics teachers to teach students at Secondary level.
- Any student who has qualified Senior Secondary Examination with minimum of two subjects from the following is eligible to get admission in B.Sc.B.Ed. programme:-

Physics, Chemistry, Biology and Mathematics.

A candidate must have secured minimum of 55% marks in the Senior Secondary Examination.

- This is a regular programme recognized by National Council for Teacher Education (NCTE), New Delhi, a statutory and regulatory body of Ministry of Development of Education, Government of India.
- The medium of instruction for this programme is bilingual (English & Hindi)
- This is a four-year integrated bachelor degree programme. After successful completion of this programme a student can pursue a Master's level degree programme in one of the following elective options Master of Science (M.Sc.), Master of Education (M.Ed.) and Master of Arts in Education (M.A. Education).

The Social need for the programme

The programme has been redesigned to meet the following needs:

- To produce teachers to meet the shortage of staff/workforce and the additional requirement generated after the implementation of the Right to Education Act-2009.
- The need is also justified looking to the dearth of school teachers in the state and also the ones catering to Central Board of Secondary Education (CBSE) or Council for the Indian School Certificate Examination (CISCE) board schools.
- With the increasing number of Schools in Jaipur, offering various programmes of International Baccalaureate (IB) and Cambridge International Examinations (CIE), there is a need for teachers who can teach as per international curricula.
- During the bridging activity of the Tuning India Project, it has been observed that most of the competences in the meta profile are bridged with existing curricula of B.Sc. B.Ed. programme and only one competence (Demonstrate Leadership Qualities) is not being completely covered. To address this gap and ensure that the B.Sc.B.Ed. programme of the Vinoba Bhave University delivers students all the core teacher metaprofile competences, the existing curricula of B.Sc. B.Ed. programme has been revised.

Future fields & occupation of graduates

B.Sc. B.Ed. is a job oriented teacher training programme. After successful completion of this programme a student can have access to a variety of job options in the government and private sectors of employment and can also pursue higher education.

Some of the potential fields, sectors of employment/ occupations related to this programme are as follow:

- Teacher- Science or Mathematics teacher in Government or Private Schools at secondary level.
- Education Officer- serving in the education department of state or central government.
- Educational Consultant- providing consultancy services as a freelancer or in a NGO working in the field of education.
- Educational Administrator and Manager-providing services in a public school to manage and organize the school set up.
- Educational Counsellor- providing career counselling and personal guidance to the students of a school and related freelance work.
- Educational Author- writing text books and reference books for school students.

Higher Education Options

- Master of Science (M.Sc.) in Physics/Chemistry/Mathematics/Botany/Zoology.
- Master of Education (M.Ed.)
- Master of Arts in Education (M.A.)

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Description of the degree profile of the program

Table 1

S. No.	Competence	Generic/ Specific	Definition	Programme Learning Outcome
1.	HAVE MASTERY OVER THE SUBJECT(S) THEY WILL BE TEACHING (C1)	Specific	Applying technological, pedagogical and content knowledge (TPACK) for enriching the learning and teaching process.	1. Students select suitable pedagogical knowledge to transact the content in the classroom.
2.	INVOLVE PARENTS IN CHILD'S EDUCATION (C2)	Specific	Analyzing various context such as historical background, present socio-economic status, cultural, linguistic and religious context of family and community profile of the learner.	1. Students establish the relationship between parents and socio-cultural background of the learner.
3.	BE A REFLECTIVE PRACTITIONER (C3)	Generic	Reflecting on one's actions so as to engage in a process of continuous learning and the capacity to reflect in, through and on practice in order to improve performance.	1. Students analyze the teaching learning situation in order to develop as a reflective practitioner.
4.	DEMONSTRATE LEADERSHIP QUALITIES (C4)	Generic	Creating a task for the team and applying management skills to guide for attaining goal in a smooth and efficient way.	1. Students initiate steps to develop leadership skills among learners.
5.	ABILITY TO MANAGE CRISES EFFECTIVELY (C5)	Generic	Dealing with a disruptive and unexpected event with proper time management and optimal utilization of available resources.	1. Students manage the crises in and outside of classroom during any real-life situation.
6.	PREPARE LESSON PLANS (& EXECUTE THEM EFFECTIVELY) (C6)	Specific	Preparing and executing lesson plans incorporating technological, pedagogical and content knowledge (TPACK) for making teaching learning situation effective and productive.	1. Students apply appropriate teaching techniques, methods, approaches, maxims, strategies and devices to achieve the desired learning outcomes.

S. No.	Competence	Generic/ Specific	Definition	Programme Learning Outcome
7.	ABILITY TO USE A VARIETY OF ASSESSMENT TOOLS FOR BOTH FORMATIVE AND SUMMATIVE ASSESSMENT (C7)	Specific	Developing and using the effective tools to evaluate the learning outcomes and graduate attributes.	1. Students design assessment tools to measure the learning outcomes. 2. Students analyze the data gather from administer tools in order to enhance the teaching learning process.
8.	ABILITY TO DO RESEARCH (C8)	Generic	Designing a plan to conduct action research at workplace.	1. Students conduct the action research for enhancing the effectiveness of teaching learning process.
9.	ABILITY TO USE LOCAL & REGIONAL LANGUAGE (C9)#	Generic	Applying and using an appropriate knowledge of effective communication pattern in various contexts.	1. Students demonstrate verbal and non-verbal communication skill.
10.	ABILITY TO WORK INDEPENDENTLY IN A PROFESSIONAL MANNER (C10)	Generic	Performing individual and group task in a confident manner.	1. Students develop the professional capabilities among the learner for working as an individual or in a group.
11.	ADHERE TO ETHICAL PRINCIPLES (C11)	Generic	Setting codes of conduct to reduce the level of organizational risk and increase institutional performance.	1. Students value ethical practices in the workplace for develop as institute of national importance.
12.	PRACTICE PROFESSIONALISM (C12)	Generic	Conducting best practices of professionalism in appropriate manner.	1. Students apply constructive feedback to improve professional knowledge and practices.
13.	FACILITATE STUDENTS' PARTICIPATION IN CO-CURRICULAR ACTIVITIES (C13)	Specific	Framing and assigning group task for co-curricular activities.	1. Students organize activities and events to emphasis on team work.
14.	APPRECIATE AND RESPECT DIVERSITY & MULTICULTURALISM (C14)	Generic	Accommodating heterogeneous student population and developing positive attitude towards global citizenship and social responsibility.	1. Students apply methods for catering to diversity in the classroom situation.
15.	EXPOSE THE STUDENTS TO INTERNATIONAL/GLOBAL TRENDS (C15)	Specific	Facilitating international exposure to student to become a global citizen.	1. Students organize the events and activities for learner to understand the global trends and become a global teacher.
16.	EXPOSE THE STUDENTS TO REGIONAL/ LOCAL NEEDS (C16)#	Generic	Providing opportunity to students to understand the social structure.	1. Students plan activities and events to acquaint with societal pattern.

#These competences are outside the agreed meta profile and specifically related to our institutional, local and regional needs.

Link of the competences with the agreed meta-profile

In the bridging exercise it is noted that all sixteen competences are addressed in the university's existing curricula. However, in order to strengthen competence 4 (DEMONSTRATE LEADERSHIP QUALITIES) a new theory paper entitled "School leadership and management" has been introduced in semester VII. Competences being covered by different courses are presented hereunder (table 2):

Table 2

S.No.	Competences	Course codes covering the competences
1	Have Mastery Over the Subject(S) they Will Be Teaching (C1)	EDU 501, 601, 701, 801
2	Involve Parents in Child's Education (C2)	EDU 101, 201, 303, 403, 805, ERE 700A, 700B
3	Be a Reflective Practitioner (C3)	EDU 101, 201, 303, 402, 403, 802, 806, 808A, 808C, ERE 700A, 700B
4	Demonstrate Leadership Qualities (C4)	EDU 303, 403, 502, 602A, 703, 709, 809A, ERE 700B
5	Ability to Manage Crises Effectively (C5)	EDU 201, 303, 403, 502, 602A, 703, 709, 809A, ERE 700B
6	Prepare Lesson Plans (& Execute them Effectively) (C6)	EDU 501, 502, 601, 602A, 602B, 701, 709, 801, 809A, 809B
7	Ability to Use a Variety of Assessment Tools for Both Formative and Summative Assessment (C7)	EDU 401, 404, 502, 601, 602A, 704, 709, 801, 804, 808C, 809A
8	Ability to Do Research (C8)	EDU 403, 709, 802
9	Ability to Use Local & Regional Language (C9)	EDU 705, 706, 708, 807
10	Ability to Work Independently in a Professional Manner (C10)	EDU 303, 402, 403, 502, 602A, 709, 809A
11	Adhere to Ethical Principles (C11)	EDU 101, 201, 301, 806
12	Practice Professionalism (C12)	EDU 302, 502, 602A, 702, 705, 706, 708, 709, 803, 807, 808B, 808C, 809A
13	Facilitate Students' Participation in Co-Curricular Activities (C13)	EDU 303, 403, 601, 801, 807, ERE 700B
14	Appreciate and Respect Diversity & Multiculturalism (C14)	EDU 101, 707, 805
15	Expose the Students to International/Global Trends (C15)	EDU 401, 402, 601, 704, 801, 804
16	Expose the Students to Regional/Local Needs (C16)	EDU 502, 602A, 709, 809A, ERE 700B

