



VASANTA COLLEGE FOR WOMEN

वसंत महिला महाविद्यालय

Admitted to the Privileges of Banaras Hindu University
Krishnamurti Foundation India, Rajghat Fort, Varanasi - 221 001

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Department of Education

U.G. Programme Outcomes (PO)


The teacher enables the students to:

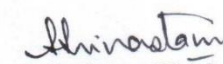

- PO₁ - get in depth knowledge of their individual discipline
- PO₂ - think creatively & critically
- PO₃ - have a cognitive clarity of the content
- PO₄ - think logically and show reflective reasoning
- PO₅ - develop social skill and environmental sensitivity.
- PO₆ - apply the disciplinary knowledge in real life situations
- PO₇ - appreciate and practice the universal values to be an efficient global citizen
- PO₈ - demonstrate digital competencies.

Programme Specific Outcome (PSO)

The Program will enable the students to:

- PSO1: have knowledge on philosophical, social. Psychological perspectives of education with curriculum & pedagogical concerns.
- PSO2: comprehend the philosophical, social. Psychological perspectives of education with curriculum & pedagogical concerns
- PSO3: develop social awareness & skills to prepare them as leaders and agents of social change & transformation.
- PSO4: develop critical thinking, scientific temperament and digital skills.
- PSO5: apply the knowledge in day-to-day life situation.
- PSO6: Prepare humane teachers.


Principal
VASANTA COLLEGE FOR WOMEN
RAJGHAT FORT, VARANASI
Sujata Saha
Department Incharge


Co-Ordinator IQAC

Convener Learning Outcome Committee

Mapping of CO, PSO and PO of B.Ed

Program me Name	Semes ter	Name of the paper	Course Outcome	Program Specific Outcome (PSO)	Program Outcome (PO)
BEDPE 101	1	Contemporary India and Education: Concerns and Issues	The Learners will be able to- <ul style="list-style-type: none"> Contextualize contemporary India and education. Evolve a deeper understanding of its purpose and its relationship with society and Humanity. Extrapolate the classroom in social context. Provide a setting for interaction, generation of dialogue and the opportunity to appreciate diverse perspectives of issues. Critically analyse human and child rights Criticize about policy debates overtime the implementation of policies and actual shaping of school education 	PSO 1	PO 1
				PSO 2	PO 3
				PSO 2	PO 3
				PSO 3	PO 2, PO 5
				PSO 2	PO 3, PO 4
				PSO 3	PO 2, PO 5
BEDPE 102	1	Psychology of Learner and Development	Learners will be able to: <ul style="list-style-type: none"> Explain the concept, scope and methods of Educational Psychology. Explain the meaning, process and devices of observation method, Interview Method, Sociometry Method and Case Study Method. Draw Sociometric Matrix and Sociogram 	PSO 2	PO 3
				PSO 3	PO 3
				PSO 5	PO 3, PO 6

		Practical's	<ul style="list-style-type: none"> • Explain the concept, principles and factors affecting growth and development • Critically Analyse the theories of Piaget, Erikson, Chomsky and Kohlberg in context of different socio economic, cultural and educational dimensions. • Describe the meaning and nature of Intelligence • Analyse the relevance of Spearman, Guilford and Gardner theories of Intelligence in educational setting. • Identify creative learners and discuss the role of teachers in fostering their creativity • Explain the concept of personality, adjustment and mental health and apply these understanding in real classroom setting. • Administer Intelligence, Personality, and Creativity test and interpret their results. • Prepare a Case Study of a Disadvantaged/ Gifted Student. 	PSO 5 PSO 2 PSO 2 PSO 5 PSO 2 PSO 4 PSO2 PSO5	PO 3, PO 6 PO 3 PO 3 PO 3 PO 1 PO 6 PO2 PO6
BEDPE-103	1	Indian Perspectives of Education	The Learners will be able to <ul style="list-style-type: none"> • define Vidya, Avidya, Siksha, Ilm, and Talim • explain the upanishadic, Buddhist, Islamic and Western view of Education • practice the convocation message of Taitriya Upanishad • elaborate the educational philosophy of various Indian Educators like Swami Vivekananda, Mahatma Gandhi, Annie Beasant, SriAurobindo, Gurudev Rabindranath tagore and Mahamana • appreciate their life and work • prepare presentation on the lives and educational philosophy of these educators 	PSO 1 PSO 2 PSO 3 PSO 4 PSO 5 PSO 6	PO 1 PO 2 PO 5 PO 6 PO 7 PO 7

			<ul style="list-style-type: none"> • conduct seminars and colloquium on educators • organize the celebration of the jayantiof the above educators 	PSO 3 PSO 3	PO 6 PO 7
BEDPE-104	1	ASSESSMENT FOR LEARNING	The learner will be able to: <ul style="list-style-type: none"> • Explain the basic concepts and practices of assessment and evaluation in teaching learning. • discuss the requirement of assessment of learning and need of recording the assessment. • examine different dimensions of learning and related assessment procedures, tools and techniques. • Develop different tools and task to assess learners' performance. • Analyse the issues and concerns of evaluation practices in schools. • evaluate technology-based assessment practices to have quick and global results. • Use statistics in finding various measures regarding data analysis. • Interpret the data and scores with various statistical techniques. 	PSO 1 PSO 2 PSO 2 PSO 5 PSO5 PSO 4 PSO 4 PSO4	PO 1 PO 2 PO 3 PO 6 PO6 PO 6 PO 8 PO5
BEDCP S 105 (A)	1	Discipline and subject: Mathematics	The Learners will be able to- <ul style="list-style-type: none"> • explain chronological evolution of mathematics development • Describe the concept,nature and scope of mathematics subject and discipline. 	PSO 1 PSO 2	PO 1 PO 3

			<ul style="list-style-type: none"> • Select and use appropriate methods of mathematics teaching in classroom. • Design and prepare mathematics lesson plan • Explain the emergence and evolution of mathematics of discipline • Apply appropriate evaluation techniques in classroom assesment • Demonstrate various teaching skill during micro teaching • Create ICT based programming in mathematics teaching 	PSO2 PSO 3 PSO 2 PSO 3 PSO4 PSO5	PO 6 PO4 PO3 PO 5 PO 4 PO 4	
BEDCP S-105 (B)	1	Discipline and Subject : Science	The Learners will be able to- <ul style="list-style-type: none"> • Explain the concept , nature and scope of science Discipline . • Compare basic, applied, interdisciplinary and trans disciplinary forms of Discipline. • Analyze the philosophical, sociological and pedagogical perspectives of science discipline, • Establish relationship between discipline and subject. • Illustrate history of science with emphasis on genesis and changing paradigms • Formulate the organization of science as a school subject and 	PSO 1 PSO2 PSO2 PSO4 PSO2 PSO5	PO 1 PO3 PO6 PO5 PO1 PO6	

			<ul style="list-style-type: none"> Discuss the sources of changes in science as a subject. 	PSO5	PO6
BEDCP S-105 (C)	1	Discipline and Subjects: Social Sciences	<p>The Learners will be able to-</p> <ul style="list-style-type: none"> Explain the Meaning, Nature, characteristics, forms and Perspectives of Discipline. Discuss the Relationship between social science as subject and as a discipline. Evaluate the genesis and changing paradigm of history as school subject related to social science. Illustrate the correlation between social sciences and other School subject. Enlist the Sources of change in social science as a subject. Write a Paper on Influence that initiated contemporary change in Social Science as a School Subject. Design a PPT and organize discussion on related topics 	<p>PSO 1</p> <p>PSO 3</p> <p>PSO 4</p> <p>PSO 5</p> <p>PSO 1</p> <p>PSO 5</p> <p>PSO 5</p>	<p>PO 1</p> <p>PO 5</p> <p>PO 3</p> <p>PO 6</p> <p>PO 1</p> <p>PO 2</p> <p>PO 8</p>
BEDCP S-105 (D)	1	Discipline and Subject : Languages	<p>The Learners will be able to-</p> <ul style="list-style-type: none"> Recall concepts, nature and scope of discipline & subject. Make a list of different sources of change in languages as a subject. Differentiate between languages as a discipline and as a school subject. Explain the genesis and changing paradigm of languages as a school subject. 	<p>PSO 1</p> <p>PO 1</p> <p>PSO 2</p> <p>PSO 2</p>	<p>PO 1</p> <p>PO 1</p> <p>PO 2</p> <p>PO 4</p>

			<ul style="list-style-type: none"> • Appreciate the various perspectives that have their bearing on the emergence and evolution of language as a discipline. • Discuss the various forms of discipline. • Critically examine the significance of languages. 	PSO 6 PSO 2 PSO 4	PO 7 PO 2 PO 4
BEDCP S-106	1	Reading and Reflections on Texts	<p>The Learners will be able to:</p> <ul style="list-style-type: none"> • Identify renowned books on sociological, philosophical, psychological issues • Select text of contemporary society of different forms for review • Develop thoughtful and balanced assessment of readings and form opinions about ideas presented in the text. • Analyze texts by making connections between self-observations, experiences, and critically reflecting through thoughtful and persistent inquiry. <ul style="list-style-type: none"> • Develop the ability of reflective writings in different forms. • Prepare presentation based on their reflection on selected text. 	PSO 1 PSO 2 PSO 4 PSO 6 PSO 2 PSO 4	PO 1 PO 2 PO 4 PO 4 PO 2 PO 8
BEDCP S-107	1	Music, Drama and other Creative Co Scholastic Activity	<p>The Learners will be able to</p> <ul style="list-style-type: none"> • Explain the meaning of Music, Dance, Drama and Fine Arts • Explain the characteristic features of different literary activities 	PSO 1 PSO 2	PO 1 PO 3

			<ul style="list-style-type: none"> • Differentiate among elocution, Debate, Quiz, Turn Coats etc. • State and Illustrate the importance of Music in Human Life • Mention the types and styles of Indian Classical Music • Elaborate the rigorous process of voice training and ear training and further present the correct posture of singing practically • Organize program related to Music, Drama, Art and other literary activities in their Teacher Education Institute and Internship Schools. 	PSO 2 PSO 4 PSO 1 PSO 2 PSO 3	PO 3 PO 6 PO 1 PO 2 PO 5
INTERNSHIP	1	Internship	Learners will be able to <ul style="list-style-type: none"> • Explain the history, management, vision and mission of the practicing school • Describe all formal and informal activities in and outside classroom in the school • Participate in all regular scheduled activities of the school • Observe in-service teachers' transaction and interaction with students • Prepare and teach 12 lesson plans in their two teaching subjects • Presenting the report of Pre Internship 	PSO 6 PSO 6 PSO 6 PSO 6 PSO 6 PSO 6	PO 1 PO 2 PO 5 PO 6 PO 4 PO 3
BEDPE-201	2	Learning and Teaching	The Learners will be able to		

				<ul style="list-style-type: none"> • Explain the concept and types of learning (according to Gagne) with examples and Illustrate the Socio-cultural factors influencing learning 	PSO 1	PO 1	
				<ul style="list-style-type: none"> • Critically evaluate the behaviorist theory of learning given by BF Skinner; cognitivist theory of Piaget and Social Constructivist theory of Vygotsky. 	PSO 2	PO 4	
				<ul style="list-style-type: none"> • Prepare Presentations related to Educational Implications of these theories and apply these implications in real classroom settings. 	PSO 4	PO 8	
				<ul style="list-style-type: none"> • Explain the concept of intra and inter individual and its implication for teachers. 	PSO1	PO1	
				<ul style="list-style-type: none"> • Discuss differences among learners on different dimensions of psychological attribute(interest, aptitude, personality, creativity and values) and the relevance for teachers. 	PSO2	PO1	
				<ul style="list-style-type: none"> • Analyse the socio-cultural contexts, impact of home language of learner, language of instruction in the classroom setting. 	PSO4	PO6	
				<ul style="list-style-type: none"> • Make use of various modalities of teaching and instruction at 	PSO4	PO6	