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Structure of the programme: Units/Courses/modules with their learning outcomes and learning, teaching and assessment strategies

Table 3

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment strategies
Course Code	Course Title			
EDU-101	Contemporary India & Education-I	Students: 1. Analyze the educational Philosophy of Indian thinkers. 2. Compare the recommendations of different educational commissions. 3. Justify the implementation of value education in modern scenario.	Teaching strategies: Interactive Lectures, Discussion Learning strategies: Self-learning assignments, Seminar Presentation.	Formative Assessment (30%): Class tests, Quiz, Presentations, Hand-written Assignments Summative Assessment (70%): Written examination-objective, short answer type and essay type questions
EDU-201	Contemporary India & Education-II	Students: 1. Assess the different programmes of education run by the government and produce report on it. 2. Analyze the ideas of western educational thinkers. 3. Identify social issues and challenges at different level of education. 4. Compare the instructional strategies of different visionary school.	Teaching strategies: Interactive Lectures, Discussion Learning strategies: Self-learning assignments, Seminar Presentation.	Formative Assessment (30%): Class tests, Quiz, Presentations, Hand-written Assignments Summative Assessment (70%): Written examination-objective, short answer type and essay type questions

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment strategies
Course Code	Course Title			
EDU-301	Environmental Education	Students: 1. Organize local surveys related to various environmental issues. 2. Create environmental awareness through different mode of education. 3. Analyze the role of different agencies in protection of environment.	Teaching strategies: Interactive Lectures, Project, Field trip Learning strategies: Self-learning assignments, Field observation, Report writing	Formative Assessment (30%): Class tests, Report writing and presentation, Hand written Assignments Summative Assessment (70%): Written examination-objective, short answer type and essay type questions
EDU-302	Learning & Teaching - I	Students: 1. Identify and use different teaching skills for effective teaching learning process. 2. Develop effective instructional strategies to enhance learning. 3. Establish and maintain the positive classroom learning.	Teaching strategies: Interactive Lectures, Concept map, Explanation Learning strategies: Self-learning assignments, Handouts, learning by practice.	Formative Assessment (30%): Class tests, power point Presentation, Hand written Assignments Summative Assessment (70%): Written examination-objective, short answer type and essay type questions
EDU-303	Open Air & SUPW- I	Students: 1. Develop the dignity of labor. 2. Conduct different field surveys to assess literacy level of the community. 3. Plan social and environmental awareness programmes to create awareness among learners.	Teaching strategies: Activity, Action Research, Project, Field Trip Learning strategies: Report writing, Experiential learning	Formative Assessment (30%): Written Report, Presentation, Observation Summative Assessment (70%): Report Presentation, Observation, Portfolio Assessment
EDU-401	Critical Understanding of ICT	Students: 1. Implement the knowledge of computer in teaching learning process.	Teaching strategies: Lecture cum demonstration, Tutorial, Illustration. Learning strategies: Self-learning assignments, Learning by Practice.	Formative Assessment (30%): Class tests, Hand written Assignment, power point Presentation, Worksheets Summative Assessment (70%): Written examination-objective, short answer type and essay type questions
EDU-402	Learning & Teaching - II	Students: 1. Organize teaching learning activities in diverse classroom situation. 2. Identify and apply different teaching models in the classroom teaching.	Teaching strategies: Interactive lecture, Explanation. Learning strategies: Self-learning assignments, Discussion.	Formative Assessment (30%): Class tests, Hand written assignment, Quiz Summative Assessment (70%): Written examination-objective, short answer type and essay type questions

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment strategies
Course Code	Course Title			
EDU-403	Open Air & SUPW- II	Students: 1. Conduct the Action Research related to community problems. 2. Organize various awareness programmes in the society.	Teaching strategies: Activity, Action Research, Project, Field Trip Learning strategies: Report writing, Experiential learning	Formative Assessment (30%): Report Presentation, Observation Summative Assessment (70%): Report Presentation, Observation, Portfolio assessment
EDU-404	Computer Practical	Students: 1. Develop skill in using windows and its application in teaching learning process. 2. Analyze the data pertaining to school record.	Teaching strategies: Laboratory, Project, Tutorial. Learning strategies: Lab practical, Self learning assignment, Learning by practice,	Formative Assessment (30%): Report Presentation, Observation Summative Assessment (70%): laboratory practical, viva-voce
EDU-501	Pedagogy of School Subject A. Physics - I B. Chemistry - I C. Mathematics - I D. Biology - I	Students: 1. Select and use an appropriate teaching method, approach and device for promoting effective teaching and learning.	Teaching strategies: Interactive Lecture, Discussion Learning strategies: Self-learning Assignments, Mind mapping	Formative Assessment (30%): Class tests, Hand written assignment, Quiz, Power point presentation Summative Assessment (70%): Written examination-objective, short type and essay type questions
EDU-502	School Internship - I	Students: 1. Organize classroom teaching, various school activities and gain an experience of the multiple roles of a teacher.	Teaching strategies: Presentation, Simulation Learning strategies: Presentation in simulated conditions, Experiential learning, Peer practice	Formative Assessment (30%): Simulation, Peer review, Observation, Rubrics Summative Assessment (70%): Report Presentation, Portfolio assessment, Observation
EDU-601	Pedagogy of school subject A. Physics II B. Chemistry II C. Mathematics II D. Biology II	Students: 1. Make use of instructional support system in teaching learning process. 2. Construct, apply and administer achievement tests for evaluation of learning outcomes. 3. Organize co-curricular activities to develop scientific attitude among the learners.	Teaching strategies: Interactive Lecture, Explanation, Tutorial Learning strategies: Self-learning Assignments, Learning by practice, Hand-outs	Formative Assessment (30%): Class tests, Hand written Assignment, Quiz, Power point presentation Summative Assessment (70%): Written examination-objective, short answer type and essay type questions

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment strategies
Course Code	Course Title			
EDU-602 A	School Internship II	Students: 1. Organize classroom teaching, various school activities and gain an experience of the multiple roles of a teacher.	Teaching strategies: Presentation, Simulation Learning strategies: Presentation in simulated conditions, Experiential learning, Peer practice	Formative Assessment (30%): Presentation in Simulated conditions, Peer review, Observation Summative Assessment (70%): Report Presentation, Observation & Portfolio assessment
EDU-602 B	Final Lesson-I	Students: 1. Construct and deliver the lesson plan effectively in the real class room situation.	Teaching strategies: Tutorial Learning strategies: Self-learning Assignments, Learning by practice	Summative Assessment (100%): Teaching in real classroom situation and Observation made by external examiner
EDU-700 A	NaiTalim Through Rural Engagement	Students: 1. Develop an intellectual understanding of the local civic engagement sphere.	Teaching strategies: Interactive Lecture, Discussion Learning strategies: Self-learning Assignments, Peer group discussion, Handouts	Formative Assessment (30%): Class tests, Creative Assignment, Quiz, Discussion Summative Assessment (70%): Written examination-objective, short type and essay type questions
EDU-700 B	Practicum - Rural Engagement	Students: 1. Organize various activities concerning social and environmental issues. 2. Train to move closer to rural life.	Teaching strategies: Activity, Action Research, Project, Field Trip Learning strategies: Report writing, Experiential learning	Formative Assessment (30%): Report Presentation, Observation Summative Assessment (70%): Report Presentation, Observation, Portfolio assessment
EDU-701	Pedagogy of School Subject A. Physics-I B. Chemistry- I C. Mathematics- I D. Biology- I	Students: 1. Select and use an appropriate teaching method, approach and device for promoting effective teaching and learning.	Teaching strategies: Interactive Lecture, Discussion Learning strategies: Self-learning Assignments, Mind mapping	Formative Assessment (30%): Class test, Creative Assignment, Quiz, Power point presentation Summative Assessment (70%): Written examination-objective, short type and essay type questions

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment strategies
Course Code	Course Title			
EDU-702	Childhood & Growing up-I	<p>Students:</p> <ol style="list-style-type: none"> 1. Develop an understanding of basic concepts, methods and principles of psychology. 2. Analyze the interdependence of cognitive, social, physical, emotional & moral domains of human development. 	<p>Teaching strategies: Interactive lectures, Discussion</p> <p>Learning strategies: Self-learning assignments, seminar</p>	<p>Formative Assessment (30%): Class tests, Hand written Assignment, Report presentation</p> <p>Summative Assessment (70%): Written examination-objective, short type and essay type questions</p>
EDU-703	School Leadership and Management	<p>Students:</p> <ol style="list-style-type: none"> 1. Develop skills to provide & manage various school resources and school record. 2. Generate strategies of conflict management. 3. Demonstrate ability to lead the group activities and motivate the actions of others. 	<p>Teaching strategies: Interactive Lectures, Discussion, Tutorials, Activity</p> <p>Learning strategies: Self-learning assignments, report writing</p>	<p>Formative Assessment (30%): Class tests, Hand written Assignment, Group Discussion, Report presentation</p> <p>Summative Assessment (70%): Written examination-objective, short type and essay type questions</p>
EDU-704	Assessment for Learning-I	<p>Students:</p> <ol style="list-style-type: none"> 1. Comprehend the concept and process of assessment for learning. 2. Critically analyze the applicability of different assessment practices in present education system. 	<p>Teaching strategies: Interactive Lectures, Discussion</p> <p>Learning strategies: Self-learning assignments, Debate</p>	<p>Formative Assessment (30%): Class tests, Hand written Assignment, Quiz</p> <p>Summative Assessment (70%): Written examination-objective, short type and essay type questions</p>
EDU-705	Language Across the Curriculum	<p>Students:</p> <ol style="list-style-type: none"> 1. Develop sensitivity to language diversity in multi-lingual society. 2. Adapt an appropriate language skill in the classroom situation. 	<p>Teaching strategies: Explanation, Discussion, Illustration</p> <p>Learning strategies: Self-learning Assignments, Co-operative learning</p>	<p>Formative Assessment (30%): Class tests, Hand written Assignment, Worksheet</p> <p>Summative Assessment (70%): Written examination-objective, short type and essay type questions</p>
EDU-706	Understanding Disciplines & Subjects	<p>Students:</p> <ol style="list-style-type: none"> 1. Develop an understanding of the nature of disciplinary knowledge. 2. Acquire a conceptual understanding of the impact of school subjects on discipline. 	<p>Teaching strategies: Team teaching, Discussion, Illustration with example</p> <p>Learning strategies: Peer instruction, Group discussion</p>	<p>Formative Assessment (30%): Class tests, Hand written Assignment, Worksheets</p> <p>Summative Assessment (70%): Written examination-objective, short type and essay type questions</p>