			<p>various levels of instruction.</p> <ul style="list-style-type: none"> • Critically analyse teaching as a profession and role of teacher in the present scenario . • Practice various teaching strategies, maxim, method and technique in classroom setting 	<p>PSO4</p> <p>PSO5</p>	<p>PO6</p> <p>PO6</p>
BEDPE-202	2	Understanding The School and Classroom Management	<p>The Learners will be able to:</p> <ul style="list-style-type: none"> • Identify diverse behavior problems and challenges of students • Define School Administration and Management • Describe various School infrastructure • Implement School Based Management • Explain Classroom Management and Misbehaviour Meaning • Discuss various dimensions of school climate • Use different Classroom Discipline Models • Identify diverse behaviour problems and challenges of students • Examine school wide management rules • Compare different Classroom Discipline Models • Explain effective classroom managerial skills and strategies 	<p>PSO 2</p> <p>PSO 1</p> <p>PSO 2</p> <p>PSO 3</p> <p>PSO 2</p> <p>PSO 3</p> <p>PSO 4</p> <p>PSO5</p> <p>PSO4</p> <p>PSO3</p> <p>PSO5</p>	<p>PO 3</p> <p>PO 1</p> <p>PO 3</p> <p>PO 5</p> <p>PO 3</p> <p>PO 5</p> <p>PO2</p> <p>PO3</p> <p>PO4</p> <p>PO5</p> <p>PO5</p>

			<ul style="list-style-type: none">Organize cooperative and responsible classroom	PSO5	PO5
BEDCP S-203	2	Language across the curriculum	<p>The Learners will be able to</p> <ul style="list-style-type: none">recognize how oral and written language can be used in the classroom to ensure optimal learning of the subject area.examine the theoretical issues of multilinguistic classrooms.represent the theoretical understanding of the course content.discuss upon the concepts of power dynamics, language proficiency, schooling, dropouts, critical thinking and deficit theory.analyze the current school practices and their impact on learning and to come up with appropriate alternatives to the current practices.critically examine the issues in multilingual classrooms.	<p>PSO 2</p> <p>PSO 4</p> <p>PSO 2</p> <p>PSO 2</p> <p>PSO 4</p> <p>PSO 4</p>	<p>PO 3</p> <p>PO 6</p> <p>PO 3</p> <p>PO 4</p> <p>PO 4</p> <p>PO 4</p>
BEDCP S-204	2	Teaching of Mathematics	<p>The Learners will be able to-</p> <ul style="list-style-type: none">Understand and appreciate the uses and significance of Mathematics in daily life.Learn various approaches of teaching Mathematics and to use them judiciously.	<p>PSO 2</p> <p>PSO 2</p>	<p>PO 2</p> <p>PO 4</p>

				<ul style="list-style-type: none"> • Learn the methods of providing instruction for the classroom. • Organise curricular activities. • Appreciate activities to develop aesthetics of Mathematics. • Update their knowledge of content in mathematics 	PSO 2 PSO 3 PSO 5 PSO 1	PO 3 PO 5 PO 7 PO 1	
BEDCP S-205	2	Teaching Physical Science	of	The Learners will be able <ul style="list-style-type: none"> • To define concepts of physical science, Society and technology. • To explain various strategies, methods, Teaching skills of Science. • To illustrate different scientific skills with examples • To prepare unit plan, lesson plans, teaching learning materials for teaching physical science • To practice different teaching skills • To design evaluation strategies for performance evaluation • To do peer tutoring and peer assessment • To develop strategies to inculcate value in different concepts of physical science 	PSO 1 PSO 2 PSO 4 PSO 4 PSO 5 PSO 4 PSO 3 PSO 5	PO 1 PO 2 PO 4 PO 6 PO 6 PO 4 PO 5 PO 6	
BEDCP S-206	2	Teaching Biological Science	of	The Learners will be able to : <ul style="list-style-type: none"> • Explain the concept of approaches, methods , strategies, skills and techniques • Illustrate constructivist approach and methods (inductive- deductive, 	PSO 1 PSO 2	PO 1 PO 2	

			<p>lecture cum demonstration, problem solving and project)</p> <ul style="list-style-type: none"> Analysedifferent strategies of science teaching (inquiry learning, guided discovery, collaborative, co operative , peer tutoring) Demonstrate different teaching skills (skill of introduction, questioning, explanation, illustration with e.getc) in bio Science Pedagogy. To prepare unit plan, lesson plans,, teaching learning materials for teaching Bio Science To design different evaluation methods and strategies in bio science teaching. Develop strategies to inculcate values in different concepts of biological science 	<p>PSO 5</p> <p>PSO 3</p> <p>PSO 3</p> <p>PSO 5</p> <p>PSO5</p>	<p>PO 6</p> <p>PO 5</p> <p>PO 5</p> <p>PO 6</p> <p>PO6</p>	
BEDCP S-207	2	Teaching of Social Science- History	<p>The Learners will be able to:</p> <ul style="list-style-type: none"> Explains the meaning, nature, scope and objectives of History. 	PSO 2	PO 1	

			<ul style="list-style-type: none"> • Illustrate the correlation of history with other school subjects and utilize this understanding for teaching history • Describe the importance and dimensions of chronology in history. • Discuss the use and application of different Techniques in teaching history. • Describe various methods, strategies and teaching skills of History Pedagogy. • Prepare unit plan, lesson plans, teaching-learning materials for teaching History. • Practice different teaching skills in History teaching. • Construct appropriate assessment tools and report cards for evaluating social science learning, (CCE based social science learning) • Use various types of test in teaching history. • Development of Power point presentation and ICT Based instructional materials in History 	<p>PSO 2</p> <p>PSO 1</p> <p>PSO2</p> <p>PSO 2</p> <p>PSO 3</p> <p>PSO 3</p> <p>PSO 4</p> <p>PSO 2</p> <p>PSO 4</p>	<p>PO 3</p> <p>PO 3</p> <p>PO3</p> <p>PO 1, PO 2</p> <p>PO 6</p> <p>PO 6</p> <p>PO 4</p> <p>PO 6</p> <p>PO 8</p>	
BEDCP S-208	2	Teaching of Social Sciences: Geography	<p>The Learners will be able to:</p> <ul style="list-style-type: none"> • Describe various content and context in the light of discipline- 	<p>PSO 2</p>	<p>PO 3</p>	