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment strategies
Course Code	Course Title			
EDU-707	Creating an Inclusive School	Students: 1. Select an appropriate pedagogical strategy for inclusive classroom. 2. Demonstrate knowledge of different perspectives in the area of education for children with special needs.	Teaching strategies: Interactive Lectures, Discussion, Activity Learning strategies: Self-learning assignments, Debate, Report writing	Formative Assessment (30%): Class tests, Report presentation, Hand written Assignment Summative Assessment (70%): Written examination-objective, short type and essay type questions
EDU-708	Reading & Reflecting on the Texts	Students: 1. Demonstrate strategies of reading and reflecting on the ideas expressed in texts.	Teaching strategies: Explanation, Discussion, Illustration Learning strategies: Self-learning Assignments, co-operative learning,	Formative Assessment (30%): Class tests, Creative Assignment, Handouts Summative Assessment (70%): Written examination-objective, short type and essay type questions
EDU-709	School Internship III	Students: 1. Organize classroom teaching, various school activities and gain an experience of the multiple roles of a teacher.	Teaching strategies: Presentation, Simulation Learning strategies: Presentation in simulated conditions, Experiential learning, Peer practice	Formative Assessment (30%): Simulation, Peer Reviews, Observation on Rubrics Summative Assessment (70%): Report Presentation, Observation, Portfolio assessment
EDU-801	Pedagogy of School Subject A. Physics - II B. Chemistry - II C. Mathematics - II D. Biology - II	Students: 1. Make use of instructional support system in teaching learning process. 2. Construct, apply and administer achievement tests for evaluation of learning outcomes. 3. Organize co-curricular activities to develop scientific attitude among the learners.	Teaching strategies: Interactive Lecture, Explanation, Tutorial Learning strategies: Self-learning Assignments, Learning by practice, Handouts	Formative Assessment (30%): Class test, Creative Assignment, Quiz, Power point presentation Summative Assessment (70%): Written examination-objective, short type and essay type questions
EDU-802	Childhood & Growing up-II	Students: 1. Critically examine the theories of learning in school environment. 2. Interpret various psychological attribute of an individual.	Teaching strategies: Interactive Lecture, Explanation Learning strategies: Self-learning Assignments, Handouts	Formative Assessment (30%): Class test, Assignment, Power point presentation Summative Assessment (70%): Written examination-objective, short type and essay type questions

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment strategies
Course Code	Course Title			
EDU-803	Knowledge & Curriculum	Students: 1. Examine the different facts of knowledge. 2. Justify the role of teacher in knowledge construction.	Teaching strategies: Interactive Lectures, Discussion, Activity Learning strategies: Self-learning assignments, Report writing	Formative Assessment (30%): Class test, Assignment, Power point presentation Summative Assessment (70%): Written examination-objective, short type and essay type questions
EDU-804	Assessment for Learning- II	Students: 1. Develop skills necessary to use different tools and techniques of evaluation. 2. Select appropriate statistical measures to assess the learning.	Teaching strategies: Interactive Lectures, Discussion, Illustration Learning strategies: Self-learning assignments, learning by practice	Formative Assessment (30%): Class tests, Mind mapping, Worksheet Summative Assessment (70%): Written examination-objective, short type and essay type questions
EDU-805	Gender, School & Society	Students: 1. Analyze the equity & equality in relation with caste, class, religion, ethnicity, disability & regional disparity. 2. Identify different ways to solve the problem of discrimination.	Teaching strategies: Interactive Lectures, Discussion, Case study Learning strategies: Self-learning assignments, Survey	Formative Assessment (30%): Class tests, Hand written Assignment, Debate Summative Assessment (70%): Written examination-objective, short type and essay type questions
EDU-806	Understanding the Self	Students: 1. Judge as a reflective practitioner. 2. Build resilience within to deal with conflicts.	Teaching strategies: Interactive Lectures, Discussion Learning strategies: Self-learning assignments, Report writing	Formative Assessment (30%): Class tests, Hand written Assignment, Written Report Summative Assessment (70%): Written examination-objective, short type and essay type questions
EDU-807	Drama & Arts in Education	Students: 1. Develop consciousness & awareness about drama towards society. 2. Plan to prepare activities based on drama and art to teach learners.	Teaching strategies: Interactive Lectures, Discussion, Project Learning strategies: Self-learning assignments, Report writing	Formative Assessment (30%): Class tests, Creative Assignment, Report presentation Summative Assessment (70%): Written examination-objective, short type and essay type questions

Course		Learning outcome (at course level)	Learning and teaching strategies	Assessment strategies
Course Code	Course Title			
EDU-808	A. Peace Education	Students: 1. Discuss the role of great personalities and social agencies in propagation of peace. 2. Create frameworks for achieving peaceful and nonviolent societies.	Teaching strategies: Interactive Lectures, Discussion, Activity Learning strategies: Self-learning assignments, Report writing	Formative Assessment (30%): Class tests, Assignment, Report Presentation Summative Assessment (70%): Written examination-objective, short type and essay type questions
	B. Physical Education & Yoga	Students: 1. Discuss the benefits of physical fitness and yoga in daily life with learners.		
	C. Guidance & Counseling	Students: 1. Discuss the issues and problems of learners and suggest solutions. 2. Identify the techniques used in guidance as per learner requirement.		
EDU-809A	School Internship-IV	Students: 1. Organize classroom teaching, various school activities and gain an experience of the multiple roles of a teacher.	Teaching strategies: Presentation, Simulation Learning strategies: Presentation in simulated conditions, Experiential learning, Peer practice	Formative Assessment (30%): Presentation in Simulated conditions, Peer reviews, Rubrics, Observation Summative Assessment (70%): Report Presentation, Portfolio Assessment, Practical examination
EDU-809B	Final Lesson-II	Students: 1. Construct and deliver the lesson plan effectively in the real classroom situation.	Teaching strategies: Tutorial Learning strategies: Self-learning Assignments, Learning by practice	Summative Assessment (100%): Teaching in real classroom situation (Practical examination) & Observation by external examiner

Length of the programme and student workload

- Length of the programme: 4 years/ 8 semesters/ 48 months/ 208 weeks.
- The number of hours for each unit and course is already indicated in the detailed prescribed syllabi.
- At Vinoba Bhave University, Hazaribag 1 credit is 30 hours (15 hours for classroom contact and 15 hours for independent work).

Number of hours for each course is given hereunder

Year	Semester	Course Code	Course	Students' Workload, hours			Total Students' Workload (F+G+H), hours	ECTS Credits (I / 30)
				Contact hours (Guided Learning, face to face activities, lectures, labs, tutorials, etc)	Independent work (self-learning, non face-to-face activities, revision, homework, etc)	Others: Continuous Assessment (Test, Quiz, Final Exam)		
1	I	EDU-101	Contemporary India & Education-I	45	30	15	90	3
1	II	EDU-201	Contemporary India & Education-II	45	30	15	90	3
2	III	EDU-301	Environmental Education	45	30	15	90	3
2	III	EDU-302	Learning & Teaching - I	45	30	15	90	3
2	III	EDU-303	Open Air & SUPW- I	30	22	8	60	2
2	IV	EDU-401	Critical Understanding of ICT	30	20	10	60	2
2	IV	EDU-402	Learning & Teaching - II	45	30	15	90	3
2	IV	EDU-403	Open Air & SUPW- II	30	22	8	60	2
2	IV	EDU-404	Computer Practical	15	8	7	30	1
3	V	EDU-501	Pedagogy of School Subject A. Physics - I B. Chemistry - I C. Mathematics - I D. Biology - I	45	30	15	90	3
3	V	EDU-502	School Internship - I	60	55	5	120	4
3	VI	EDU-601	Pedagogy of school subject A. Physics - II B. Chemistry - II C. Mathematics - II D. Biology - II	45	30	15	90	3
3	VI	EDU-602A	School Internship - II	60	55	5	120	4
3	VI	EDU-602B	Final Lesson-I		0	30	30	1
4	VII	EDU-700A	Nai Talim Through Rural Engagement	15	8	7	30	1
4	VII	EDU-700B	Practicum - Rural Engagement	15	8	7	30	1

Year	Semester	Course Code	Course	Students' Workload, hours			Total Students' Workload (F+G+H), hours	ECTS Credits (I / 30)
				Contact hours (Guided Learning, face to face activities, lectures, labs, tutorials, etc)	Independent work (self-learning, non face-to-face activities, revision, homework, etc)	Others: Continuous Assessment (Test, Quiz, Final Exam)		
4	VII	EDU-701	Pedagogy of School Subject A. Physics-I B. Chemistry- I C. Mathematics- I D. Biology- I	45	30	15	90	3
4	VII	EDU-702	Childhood & Growing up-I	45	30	15	90	3
4	VII	EDU-703	School Leadership and Management	45	30	15	90	3
4	VII	EDU-704	Assessment for Learning-I	45	30	15	90	3
4	VII	EDU-705	Language Across the Curriculum	45	30	15	90	3
4	VII	EDU-706	Understanding Disciplines & Subjects	45	30	15	90	3
4	VII	EDU-707	Creating an Inclusive School	45	30	15	90	3
4	VII	EDU-708	Reading & Reflecting on the Texts	45	30	15	90	3
4	VII	EDU-709	School Internship - III	90	80	10	180	6
4	VIII	EDU-801	Pedagogy of School Subject A. Physics - II B. Chemistry - II C. Mathematics - II D. Biology - II	45	30	15	90	3
4	VIII	EDU-802	Childhood & Growing up-II	45	30	15	90	3
4	VIII	EDU-803	Knowledge & Curriculum	45	30	15	90	3
4	VIII	EDU-804	Assessment for Learning- II	45	30	15	90	3
4	VIII	EDU-805	Gender, School & Society	45	30	15	90	3
4	VIII	EDU-806	Understanding the Self	45	30	15	90	3
4	VIII	EDU-807	Drama & Arts in Education	45	30	15	90	3

Year	Semester	Course Code	Course	Students' Workload, hours			Total Students' Workload (F+G+H), hours	ECTS Credits (I / 30)
				Contact hours (Guided Learning, face to face activities, lectures, labs, tutorials, etc)	Independent work (self-learning, non face-to-face activities, revision, homework, etc)	Others: Continuous Assessment (Test, Quiz, Final Exam)		
4	VIII	EDU-808	A. Peace Education B. Physical Education & Yoga C. Guidance & Counseling	45	30	15	90	3
4	VIII	EDU-809A	School Internship-IV	90	80	10	180	6
4	VIII	EDU-809B	Final Lesson-II		0	30	30	1

8

Overall consistency of the programme

The overall programme consistency is presented in table 5

Table 5

Year	Semester	Course	Course Title	Competences Covered
1	1	EDU-101	Contemporary India & Education-I	C2, C3, C10, C13
	2	EDU-201	Contemporary India & Education-II	C2, C3, C5, C11
2	3	EDU-301	Environmental Education	C11
		EDU-302	Learning & Teaching - I	C12
		EDU-303	Open Air & SUPW- I	C2, C3, C4, C5, C9, C13
	4	EDU-401	Critical Understanding of ICT	C7, C15
		EDU-402	Learning & Teaching - II	C3, C10, C15
		EDU-403	Open Air & SUPW- II	C2, C3, C4, C5, C8, C10, C13
		EDU-404	Computer Practical	C7
3	5	EDU-501	Pedagogy of School Subject A. Physics - I B. Chemistry - I C. Mathematics - I D. Biology - I	C1, C6
		EDU-502	School Internship - I	C4, C5, C6, C7, C10, C12, C16
	6	EDU-601	Pedagogy of school subject A. Physics - II B. Chemistry - II C. Mathematics - II D. Biology - II	C1, C6, C7, C13, C15
		EDU-602A	School Internship - II	C4, C5, C6, C7, C10, C12, C16
		EDU-602B	Final Lesson-I	C6

Year	Semester	Course	Course Title	Competences Covered
4	7	ERE-700A	Nai Talim Through Rural Engagement	C2, C3,
		ERE-700B	Practicum - Rural Engagement	C2, C3, C4, C5, C13, C16
		EDU-701	Pedagogy of School Subject A. Physics-I B. Chemistry- I C. Mathematics- I D. Biology- I	C1, C6
		EDU-702	Childhood & Growing up-I	C12
		EDU-703	School Leadership and Management	C4, C5
		EDU-704	Assessment for Learning-I	C7, C15
		EDU-705	Language Across the Curriculum	C12, C9
		EDU-706	Understanding Disciplines & Subjects	C12, C9
		EDU-707	Creating an Inclusive School	C14
		EDU-708	Reading & Reflecting on the Texts	C9, C11
	EDU-709	School Internship - III	C4, C5, C6, C7, C8, C10, C12, C16	
	8	EDU-801	Pedagogy of School Subject A. Physics - II B. Chemistry - II C. Mathematics - II D. Biology - II	C1, C6, C7, C13, C15
		EDU-802	Childhood & Growing up-II	C3, C8
		EDU-803	Knowledge & Curriculum	C12
		EDU-804	Assessment for Learning- II	C7, C15
		EDU-805	Gender, School & Society	C2, C14
		EDU-806	Understanding the Self	C3, C11
		EDU-807	Drama & Arts in Education	C9, C12, C13
		EDU-808	(Optional Papers) A. Peace Education	C3
			B. Physical Education & Yoga	C12
C. Guidance & Counseling			C3, C7, C12	
EDU-809A	School Internship-IV	C4, C5, C6, C7, C10, C12, C16		
EDU-809B	Final Lesson-II	C6		

The correlation of CLOs and PLOs is presented hereunder in table 6:

(Refer Annexure 1 for detail description of PLOs & CLOs)

Table 6

PLOs	CLOs covering the PLOs	Total number of CLOs covered
PLO1	CLO24, CLO26, CLO34, CLO50	04
PLO2	CLO2, CLO6, CLO15, CLO20, CLO31, CLO32, CLO33, CLO59, CLO60	09
PLO3	CLO1, CLO4, CLO5, CLO15, CLO18, CLO20, CLO21, CLO31, CLO32, CLO53, CLO61, CLO65, CLO66, CLO68	14
PLO4	CLO14, CLO21, CLO25, CLO29, CLO32, CLO37, CLO39, CLO49, CLO70	09
PLO5	CLO6, CLO16, CLO21, CLO25, CLO29, CLO33, CLO38, CLO49, CLO70	09
PLO6	CLO24, CLO25, CLO26, CLO29, CLO30, CLO34, CLO49, CLO50, CLO70, CLO71	10
PLO7	CLO17, CLO22, CLO25, CLO27, CLO29, CLO40, CLO49, CLO51, CLO57, CLO70	10
PLO8	CLO17, CLO23, CLO25, CLO29, CLO41, CLO49, CLO58, CLO69, CLO70	09
PLO9	CLO20, CLO49, CLO54	03
PLO10	CLO15, CLO42, CLO44, CLO48, CLO64	05
PLO11	CLO18, CLO19, CLO20, CLO21, CLO25, CLO29, CLO49, CLO70	08
PLO12	CLO3, CLO7, CLO8, CLO9, CLO10, CLO48, CLO62	07
PLO13	CLO11, CLO12, CLO13, CLO25, CLO29, CLO35, CLO36, CLO43, CLO45, CLO49, CLO55, CLO56, CLO63, CLO67, CLO68, CLO70	16
PLO14	CLO14, CLO16, CLO21, CLO28, CLO32, CLO52, CLO64	07
PLO15	CLO2, CLO46, CLO47, CLO59, CLO60	05
PLO16	CLO17, CLO18, CLO19, CLO28, CLO40, CLO41, CLO52, CLO57	08
PLO17	CLO25, CLO29, CLO32, CLO33, CLO49, CLO70	06

The correlation matrix of PLO and CLO is presented in the table 7. The PLOs and CLOs are described in annexure 1 and 2 respectively.

Table 7

Course	CLOs	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15	PLO 16
EDU-101	CLO 1		X														
	CLO 2		X												X		
	CLO 3											X					
	CLO 4			X													
EDU-201	CLO 5			X													
	CLO 6		X			X											
	CLO 7											X					
	CLO 8											X					
EDU-301	CLO 9											X					
	CLO 10										X						
	CLO 11												X				
	CLO 12												X				
EDU-302	CLO 13												X				
	CLO 14													X			
	CLO 15		X							X							
	CLO 16													X			
EDU-401	CLO 17															X	
	CLO 18			X							X					X	
	CLO 19										X					X	
	CLO 20		X						X								
EDU-403	CLO 21			X							X						
	CLO 22												X				
	CLO 23													X			
	CLO 24	X															
EDU-502	CLO 25			X	X	X	X			X		X					X

Course	CLOs	C1	C2	C3	C4	C5	C6	C7		C8	C9	C10	C11	C12	C13	C14	C15	C16
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15	PLO 16	PLO 17
EDU-802	CLO 53			X														
	CLO 54								X									
EDU-803	CLO 55													X				
	CLO 56													X				
EDU-804	CLO 57							X									X	
	CLO 58								X									
EDU-805	CLO 59		X													X		
	CLO 60		X													X		
EDU-806	CLO 61			X														
	CLO 62											X						
EDU-807	CLO 63													X				
	CLO 64									X					X			
EDU-808A	CLO 65			X														
	CLO 66			X														
EDU-808B	CLO 67													X				
	CLO 68			X										X				
EDU-808C	CLO 69																	
	CLO 70				X			X						X				X
EDU-809B	CLO 71						X											

Internal Quality Control/ Enhancement

- The feedback on the revised curriculum will be obtained through feedback forms which includes items related to the quality of the curriculum and its analysis.
- The feedback will be obtained from different stakeholders like students, parents, teachers, employers and recruiters once in a semester after the semester gets over.
- The feedback form will be opinionnaire type in which each item has four alternatives. One open ended item in the form of suggestion(s) is also in the tool.
- The feedback so obtained will be analyzed by the faculty members through computer based software. Further assistance will be taken from faculty members of statistics department of the university.
- The necessary improvement in the existing curriculum will be implemented after getting it dully approved.
- The unit level and programme level quality control procedures will be coordinated through the assessment and evaluation of the programme based on PLO and CLO.