			<p>based pedagogy in Geography.</p> <ul style="list-style-type: none"> • Explain the concepts and principles of Geography. • Discuss the importance, purpose and basic elements of planning /lesson planning. • Develop and design appropriate (innovative and indigenous) teaching aids, remedial and enriched programs and make use of traditional and modern instructional materials in classroom teaching. • Practice & apply the application of core teaching skills and classroom transactional strategies • Prepare lesson plan of Geography Teaching. • Construct different types of test & test items in Geography Teaching. • Apply the application of appropriate evaluation techniques in Geography 	<p>PSO 2</p> <p>PSO 2</p> <p>PSO 4</p> <p>PSO 5</p> <p>PSO 3</p> <p>PSO 3</p> <p>PSO 3</p>	<p>PO 3</p> <p>PO 6</p> <p>PO 4</p> <p>PO 6</p> <p>PO 5</p> <p>PO 3</p> <p>PO 6</p>
BEDCP S-209	2	Teaching of Social Science-Civics	<p>The Learners will be able to:</p> <ul style="list-style-type: none"> • Explain the meaning, nature, values, scope and objectives of Teaching Civics. • Describe the concept, Principles and correlation of Civics 	<p>PSO 1</p> <p>PSO 2</p>	<p>PO 1</p> <p>PO 2</p>

			<p>with other subjects of Social Studies, Science and Literature.</p> <ul style="list-style-type: none"> • Discuss various methods, strategies and teaching skills of Civics Pedagogy. • Prepare unit plan, lesson plans, teaching learning materials for teaching Civics. • Practice different teaching skills of Civics teaching. • Construct appropriate assessment tools and report cards for evaluating social science learning, (CCE based social science learning) • Prepare and use various types of teaching aids in civics teaching. • Perform the duties of a qualified civics teacher 	<p>PSO 2</p> <p>PSO 3</p> <p>PSO 3</p> <p>PSO 3</p> <p>PSO 5</p> <p>PSO 6</p>	<p>PO 3</p> <p>PO 6</p> <p>PO 6</p> <p>PO 6</p> <p>PO 6</p> <p>PO6</p>	
BEDCP S-210	2	Teaching of Social Science : Economics	<p>The Learners will be able to</p> <ul style="list-style-type: none"> • Explain the aims, objectives and importance of teaching Economics. • Elaborate the role of teaching Economics in developing Economic Citizenship • Explain the concept and principles of Curriculum. • Illustrate the correlation of Economics with Geography, History, Civics, Mathematics, Statistics, Commerce, 	<p>PSO 2</p> <p>PSO 2</p> <p>PSO 2</p> <p>PSO 2</p>	<p>PO 2</p> <p>PO 3</p> <p>PO 2</p> <p>PO 3</p>	

			Physical Science and Agricultural Science <ul style="list-style-type: none"> • Mention the components of core teaching skills of teaching Economics • Practice these skills in simulated and actual classroom setting in integrated form • Explain the role of Economics Teacher in National Development. • Make lesson plans and teach according to different methods of teaching Economics. • Evaluate the students of Economics in internship schools with the use of properly constructed achievement test and unit tests. 	PSO 1 PSO 5 PSO 2 PSO 3 PSO 3	PO 1 PO 6 PO 4 PO 6 PO 3
BEDCP S-211	2	Teaching of English	The learner will be able to: <ul style="list-style-type: none"> • describe the importance of teaching English in India. • Justify the place of English language in school curriculum. • Formulate the aims and objectives of teaching English language at Secondary and higher secondary stage. • Explain the principles of English language teaching. • Identify different methods and approaches of teaching English. • Describe the importance and concept 	PSO 1 PSO 2 PSO 3 PSO 2 PSO 3 PSO 2	PO 1 PO 3 PO 4 PO 3 PO 3 PO 2

			<p>of various skills of English language.</p> <ul style="list-style-type: none"> • Select appropriate teaching strategy for teaching various skills of English language. • List and appreciate various qualities of an ideal English teacher and text book of English language. • Design effective evaluation strategy for evaluating various language competencies of English language. • Prepare the lesson plan for teaching at different stages. 	<p>PSO 3</p> <p>PSO 3</p> <p>PSO 3</p> <p>PSO 3</p>	<p>PO 5</p> <p>PO 7</p> <p>PO 4</p> <p>PO 6</p>	
BEDCP S-212	2	<p>□□□□□□□□□□</p> <p>□□□□□□</p>	<p>□□□□□□□□</p> <ul style="list-style-type: none"> • □□□□□□□□□□□□□□□□ □□□□□□□□□□□□□□□□ □□□□□□□□□□□□□□□□ □□□□□□□□□□□□ • □□□□□□□□□□□□□□□□ □□□□□□□□□□□□□□□□ □□□□□□□□□□□□□□□□ □□□□□□□□□□□□ • □□□□□□□□□□□□□□□□ □□□□□□□□□□□□□□□□ □, □□□□□□□□□□□□□□□□ □□□□□□□□□□□□□□□□ □□□□□□□□□□□□□□□□ • □□□□□□□□□□□□□□□□ □□□□□□□□□□□□□□□□ □□□□□□□□□□□□ • □□□□□□□□□□□□□□□□ □□□□□□□□□□□□□□□□ □□□□□□□□□□□□□□□□ □□□□□□□□□□□□□□□□ □□□□□□□□□□□□□□□□ □□□ • □□□□□□□□□□□□□□□□ □□□□□□□□□□□□□□□□ □□□□□□□□□□□□□□□□ □□□□□□□□□□□□□□□□ □□□□□□□□□□□□□□□□ □□□ 	<p>PSO 1</p> <p>PSO 1</p> <p>PSO 2</p> <p>PSO 2</p> <p>PSO 2</p> <p>PSO 3</p>	<p>PO 1</p> <p>PO 1</p> <p>PO 3</p> <p>PO 3</p> <p>PO 4</p> <p>PO 6</p>	

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BEDCP S-213	2	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 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BEDCP S-214	2	Teaching of Home Science	The Learners will be able to- <ul style="list-style-type: none"> • Understand the nature and importance of Home Science and its correlation with other subjects • Understand aims and objectives of the subject. • Realize the essential unity between 	PSO 1 PSO 2 PSO 3	PO 1 PO 1 PO 6

			<p>laboratory work and theoretical background of the subject.</p> <ul style="list-style-type: none"> Analyze school syllabus of the subject in relation to its applicability to practical situation and adaptability of the curriculum to local needs. Utilize effectively the instructional material in teaching Home Science. Construct test items to measure objectives belonging to various cognitive levels. 	<p>PSO 2</p> <p>PSO 5</p> <p>PSO 4</p>	<p>PO 3</p> <p>PO 6</p> <p>PO 6</p>	
BEDEP C-215	2	Understanding and Application of ICT	<p>The learner will be able to:</p> <ul style="list-style-type: none"> Comprehend the concept of ICT and its components. Use ICT in the classrooms in line with educational aims and principles. use MS-Word, MS-Power Point and Mail Merging in teaching-learning. Create effective power point presentation along with hyperlinks. Create a spread sheet regarding attendance record, fee record and progress report use mathematical formulae in calculating percentage, average and value of central tendency etc. interpret data with the help of graphical representation. Prepare a report on the educational sites visited frequently. Collaborate with their partner using g-suites. 	<p>PSO1</p> <p>PSO5</p> <p>PSO5</p> <p>PSO4</p> <p>PSO4</p> <p>PSO5</p> <p>PSO4</p> <p>PSO4</p> <p>PSO3</p>	<p>PO1</p> <p>PO6</p> <p>PO6</p> <p>PO5</p> <p>PO5</p> <p>PO6</p> <p>PO2</p> <p>PO5</p> <p>PO7</p>	

			<ul style="list-style-type: none"> • create a collaborative work on an specific document, presentation and spread sheet. • Prepare their own digital learning resources. 	PSO4 PSO3	PO5 PO5
BEDEP C-216	2	Physical Education, Sports and Yoga in Schools	The Learners will be able to: <ul style="list-style-type: none"> • Clarify the conceptual meaning of Physical Education, Sports, Games and Yoga • Explain the aims, objectives and Scope of Physical Education • Prepare different playing grounds and courts • Explain the rules, skills and equipments of different sports • Follow a healthy life style including exercise, asanas and pranayam • Apply different yogic techniques to increase concentration • Organise different sports and Yoga activities in schools 	PSO 1 PSO 2 PSO 5 PSO 2 PSO 4, PSO 5 PSO 5 PSO 3	PO 1 PO 1 PO 6 PO 5 PO 5, PO 7 PO 7 PO 6
INTERNSHIP	2	Internship	The Learners will be able to <ul style="list-style-type: none"> • Explain the history, management, vision and mission of the practicing school • Describe all formal and informal activities in and outside classroom in the school • Participate in all regular scheduled activities of the school 	PSO 1 PSO 2 PSO 3	PO 1 PO 3 PO 6

- Observe inservice teachers' transaction and interaction with students
- Prepare and teach 12 lesson plans in their two teaching subjects
- Presenting the report of Pre Internship

PSO 3

PO 4

PSO 4

PO 4

PSO 5

PO 6

Course Code/ Paper No.	Semester	Name of the Paper	Course Outcomes	Program Specific Outcome (PSO)	Program Outcome (PO)
School Internship	3	16 Weeks School Internship Program	learner will be able to		
			<ul style="list-style-type: none"> • Apply knowledge of perspective, psychological theories, curriculum, pedagogy to their teaching practice in schools 	PSO 2	PO 2
			<ul style="list-style-type: none"> • Demonstrate teaching skills learnt and practiced during Orientation and Micro Teaching workshop in real classroom settings 	PSO 3	PO 6
			<ul style="list-style-type: none"> • Demonstrate awareness about impact of teacher's behavior and code of ethics for teachers 	PSO 6	PO 7
			<ul style="list-style-type: none"> • Develop professional relationship 	PSO 6	PO 7
			<ul style="list-style-type: none"> • Regularly participate in scheduled activities of the school 	PSO 3	PO 5
			<ul style="list-style-type: none"> • Provide culturally relevant and competent services for holistic growth to students coming from diverse population 	PSO 3	PO 7
			<ul style="list-style-type: none"> • Apply efficiently a CCE based assessment procedure, 	PSO 5	PO 6

				<p>of knowledge(univrrsal- local, Concrete- abstract, Theoretical – practical, contextual- textual, tacit- explicit, school- out of school) and establish relationship between knowledge, Discipline and Subject. .</p>			
				<ul style="list-style-type: none"> • Explain the concept and principles of curriculum construction. 	PSO5	PO 2	
				<ul style="list-style-type: none"> • Analyse the socio political, cultural, geographical, economic, international, national and learner characteristics as determinants of curriculum construction. 	PSO 5	PO 3	
				<ul style="list-style-type: none"> • Compare Subject centred and learner Centred and social problems approaches of curriculum development. 	PSO 5	PO 4	
				<ul style="list-style-type: none"> • Describe the process of curriculum development and curriculum evaluation 	PSO2	PO1	
				<ul style="list-style-type: none"> • Explain the concept of curriculum framework and differentiate 	PSO3	PO2	

			<p>among curriculum framework, curriculum and syllabus.</p> <ul style="list-style-type: none"> Critically examine the role of teacher and school in transaction of curriculum and the role of teacher as critical pedagogue. 	PSO5	PO6	
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Programme Name	Semester	Name of the paper	Course Outcome	Program Specific Outcome (PSO)	Program Outcome (PO)
BEDPE – 402	4	Environment, Peace, Health and Values for Quality Life	<p>The learner will be able to:</p> <ul style="list-style-type: none"> define basic knowledge and conceptual understanding of interdisciplinary theme on environment, peace, health, quality life and values. 	PSO 2	PO 1
			<ul style="list-style-type: none"> Relate man-nature relation, life-support system, health-happiness-harmony, oneness of life, harmony with social and natural environment. 	PSO 2	PO 2
			<ul style="list-style-type: none"> Reflect on world around them, analyse the relationships underlying that and enrich life. 	PSO 2	PO 3

			<ul style="list-style-type: none"> Examine structures and perspective to notice continuity of life and values which underpin them. 	PSO 2	PO 1
			<ul style="list-style-type: none"> Establish peace as a necessary condition for reforming education. 	PSO 3	PO 5