Other Relevant Aspects

- The Curricula of B.Sc. B.Ed. programme offered by the University is structured and designed as per the guidelines of National Curriculum Framework for Teacher Education-2010 (NCFTE-2010) and National Council for Teacher Education, New Delhi.
- Time to Time the University department of education of the university gets the curricula of the courses approved by the Board of Studies (BOS) in Education which is further approved by the University Academic Council Vinoba Bhave University.
- The department of education has already got the revised curricula of B.Sc. B.Ed. approved.

Example of Students' Learning Guide

STUDENT LEARNING GUIDE

Students' Learning Guide

Vinoba Bhave University, Hazaribag, Jharkhand, India
Programme: 4 Years Integrated B.Sc. B.Ed.
Semester: Fourth

1. Introduction to the Subject: Learning and Teaching II- EDU 402

1.1. *Lecturer's contact details*

1. Dr. Mritunjay Prasad

+91-9431795036

Mritunjayprasad826@gmail.com

(Monday, Wednesday & Friday - 10:30am to 11:30)

1.2. *Contribution to the degree profile*

The course, Learning and Teaching-II, is very important and dynamic in the field of education. The course is introduced with the aim of developing the understanding of the concept and types of educational technology. It also enhances the capability to identify and analyze classroom instructional strategies. These instructional strategies involve the different innovative strategies, especially for the diverse classroom situations. It also helps to understand the concept of different teaching models which acts as a roadmap for the teacher to implement teaching effectively. Moreover, the course helps teachers to get acquainted with professional ethics of teaching profession.

Identifications and description of the competencies to be developed in this course:

1.3. *Competences to be developed*

Generic Competences

1. Be a Reflective Practitioner
2. Ability to work independently in a Professional Manner

Specific Competences

1. Expose the students to International/Global Trends

2. Student Work Plan

2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic Competence: Be a Reflective Practitioner	1. Teacher as Innovator & Action Researcher	Teaching -Learning Activities- Interactive lecture: Teacher provides students with access to a text and accompanies the text with a number of questions that will help students to focus on text. Teacher assigns individual activity based on action research. Assessment & Feedback: Presentation and Viva-voce (Formative) Paper pencil test (Summative) Resources: To conduct activity following links is provided: www.eGyanKosh.ac.in Reference Book: Mangal, S.K.(2009). Essential of Educational Technology; PHI Learning Pvt. Ltd., New Delhi	2 hrs	2 hrs	First week

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
<p><i>Generic Competence:</i> <i>Be a Reflective Practitioner</i></p>	<p>2. Teacher as a Reflective Practitioner</p>	<p>Teaching Learning Activities:</p> <p>Discussion: Teacher provides self learning assignment to the students to get the reflection on the topic discussed in the classroom.</p> <p>Group Activity: Teacher conducts group activities by assigning case study to reflect on it</p> <p>Assessment and Feedback: Students present power point on a given topic and reflect their own knowledge and understanding about the topic. (Formative) Paper pencil test (Summative)</p> <p>Resources & Documentation: Provide with list of references that are easily assessable in library or at various reliable online platform www.eGyanKosh.ac.in link for e-books, e-journals http://ebookcentral.proquest.com/lib/iisuniv-ebooks/home.action</p> <p>Reference Book: Hughes, Joan E. & Roblyer, Margaret D. (2018). Integrating Educational Technology Into Teaching; Pearson.</p>	3 hrs	3 hrs	Second week

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic Competence: Ability to work independently in a Professional Manner.	1. Approaches to learning: Behaviouristic, Cognitive & Social Constructivist.	<p>Teaching -Learning Activities-Interactive lecture: Teacher provides students with access to a text and accompanies the text with a number of questions that will help students to focus on text. Teacher assigns specific topic to prepare assignment</p> <p>Assessment & Feedback: Presentation of self learning assignment and Viva-voce (Formative) Paper pencil test (Summative)</p> <p>Resources: To conduct activity following links is provided: www.eGyanKosh.ac.in</p> <p>Reference Book: Hughes, Joan E. & Roblyer, Margaret D. (2018). Integrating Educational Technology Into Teaching; Pearson.</p>	3 hrs	3 hrs	Second & third week
	2. Teaching Strategies: Team-Teaching, panel discussion, group discussion, brain storming, cooperative learning.	<p>Teaching -Learning Activities-Interactive lecture: Teacher provides students with access to a text and accompanies the text with a number of questions that will help students to focus on text. Teacher assigns group activity based on different teaching strategies.</p> <p>Assessment & Feedback: Presentation and Viva-voce (Formative) Paper pencil test (Summative)</p> <p>Resources: To conduct activity following links is provided: www.eGyanKosh.ac.in</p> <p>Reference Book: Mangal, S.K.(2009). Essential of Educational Technology; PHI Learning Pvt. Ltd., New Delhi</p>	5 hrs	5 hrs	Third, fourth and fifth week

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
<p><i>Generic Competence:</i> Ability to work independently in a Professional Manner.</p>	<p>3. Meaning, characteristics, assumptions and objectives of programmed learning.</p>	<p>Teaching -Learning Activities-Interactive lecture: Teacher provides students with access to a text and accompanies the text with a number of questions that will help students to focus on text. Teacher gives different topics to the students to prepare assignment.</p> <p>Assessment & Feedback: Evaluation of self learning assignment through Rubric. (Formative) Paper pencil test (Summative)</p> <p>Resources: To conduct activity following links is provided: www.eGyanKosh.ac.in</p> <p>Reference Book: More, Alex (2012). Teaching and Learning: Pedagogy, Curriculum and Culture, Second Edition, Routledge Taylor & Francis Group, London and New York.</p>	4 hrs	4 hrs	Fifth and sixth week
	<p>4. Types of programmed learning-linear and branching: concept, principles, advantages and limitations.</p>	<p>Teaching -Learning Activities-Interactive lecture: Teacher provides students with access to a text and accompanies the text with a number of questions that will help students to focus on text. Teacher assigns individual task to prepare frames on any topic from their subject.</p> <p>Assessment & Feedback: Students Presentation on frames and Viva-voce. (Formative) Paper pencil test (Summative)</p> <p>Resources: To conduct activity following links is provided: www.eGyanKosh.ac.in</p> <p>Reference Book: More, Alex (2012). Teaching and Learning: Pedagogy, Curriculum and Culture, Second Edition, Routledge Taylor & Francis Group, London and New York.</p>	5 hrs	5 hrs	Sixth, seventh & eighth week

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
<p><i>Generic Competence:</i> Ability to work independently in a Professional Manner.</p>	<p>5. Teaching Models: meaning, assumptions and fundamental elements of teaching model</p>	<p>Teaching -Learning Activities-Interactive lecture: Teacher provides students with access to a text and accompanies the text with a number of questions that will help students to focus on text. Teacher provides them the topic to prepare and present assignment.</p> <p>Assessment & Feedback: Evaluation of self learning assignment through Rubric. (Formative) Quiz (Formative) Paper pencil test (Summative)</p> <p>Resources: To conduct activity following links is provided: www.eGyanKosh.ac.in</p> <p>Reference Book: Huang, Ronghuai; Spector, J. Michael & Yang, Junfeng (2019). Educational Technology: A Primer for the 21th Century; Springer, Singapore.</p>	5 hrs	5 hrs	Eighth & ninth week
	<p>6. Robert Glacer's basic model of teaching</p>	<p>Teaching -Learning Activities-Interactive lecture: Teacher provides students with access to a text and accompanies the text with a number of questions that will help students to focus on text.</p> <p>Assessment & Feedback: Students do assignment and perform activity related to the topic. (Formative) Paper pencil test (Summative)</p> <p>Resources: To conduct activity following links is provided: www.eGyanKosh.ac.in</p> <p>Reference Book: Mangal, S.K.(2009). Essential of Educational Technology; PHI Learning Pvt. Ltd., New Delhi</p>	2 hrs	2 hrs	Tenth week

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
<p><i>Generic Competence:</i> Ability to work independently in a Professional Manner.</p>	7. Suchman's Inquiry Training model	<p>Teaching -Learning Activities-Interactive lecture: Teacher provides students with access to a text and accompanies the text with a number of questions that will help students to focus on text. Teacher assigns group task on teaching models.</p> <p>Assessment & Feedback: Presentation and Viva-voce on Group work related to comparative study of different teaching models. (Formative) Paper pencil test (Summative)</p> <p>Resources: To conduct activity following links is provided: www.eGyanKosh.ac.in</p> <p>Reference Book: Huang, Ronghuai; Spector, J. Michael & Yang, Junfeng (2019). Educational Technology: A Primer for the 21th Century; Springer, Singapore.</p>	2 hrs	2 hrs	Tenth & eleventh week
	8. Professional development of teachers.	<p>Teaching -Learning Activities-Interactive lecture: Teacher provides students with access to a text and accompanies the text with a number of questions that will help students to focus on text. Teacher assigns individual task to prepare a detail report of various activities required for professional development of a teacher.</p> <p>Assessment & Feedback: Presentation and Viva-voce (Formative) Paper pencil test (Summative)</p> <p>Resources: To conduct activity following links is provided: www.eGyanKosh.ac.in</p> <p>Reference Book: Hughes, Joan E. & Roblyer, Margaret D. (2018). Integrating Educational Technology Into Teaching; Person.</p>	2 hrs	2 hrs	Eleventh week

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Specific Competence: Expose the students to International/ global Trends	1. Understanding learning.	Teaching -Learning Activities-Interactive lecture: Teacher provides explanation of theoretical concepts accompanies with a number of questions to make session interactive Assessment& Feedback: Quiz and assignment on the topic discussed. (Formative) Paper pencil test (Summative) Resources: Following links is provided: www.eGyanKosh.ac.in www.learningclassesonline.com Reference Book: Huang, Ronghuai; Spector, J. Michael & Yang, Junfeng (2019). Educational Technology: A Primer for the 21th Century; Springer, Singapore.	2 hrs	2 hrs	Twelfth week
	2. Learning in various contexts.	Teaching Learning Activities: Interactive lectures & Discussion: Teacher provides explanation of theoretical content followed by the discussion based on the situation given/ allocate to them. Group Activity: Teacher conducts group activities by assigning situation for observational learning/collaborative learning. Assessment and Feedback: Presentation of Report & viva-voce (Formative) Paper pencil test (Summative) Resources & Documentation: Provide with list of references that are easily assessable in library or at various reliable online platform www.eGyanKosh.ac.in link for e-books, e-journals http://ebookcentral.proquest.com/lib/iisuniv-ebooks/home.action Reference Book: More, Alex (2012). Teaching and Learning: Pedagogy, Curriculum and Culture, Second Edition, Routledge Taylor & Francis Group, London and New York.	4 hrs	4 hrs	Twelfth & thirteen week

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
<p><i>Specific Competence:</i> Expose the students to International/ global Trends</p>	<p>3. Organizing learning in diverse classrooms: issues & concerns.</p>	<p>Teaching-Learning Activities: Interactive lectures & Discussion: Teacher provides students with access to a text and accompanies the text with a number of questions that related to the issues raised in diverse classroom situation. Group discussion conducts to get the solutions of the problems faced in diverse classrooms.</p> <p>Group Activity Observation of a diverse classroom and prepare a report</p> <p>Assessment and Feedback: Quiz (Formative) Presentation of Report(Formative) Paper pencil test (Summative)</p> <p>Resources & Documentation: Provide with list of references that are easily assessable in library or at various reliable online platform www.eGyanKosh.ac.in link for e-books, e-journals http://ebookcentral.proquest.com/lib/iisuniv-ebooks/home.action</p> <p>Reference Book: Mangal, S.K.(2009). Essential of Educational Technology; PHI Learning Pvt. Ltd., New Delhi</p>	4 hrs	4 hrs	Fourteen & fifteen week

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
<p><i>Specific Competence:</i> Expose the students to International/ global Trends</p>	4. Teacher in Diverse Role.	<p>Teaching Learning Activities: Discussion: Teacher provides text to the student to enhance self learning followed by the discussion based on different roles perform by the teacher Individual Activity: Identify any one teacher and record her behaviour while performing different roles and her qualities that helps to perform role competently.</p> <p>Assessment and Feedback: Presentation of report and Viva-voce (Formative) Paper pencil test (Summative)</p> <p>Resources & Documentation: Provide with list of references that are easily assessable in library or at various reliable online platform www.eGyanKosh.ac.in link for e-books, e-journals http://ebookcentral.proquest.com/lib/iisuniv-ebooks/home.action</p> <p>Reference Book: Hughes, Joan E. & Roblyer, Margaret D. (2018). Integrating Educational Technology Into Teaching; Person.</p>	2 hrs	2 hrs	Fifteenth week
			45 hrs	45 hrs	Fifteen Weeks

2.2. Summary

Type of activities inside the Class	Contact Hours	Total Hours	ECTS (total hours/30)
Interactive lectures	35	90	3
Classroom Activities	10		
Type of activities outside the Class	Independent Hours		
Individual Reading and Study for preparation of assignments	5		
Individual activities	10		
Group activities (Field work)	15		
Preparation for the exam	15		

3. Assessment System

3.1. Table of assessment

Competence	Assessment technique	Grade
Generic Competence: Be a Reflective Practitioner Learning Outcomes: Students organize learning in diverse classroom situation	Formative Assessment i. Self learning Assignment ii. Presentation and Viva-voce Summative Assessment Paper Pencil Test	9 point grade Scale
Generic Competence: Ability to work independently in a Professional Manner Learning Outcomes: Students identify and apply different teaching models in the classroom teaching.	Formative Assessment i. Self learning Assignment ii. Quiz iii. Presentation and Viva-voce iv. Rubric Summative Assessment Paper Pencil Test	9 point grade Scale
Specific Competence: Expose the students to International/ global Trends Learning Outcomes: Students organize learning in diverse classroom situation	Formative Assessment i. Self learning Assignment ii. Quiz iii. Presentation and Viva-voce Summative Assessment Paper Pencil Test	9 point grade Scale

3.2. Observations of Assessment- NA

3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	5	20	25
Generic competence 2	5	20	25
Specific competence 1	20	30	50
Total	30%	70%	100%

4. Evaluator's Comments

Introduction

I think that it would be better if you choose one Generic Competence (these ones could be worked from different subjects) and one, two or three Specific (the ones that are worked through subjects).

In the case of the Specific ones, be careful when you formulate them. Competences should be formulated from the point of view of students, as they are the ones who should develop them. In *Competence Based Learning* the protagonist of the teaching-learning process is the student, the learner, as the teacher is the guide, the facilitator.

Student Work Plan

Regarding this section, I consider that you have done a good job, filling the proposed table as we recommended you. In any case, there are some aspects you could improve.

When you fill the column related to estimated work time **it is necessary to divide the different activities and also the time (contact hours and independent work) students will need to complete them.**

You mention interactive lectures, assessment and feedback, discussion, individual or group activities, and, also, resources, documentation and reference books. You have to be very precise in the definition of each activity students have to perform. This means that you have to give a clear description of the activity itself, the time students need to do it, if it should be done individually or in group, the resources they have to use, and any other further specification you consider important.

Regarding the assessment (summative or formative) and feedback, apart from indicate it clearly, you have to say when and where it will be done, and how long it will take. Students need to know it and you have to consider the time you have to deal with this workload.

It is important to specify as much as possible the "**Completion and/or submission deadlines**". This helps students a lot.

Estimated hours

My question: how many ECTS are in this subject?

I consider that there is unusual to use the same amount of contact hours and independent work. The number of hours in the latter should be higher.

5. Assessment System

I understand that when you mention learning outcomes you refer to indicators. Those are essential to assess the work of students. Be very careful with the indicators related to generic competences as they seem to be more related to specific competences than to generic ones.

The weight of the generic competences is almost higher than the one of the specific competence. This is peculiar, as the weight of the generic competence is around 20%, this is, lower than the weight for the specific ones.

I do not understand how you filled the summary of assessment table.

Do not forget that rubrics are tools to make the correction easier. This tool is not an evaluation technique itself.

Annexes

Annexure 1

S. No.	Competence	Generic/ Specific	POs No.	Programme Learning Outcome	LO at Course level
1	HAVE MASTERY OVER THE SUBJECT(S) THEY WILL BE TEACHING (C1)	Specific	PLO 1	1. Students select suitable pedagogical knowledge to transact the content in the classroom.	CLO24/CLO34: Students select and use an appropriate teaching method, approach and device for promoting effective teaching and learning. CLO26/ CLO50: Students make use of instructional support system in teaching learning process.
2	INVOLVE PARENTS IN CHILD'S EDUCATION (C2)	Specific	PLO 2	1. Students establish the relationship between parents and socio-cultural background of the learner.	CLO2: Students compare the recommendations of different educational commissions. CLO6: Students identify social issues and challenges at different level of education. CLO15: Students conduct different field surreys to assess literacy level of the community. CLO20: Students conduct the Action Research related to community problems. CLO31: Students develop an intellectual understanding of the local civic engagement sphere. CLO32: Students organize various activities concerning social and environmental issues. CLO33: Students train to move closer to rural life. CLO59: Students analyze the equity & equality in relation with caste, class, religion, ethnicity, disability & regional disparity. CLO60: Students identify different ways to solve the problem of discrimination.