Programme Name	Semester	Name of the paper	Course Outcome	Program Specific Outcome (PSO)	Program Outcome (PO)
BEDPE 403	4	Inclusion, Education and School	<p>1. Explain various bases of Exclusion</p> <ul style="list-style-type: none"> Culture Languages Abilities Gender Social and Economic Marginalization <p>2. Discuss needs, benefits and Philosophy of Inclusion</p> <p>3. Identify the barriers of inclusion</p> <p>4. Suggest the strategies to remove obstacles to Social Inclusion</p> <p>5. Explain the key concepts of Gender, Gender bias, Gender stereotyping, Gender parity, Subject choices</p> <p>6. Critically examine the issues of equity, inequalities and resistances in terms of caste, tribe, religion and region, disability, gender, language</p>	<p>PSO3</p> <p>PSO2</p> <p>PSO3</p> <p>PSO4</p> <p>PSO2</p> <p>PSO5</p> <p>PSO5</p>	<p>PO2</p> <p>PO2</p> <p>PO2</p> <p>PO5</p> <p>PO2</p> <p>PO6</p> <p>PO4</p>

			organizing different physical education activities.		
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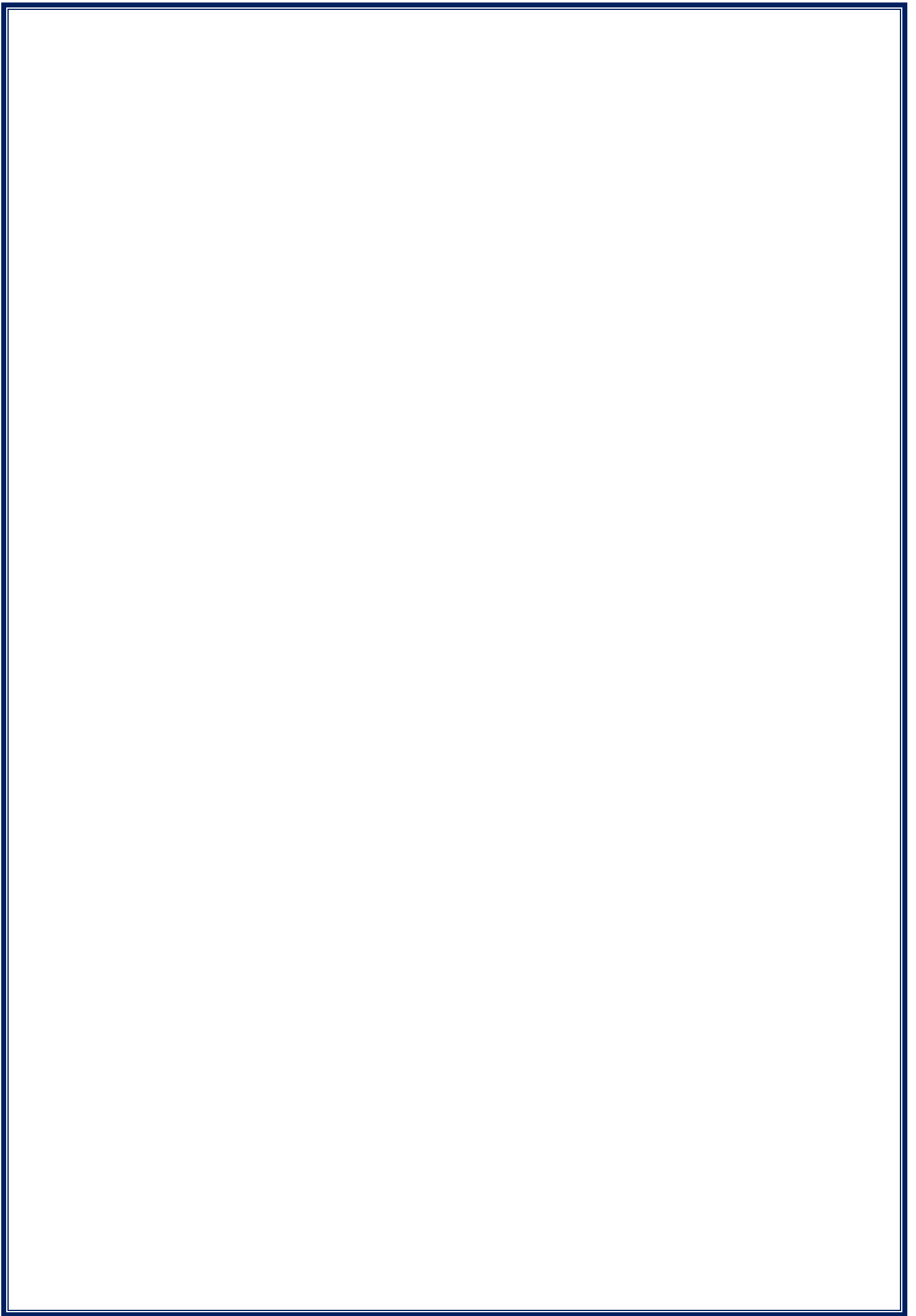
Course Code/ Paper No.	Semester	Name of the Paper	Course Outcomes	Program Specific Outcome (PSO)	Program Outcome (PO)
BEDCPS 407	4	Educational and Vocational Guidance	learner will be able to: 1. Explain the meaning, scope, significance and basic types of guidance 2. explain the essential guidance services 3. Demonstrate the psychological measurement in guidance and counseling 4. Explain the meaning, need and steps of Counseling 5. Apply different approaches of counseling i.e. Directive, Non Directive and Elective 6. Suggest the appropriate type of counseling after studying the case history 7. Explore the role and responsibilities of a counselor	PSO 1 PSO 3 PSO 2 PSO 2 PSO 3 PSO 1 PSO 2 PSO 2	PO 1 PO 5 PO 2 PO 3 PO 5 PO 1 PO 3 PO 3

			8. Illustrate various dimensions of Counsellor-Counselee relationship		
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Programme Name	Semester	Name of the paper	Course Outcome	Program Specific Outcome (PSO)	Program Outcome (PO)
BEDEPC 409	4	Understanding and the reflections on the self	The learner will be able to- <ul style="list-style-type: none"> To develop personal self development programme To analyse the ones weakness and strength To demonstrate effective communication skill, including ability to listen and observe. 	PSO 2 PSO 4 PSO 3	PO 3 PO 4 PO 5