S. No.	Competence	Generic/ Specific	POs No.	Programme Learning Outcome	LO at Course level
3	BE A REFLECTIVE PRACTITIONER (C3)	Generic	PLO 3	1. Students analyze the teaching learning situation in order to develop as a reflective practitioner.	<p>CLO1: Students analyze the educational Philosophy of Indian thinkers.</p> <p>CLO4: Students assess the different programmes of education run by the government and produce report on it.</p> <p>CLO5: Students analyze the ideas of western educational thinkers.</p> <p>CLO15: Students conduct different field surreys to assess literacy level of the community.</p> <p>CLO18: Students organize teaching learning activities in diverse classroom situation.</p> <p>CLO20: Students conduct the Action Research related to community problems.</p> <p>CLO21: Students organize various awareness programmes in the society.</p> <p>CLO31: Students develop an intellectual understanding of the local civic engagement sphere.</p> <p>CLO32: Students organize various activities concerning social and environmental issues.</p> <p>CLO53: Students critically examine the theories of learning in school environment.</p> <p>CLO61: Students judge as a reflective practitioner.</p> <p>CLO65: Students discuss the role of great personalities and social agencies in propagation of peace.</p> <p>CLO66: Students create frameworks for achieving peaceful and nonviolent societies.</p> <p>CLO68: Students discuss the issues and problems of learners and suggest solutions.</p>

S. No.	Competence	Generic/ Specific	POs No.	Programme Learning Outcome	LO at Course level
4	DEMONSTRATE LEADERSHIP QUALITIES (C4)	Generic	PLO 4	1. Students initiate steps to develop leadership skills among learners.	<p>CLO14: Students develop the dignity of labor.</p> <p>CLO21: Students organize various awareness programmes in the society.</p> <p>CLO25/ CLO29/ CLO49/ CLO70: Students organize classroom teaching, various school activities and gain an experience of the multiple roles of a teacher.</p> <p>CLO32: Students organize various activities concerning social and environmental issues.</p> <p>CLO37: Students develop skills to provide & manage various school resources and school record.</p> <p>CLO39: Students demonstrate ability to lead the group activities and motivate the actions of others.</p>
5.	ABILITY TO MANAGE CRISES EFFECTIVELY (C5)	Generic	PLO 5	1. Students manage the crises in and outside of classroom during any real-life situation.	<p>CLO6: Students identify social issues and challenges at different level of education.</p> <p>CLO16: Students plan social and environmental awareness programmes to create awareness among learners.</p> <p>CLO21: Students organize various awareness programmes in the society.</p> <p>CLO25/ CLO29/ CLO49/ CLO70: Students organize classroom teaching, various school activities and gain an experience of the multiple roles of a teacher.</p> <p>CLO33: Students train to move closer to rural life.</p> <p>CLO38: Students generate strategies of conflict management.</p>
6	PREPARE LESSON PLANS (& EXECUTE THEM EFFECTIVELY) (C6)	Specific	PLO 6	1. Students apply appropriate teaching techniques, methods, approaches, maxims, strategies and devices to achieve the desired learning outcomes.	<p>CLO24/ CLO34: Students select and use an appropriate teaching method, approach and device for promoting effective teaching and learning.</p> <p>CLO25/ CLO29/ CLO49/ CLO70: Students organize classroom teaching, various school activities and gain an experience of the multiple roles of a teacher.</p> <p>CLO26/ CLO50: Students make use of instructional support system in teaching learning process.</p> <p>CLO30/ CLO71: Students construct and deliver the lesson plan effectively in the real classroom situation.</p>

S. No.	Competence	Generic/ Specific	POs No.	Programme Learning Outcome	LO at Course level
7	ABILITY TO USE A VARIETY OF ASSESSMENT TOOLS FOR BOTH FORMATIVE AND SUMMATIVE ASSESSMENT (C7)	Specific	PLO 7	1. Students design assessment tools to measure the learning outcomes.	<p>CLO17: Students implement the knowledge of computer in teaching learning process.</p> <p>CLO22: Students develop skill in using windows and its application in teaching learning process.</p> <p>CLO25/ CLO29/ CLO49/ CLO70: Students organize classroom teaching, various school activities and gain an experience of the multiple roles of a teacher.</p> <p>CLO27/ CLO51: Students construct, apply and administer achievement tests for evaluation of learning outcomes.</p> <p>CLO40: Students comprehend the concept and process of assessment for learning.</p> <p>CLO57: Students develop skills necessary to use different tools and techniques of evaluation.</p>
			PLO 8	2. Students analyze the data gather from administer tools in order to enhance the teaching learning process.	<p>CLO17: Students implement the knowledge of computer in teaching learning process.</p> <p>CLO23: Students analyze the data pertaining to school record.</p> <p>CLO25/ CLO29/ CLO49/CLO70: Students organize classroom teaching, various school activities and gain an experience of the multiple roles of a teacher.</p> <p>CLO41: Students critically analyze the applicability of different assessment practices in present education system.</p> <p>CLO58: Students select appropriate statistical measures to assess the learning</p> <p>CLO69: Students identify the techniques used in guidance as per learner requirement.</p>
8	ABILITY TO DO RESEARCH (C8)	Generic	PLO 9	1. Students conduct the action research for enhancing the effectiveness of teaching learning process.	<p>CLO20: Students conduct the Action Research related to community problems.</p> <p>CLO49: Students organize classroom teaching, various school activities and gain an experience of the multiple roles of a teacher.</p> <p>CLO54: Students interpret various psychological attribute of an individual.</p>

S. No.	Competence	Generic/ Specific	POs No.	Programme Learning Outcome	LO at Course level
9	ABILITY TO USE LOCAL & REGIONAL LANGUAGE (C9)#	Generic	PLO 10	1. Students demonstrate verbal and non-verbal communication skill.	CLO15: Students conduct different field surreys to assess literacy level of the community. CLO42: Students develop sensitivity to language diversity in multilingual society. CLO44: Students develop an understanding of the nature of disciplinary knowledge. CLO48: Students demonstrate strategies of reading and reflecting on the ideas expressed in texts. CLO64: Students plan to prepare activities based on drama and art to teach learners.
10	ABILITY TO WORK INDEPENDENTLY IN A PROFESSIONAL MANNER (C10)	Generic	PLO 11	1. Students develop the professional capabilities among the learner for working as an individual or in a group.	CLO18: Students organize teaching learning activities in diverse classroom situation. CLO19: Students identify and apply different teaching models in the classroom teaching. CLO20: Students conduct the Action Research related to community problems. CLO21: Students organize various awareness programmes in the society. CLO25/ CLO29/ CLO49/ CLO70: Students organize classroom teaching, various school activities and gain an experience of the multiple roles of a teacher.
11	ADHERE TO ETHICAL PRINCIPLES (C11)	Generic	PLO 12	1. Students value ethical practices in the workplace for develop as institute of national importance.	CLO3: Students justify the implementation of value education in modern scenario. CLO7: Students compare the instructional strategies of different visionary school. CLO8: Students organize local surveys related to various environmental issues. CLO9: Students create environmental awareness through different mode of education. CLO10: Students analyze the role of different agencies in protection of environment. CLO48: Students demonstrate strategies of reading and reflecting on the ideas expressed in texts. CLO62: Students build resilience within to deal with conflicts.

S. No.	Competence	Generic/ Specific	POs No.	Programme Learning Outcome	LO at Course level
12	PRACTICE PROFESSIONALISM (C12)	Generic	PLO 13	1. Students apply constructive feedback to improve professional knowledge and practices.	<p>CLO11: Students identify and use different teaching skills for effective teaching learning process.</p> <p>CLO12: Students develop effective instructional strategies to enhance learning.</p> <p>CLO13: Students establish and maintain the positive classroom learning.</p> <p>CLO25/ CLO29/ CLO49/ CLO70: Students organize classroom teaching, various school activities and gain an experience of the multiple roles of a teacher.</p> <p>CLO35: Students develop an understanding of basic concepts, methods and principles of psychology.</p> <p>CLO36: Students analyze the interdependence of cognitive, social, physical, emotional, & moral domains of human development.</p> <p>CLO43: Students adapt an appropriate language skill in the classroom situation.</p> <p>CLO45: Students acquire a conceptual understanding of the impact of school subjects on discipline.</p> <p>CLO55: Students examine the different facts of knowledge.</p> <p>CLO56: Students justify the role of teacher in knowledge construction.</p> <p>CLO63: Students develop consciousness & awareness about drama towards society.</p> <p>CLO67: Students discuss the benefits of physical fitness and yoga in daily life with learners.</p> <p>CLO68: Students discuss the issues and problems of learners and suggest solutions.</p>

S. No.	Competence	Generic/ Specific	POs No.	Programme Learning Outcome	LO at Course level
13	FACILITATE STUDENTS' PARTICIPATION IN CO-CURRICULAR ACTIVITIES (C13)	Specific	PLO 14	1. Students organize activities and events to emphasize on team work.	<p>CLO14: Students develop the dignity of labor.</p> <p>CLO16: Students plan social and environmental awareness programmes to create awareness among learners.</p> <p>CLO21: Students organize various awareness programmes in the society.</p> <p>CLO28/ CLO52: Students organize co-curricular activities to develop scientific attitude among the learners.</p> <p>CLO32: Students organize various activities concerning social and environmental issues.</p> <p>CLO64: Students plan to prepare activities based on drama and art to teach learners.</p>
14	APPRECIATE AND RESPECT DIVERSITY & MULTICULTURALISM (C14)	Generic	PLO 15	1. Students apply methods for catering to diversity in the classroom situation.	<p>CLO2: Students compare the recommendations of different educational commissions.</p> <p>CLO46: Students select an appropriate pedagogical strategy for inclusive classroom.</p> <p>CLO47: Students demonstrate knowledge of different perspectives in the area of education for children with special needs.</p> <p>CLO59: Students analyze the equity & equality in relation with caste, class, religion, ethnicity, disability & regional disparity.</p> <p>CLO60: Students identify different ways to solve the problem of discrimination.</p>

S. No.	Competence	Generic/ Specific	POs No.	Programme Learning Outcome	LO at Course level
15	EXPOSE THE STUDENTS TO INTERNATIONAL/ GLOBAL TRENDS (C15)	Specific	PLO 16	1. Students organize the events and activities for learner to understand the global trends and become a global teacher.	<p>CLO17: Students implement the knowledge of computer in teaching learning process.</p> <p>CLO18: Students organize teaching learning activities in diverse classroom situation.</p> <p>CLO19: Students identify and apply different teaching models in the classroom teaching.</p> <p>CLO28/CLO52: Students organize co-curricular activities to develop scientific attitude among the learners.</p> <p>CLO40: Students comprehend the concept and process of assessment for learning.</p> <p>CLO41: Students critically analyze the applicability of different assessment practices in present education system.</p> <p>CLO57: Students develop skills necessary to use different tools and techniques of evaluation.</p>
16	EXPOSE THE STUDENTS TO REGIONAL/LOCAL NEEDS (C16)#	Generic	PLO 17	1. Students plan activities and events to acquaint with societal pattern.	<p>CLO25/ CLO29/ CLO49/ CLO70: Students organize classroom teaching, various school activities and gain an experience of the multiple roles of a teacher.</p> <p>CLO32: Students organize various activities concerning social and environmental issues.</p> <p>CLO33: Students train to move closer to rural life.</p>

Annexure 2

Course		CLOs No.	Learning outcome (at course level)
Course Code	Course Title		
EDU-101	Contemporary India & Education-I	CLO 1	1. Students analyze the educational Philosophy of Indian thinkers.
		CLO 2	2. Students compare the recommendations of different educational commissions.
		CLO 3	3. Students justify the implementation of value education in modern scenario.
EDU-201	Contemporary India & Education-II	CLO 4	1. Students assess the different programmes of education run by the government and produce report on it.
		CLO 5	2. Students analyze the ideas of western educational thinkers.
		CLO 6	3. Students identify social issues and challenges at different level of education.
		CLO 7	4. Students compare the instructional strategies of different visionary school.
EDU-301	Environmental Education	CLO 8	1. Students organize local surveys related to various environmental issues.
		CLO 9	2. Students create environmental awareness through different mode of education.
		CLO 10	3. Students analyze the role of different agencies in protection of environment.
EDU-302	Learning & Teaching - I	CLO 11	1. Students identify and use different teaching skills for effective teaching learning process.
		CLO 12	2. Students develop effective instructional strategies to enhance learning.
		CLO 13	3. Students establish and maintain the positive classroom learning.
EDU-303	Open Air & SUPW- I	CLO 14	1. Students develop the dignity of labor.
		CLO 15	2. Students conduct different field surreys to assess literacy level of the community.
		CLO 16	3. Students plan social and environmental awareness programmes to create awareness among learners.
EDU-401	Critical Understanding of ICT	CLO 17	1. Students implement the knowledge of computer in teaching learning process.
EDU-402	Learning & Teaching - II	CLO 18	1. Students organize teaching learning activities in diverse classroom situation.
		CLO 19	2. Students identify and apply different teaching models in the classroom teaching.

Course		CLOs No.	Learning outcome (at course level)
Course Code	Course Title		
EDU-403	Open Air & SUPW- II	CLO 20	1. Students conduct the Action Research related to community problems.
		CLO 21	2. Students organize various awareness programmes in the society.
EDU-404	Computer Practical	CLO 22	1. Students develop skill in using windows and its application in teaching learning process.
		CLO 23	2. Students analyze the data pertaining to school record.
EDU-501	Pedagogy of School Subject A. Physics - I B. Chemistry - I C. Mathematics - I D. Biology - I	CLO 24	1. Students select and use an appropriate teaching method, approach and device for promoting effective teaching and learning.
EDU-502	School Internship - I	CLO 25	1. Students organize classroom teaching, various school activities and gain an experience of the multiple roles of a teacher.
EDU-601	Pedagogy of school subject A. Physics II B. Chemistry II C. Mathematics II D. Biology II	CLO 26	1. Students make use of instructional support system in teaching learning process.
		CLO 27	2. Students construct, apply and administer achievement tests for evaluation of learning outcomes.
		CLO 28	3. Students organize co-curricular activities to develop scientific attitude among the learners.
EDU-602 A	School Internship II	CLO 29	1. Students organize classroom teaching, various school activities and gain an experience of the multiple roles of a teacher.
EDU-602 B	Final Lesson-I	CLO 30	1. Students construct and deliver the lesson plan effectively in the real classroom situation.
EDU-700 A	Nai Talim Through Rural Engagement	CLO 31	1. Students develop an intellectual understanding of the local civic engagement sphere.
EDU-700 B	Practicum - Rural Engagement	CLO 32	1. Students organize various activities concerning social and environmental issues.
		CLO 33	2. Students train to move closer to rural life.
EDU-701	Pedagogy of School Subject A. Physics-I B. Chemistry-I C. Mathematics-I D. Biology- I	CLO 34	1. Students select and use an appropriate teaching method, approach and device for promoting effective teaching and learning.
EDU-702	Childhood & Growing up-I	CLO 35	1. Students develop an understanding of basic concepts, methods and principles of psychology.
		CLO 36	2. Students analyze the interdependence of cognitive, social, physical, emotional, & moral domains of human development.

Course		CLOs No.	Learning outcome (at course level)
Course Code	Course Title		
EDU-703	School Leadership and Management	CLO 37	1. Students develop skills to provide & manage various school resources and school record.
		CLO 38	2. Students generate strategies of conflict management.
		CLO 39	3. Students demonstrate ability to lead the group activities and motivate the actions of others.
EDU-704	Assessment for Learning-I	CLO 40	1. Students comprehend the concept and process of assessment for learning.
		CLO 41	2. Students critically analyze the applicability of different assessment practices in present education system.
EDU-705	Language Across the Curriculum	CLO 42	1. Students develop sensitivity to language diversity in multi-lingual society.
		CLO 43	2. Students adapt an appropriate language skill in the classroom situation.
EDU-706	Understanding Disciplines & Subjects	CLO 44	1. Students develop an understanding of the nature of disciplinary knowledge.
		CLO 45	2. Students acquire a conceptual understanding of the impact of school subjects on discipline.
EDU-707	Creating an Inclusive School	CLO 46	1. Students select an appropriate pedagogical strategy for inclusive classroom.
		CLO 47	2. Students demonstrate knowledge of different perspectives in the area of education for children with special needs.
EDU-708	Reading & Reflecting on the Texts	CLO 48	1. Students demonstrate strategies of reading and reflecting on the ideas expressed in texts.
EDU-709	School Internship - III	CLO 49	1. Students organize classroom teaching, various school activities and gain an experience of the multiple roles of a teacher.
EDU-801	Pedagogy of School Subject A. Physics - II B. Chemistry - II C. Mathematics - II D. Biology - II E. General Science – II	CLO 50	1. Students make use of instructional support system in teaching learning process.
		CLO 51	2. Students construct, apply and administer achievement tests for evaluation of learning outcomes.
		CLO 52	3. Students organize co-curricular activities to develop scientific attitude among the learners.
EDU-802	Childhood & Growing up-II	CLO 53	1. Students critically examine the theories of learning in school environment.
		CLO 54	2. Students interpret various psychological attribute of an individual.

Course		CLOs No.	Learning outcome (at course level)
Course Code	Course Title		
EDU-803	Knowledge & Curriculum	CLO 55	1. Students examine the different facts of knowledge.
		CLO 56	2. Students justify the role of teacher in knowledge construction.
EDU-804	Assessment for Learning- II	CLO 57	1. Students develop skills necessary to use different tools and techniques of evaluation.
		CLO 58	2. Students select appropriate statistical measures to assess the learning
EDU-805	Gender, School & Society	CLO 59	1. Students analyze the equity & equality in relation with caste, class, religion, ethnicity, disability & regional disparity.
		CLO 60	2. Students identify different ways to solve the problem of discrimination.
EDU-806	Understanding the Self	CLO 61	1. Students judge as a reflective practitioner.
		CLO 62	2. Students build resilience within to deal with conflicts.
EDU-807	Drama & Arts in Education	CLO 63	1. Students develop consciousness & awareness about drama towards society.
		CLO 64	2. Students plan to prepare activities based on drama and art to teach learners.
EDU-808	A. Peace Education	CLO 65	1. Students discuss the role of great personalities and social agencies in propagation of peace.
		CLO 66	2. Students create frameworks for achieving peaceful and nonviolent societies.
	B. Physical Education & Yoga	CLO 67	1. Students discuss the benefits of physical fitness and yoga in daily life with learners.
	C. Guidance & Counseling	CLO 68	1. Students discuss the issues and problems of learners and suggest solutions.
		CLO 69	2. Students identify the techniques used in guidance as per learner requirement.
EDU-809A	School Internship-IV	CLO 70	1. Students organize classroom teaching, various school activities and gain an experience of the multiple roles of a teacher.
EDU-809B	Final Lesson-II	CLO 71	1. Students construct and deliver the lesson plan effectively in the real classroom situation.