Programme Name	Semester	Name of the paper	Course Outcome	Program Specific Outcome (PSO)	Program Outcome (PO)
BEDEPC 410	4	Community Based Engagements- Organizing PTA, WWC, Work Experience ,Scout And Guide, First Aid And Excursion	The learner will be able to- <ul style="list-style-type: none"> define concepts of educational administration, school organization and school management. make a list of different designs of school building. Organise excursion with proper planning Visit places of educational importance Prepare Budget and collect resources for the visit 	PSO 1 PSO 3 PSO 5 PSO 5 PSO 3	PO 1 PO 6 PO 6 PO 6 PO 7

			<ul style="list-style-type: none"> Practice and write a report about development of Scout & Guide, and its etiquette Make a positive contribution to their Community, society and nation Serve the humankind Familiarize with the different productive activities in her community. Understand the scientific principles involved in various forms of work. Understand utility of cost effective Productive work and services to community. Cooperate within the community Do community work as an attempt to create a more just, sustainable and equal society Organize PTA and interaction skill with parents 	PSO 3 PSO 3 PSO 5 PSO 4 PSO 3 PSO 3 PSO 3 PSO 5 PSO5	PO 7 PO 5 PO 5 PO 5 PO 6 PO 5 PO 5 PO 7 PO5
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VASANTA COLLEGE FOR WOMEN

वसंत महिला महाविद्यालय

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Department of Education

P.G. Programme Outcomes (PO)

The teacher will enable the students to:

- PO₁ - achieve mastery in their discipline
- PO₂ - apply critical reasoning and creative thinking in planning and dealing their daily life situations
- PO₃ - develop a knack for research
- PO₄ - be efficient in working cooperatively in teams and to develop leading quantity
- PO₅ - have mastery in modern information and digital literacy
- PO₆ - inspire them to become morally and ethically strong
- PO₇ - train them to adopt inclusive society by respecting the diversity
- PO₈ - become exemplary and inspirational in various fields
- PO₉ - attain excellence in their individual fields

Programme Specific Outcome (PSO)

The Program will enable the students to:

- PSO1 – Have knowledge on philosophical, psychological, historical, economical and sociological perspectives of education with curriculums and pedagogical concerns.
- PSO2 – Develop understanding on philosophical, psychological, historical, economical and sociological perspectives of education with curriculums and pedagogical concerns.
- PSO3 – Develop social and experimental skills.
- PSO4 – Develop competencies as a teacher educator.
- PSO5 – Prepare humane teachers.
- PSO6 – Develop critical thinking and analytical reasoning.

Principal

VASANTA COLLEGE FOR WOMEN
RAJGHAT FORT, VARANASI

Department Incharge

Co-Ordinator IQAC

Convener Learning Outcome Committee

Mapping of PO, PSO and CO for M.Ed. Programme

Program Name	Semester	Name of the Course	Course Outcome	Program Specific Outcome	Program Outcome
MED 101	1	Philosophical Foundation of Education	Learners will be able to: <ul style="list-style-type: none"> define Metaphysics, Epistemology and Axiology Identify the orthodox and heterodox philosophy Enlist the aspects of Metaphysics, Epistemology and Axiology Describe the nature and function of philosophy of Education summarize the impact of western and Indian philosophies on Education Compare the western and Indian Philosophy inculcate the values enshrined in BhagavatGeeta, Quran, Bible, tripitak and Dhampad. practice the ethics of sad darshan. appreciate the value-oriented life 	PSO 1 PSO 2 PSO 2 PSO2 PSO2 PSO2 PSO5 PSO5 PSO5	PO 1 PO 1 PO 2 PO 2 PO2 PO2 PO6 PO6 PO6
MED 102	1	Psychological Foundation of Education	Learner will be able to: <ul style="list-style-type: none"> Explain Gagne Hierarchy of Learning, Social cognitive theory of Bandura, Constructivist theories of Bruner & Vygotsky, Cognitive 	PSO2	PO2

				<p>Theories of Lewin&Tolman and evaluate its relevance in classroom Teaching.</p>	PSO2	PO2
				<ul style="list-style-type: none"> Discuss different Learning and Thinking Styles. 	PSO2	PO1
				<ul style="list-style-type: none"> Describe Human growth & development and its Stages 	PSO2	PO2
				<ul style="list-style-type: none"> Compare different theories of Piaget, Freud, Erikson, Havighurst, Kohlberg associated with growth and Development. 	PSO2	PO2
				<ul style="list-style-type: none"> Explain the meaning and types of Intelligence and Analyse different intelligence theories in educational contexts. 	PSO2	PO2
				<ul style="list-style-type: none"> Explain the meaning, components and Developmental Processes involved in Meta-cognition . 	PSO6	PO2
				<ul style="list-style-type: none"> Illustrate and Distinguish among different models of Meta Cognition 	PSO3	PO2
				<ul style="list-style-type: none"> Explain the concept, techniques and process of adjustment with examples and discuss the techniques of enhancement of mental health among students and teachers. 	PSO3	PO4
				<ul style="list-style-type: none"> Discuss the meaning, types of conflict and illustrate the strategies for resolution of conflict. 	PSO3	PO4
				<ul style="list-style-type: none"> Explain the concept of stress, Factors influencing Stress and 	PSO6	PO2

			<p>Analyze different Stress coping strategies.</p> <ul style="list-style-type: none"> • Explain the meaning, nature and characteristics of class as a Social group and analyze the interpersonal relations in classroom groups • Critically evaluate the role of teacher in making positive changes in group dynamics of the class. • Critically examine various Personality theories (propounded by Freud, Jung, Rogers, Maslow, Allport, Eysenck and Five Factor Theory) in educational perspectives. • 14. Conduct psychology practical on personality, intelligence and adjustment and perform experiment on Transfer of Learning. 	<p>PSO6</p> <p>PSO3</p>	<p>PO2</p> <p>PO3,PO4</p>
MED 103	1	History and Political Economy of Education	<p>Learner will be able to:</p> <ul style="list-style-type: none"> • Describe the role of British on socio-political, economic and educational life of India and Compare between orientalist and utilitarian approach. • Critically evaluate the English education during Pre- Independence from Nationalist perspectives • Explain the Diversification of Education system after Independence with reference to issues such as Tri language formula, Common School system and Women Education. 	<p>PSO 2</p> <p>PSO 6</p> <p>PSO 2</p> <p>PSO6</p>	<p>PO2</p> <p>PO2</p> <p>PO 2</p> <p>PO 1, 2</p>

			<ul style="list-style-type: none"> Critically analyze the subaltern critique of nationalist education after independence Define the key concepts related to History and Political Economy of Education and establish the relationship between Education, State and Democracy Critically evaluate Liberal, Neo liberal and Multi cultural and Inclusive perspectives in educational policy Discuss upon the concepts of Freedom, Rights, Claims and Entitlements and Critically examine the issues and concerns related to Human Rights Education Explain the educational planning at Macro, Micro and Institutional level and compare the approaches of educational planning (Social Demand, Cost Benefit, Social Justice and Manpower planning) Analyze the issues related to Educational Planning and Financing of Education i.e Human capital, Human Resource Development and Federal Financing . 	PSO1 PSO6 PSO3 PSO6 PSO4	PO 2 PO 2 PO2 PO4 PO2
MED 104	1	Fundamentals of	Learner will be able to: <ul style="list-style-type: none"> Compare the positivist and non-positivist 	PSO2	PO1

Educational Research

approach in educational research.

- Identify a research problem for study after survey of literature.
- develop research questions.
- review the literature and draw meaningful inferences.
- Explain the meaning of scientific method, scientific inquiry, paradigm, theory, and implications for educational research.
- Describe characteristics of philosophical, psychological, and sociological research paradigm.
- Apply philosophical, psychological, and sociological research paradigm in educational research.
- Apply different strategies of research to solve educational problems.

PSO 3

PO3

PSO3

PO 3

PSO3

PO3

PSO2

PO2

PSO 2

PO2

PSO 4

PO5

PSO4

PO5

PSO4

PO3

			<ul style="list-style-type: none">• prepare scientific reports and research papers.• Acquire skills for evaluating and critiquing research in a meaningful way.	PSO4	PO3
MED 105	1	Educational Technology & ICT	<p>Learner will be able to:</p> <ul style="list-style-type: none">• Explain the role of Educational Technology in education.• Mention the challenges & opportunities emerging in integrating new technology in educational process.• Describe the various teaching models.• apply the various models of teaching in the teaching-learning processes• explain the use of ICT & its application in education.• discuss new trends, techniques in	<p>PSO2</p> <p>PSO 2</p> <p>PSO4</p> <p>PSO 2</p> <p>PSO 4</p> <p>PSO 2</p>	<p>PO 1</p> <p>PO1</p> <p>PO5</p> <p>PO 5</p> <p>PO5</p> <p>PO2</p>

			<p>education along with e-learning.</p> <ul style="list-style-type: none"> distinguish between communication and instruction in order to design sound instructional system. Construct various types of program instructional modules. 	<p>PSO 4</p> <p>PSO 4</p>	<p>PO 2</p> <p>PO5</p>
MED 201	2	Sociological foundation of Education	<p>Learner will be able to:</p> <ul style="list-style-type: none"> Define Social Stratification, Social Mobility, Social Harmony, Social Differentiation, Hidden Curriculum Explain the concept of Sociology, Social structure, Social Change, Social Inequality Describe the characteristics of functional, and conflicting schools of thought Arrange discussion on Critical pedagogy 	<p>PSO 1</p> <p>PSO 2</p> <p>PSO 2</p> <p>PSO 3</p> <p>PSO 3</p>	<p>PO 1</p> <p>PO 1</p> <p>PO 1</p> <p>PO 4</p> <p>PO 4</p>

			<ul style="list-style-type: none"> To organize various survey to show social inequalities in different level To prepare presentation on the above topics To prepare peer assessment on social change and social status To conduct role play on social mobility and social change 	PSO 4 PSO 4 PSO 5	PO 5 PO 5 PO 7
MED 202	2	Curriculum Studies	Learner will be able to: <ul style="list-style-type: none"> Explain the concept, meaning of curriculum and discuss its theories and procedures. Analyze the history of curriculum development Explain the philosophical, Sociological,, Psychological and Discipline Oriented Determinants of curriculum and critically evaluate them. Define the key concepts related to curriculum design, 	PSO 2 PSO4 PSO 6 PSO 1	PO 1 PO2 PO4 PO2

			<p>development, approaches and models.</p> <ul style="list-style-type: none">• Compare Subject centered, learner centered, Behaviorist and Constructivist approaches of Curriculum Design and evaluate them.• Discuss the various factors, approaches, methods and media in curriculum transaction.• Discuss the role of teachers in curriculum transaction.• Critically examine the issues and latest trends in the area of curriculum planning• Examine the process of curriculum construction and evaluation.	<p>PSO2</p> <p>PSO3</p> <p>PSO4</p> <p>PSO6</p> <p>PSO 4</p>	<p>PO 2</p> <p>PO 4</p> <p>PO 5,8</p> <p>PO 2</p> <p>PO 2,5</p>
MED 203	2	Tools and Techniques of Data Analysis	<p>Learner will be able to:</p> <ul style="list-style-type: none">• develop various types of research tools for data collection.• Explain principles of quantitative and qualitative research methods.	<p>PSO 3</p> <p>PSO 2</p> <p>PSO 4</p>	<p>PO 3</p> <p>PO 1</p> <p>PO 5</p>

			<ul style="list-style-type: none"> Analyze the data and interpret the results. Design research plans to carry out qualitative and quantitative research. Apply various qualitative and quantitative statistical techniques for analyzing and interpreting research data. Use & demonstrate data in research based softwares to code and analyze data. Develop understanding of multivariate analysis in the field of social science researches. 	<p>PSO 4</p> <p>PSO 4</p> <p>PSO4</p> <p>PSO4</p>	<p>PO 3</p> <p>PO 3</p> <p>PO 5</p> <p>PO5</p>
MED 204	2	Educational Systems' Studies	<p>Learner will be able to:</p> <ul style="list-style-type: none"> restate education as a Discipline, Class, Mass education, Teacher Education as Professional discipline. implement the concept of Interdisciplinary nature of education & its Relationship with other disciplines Viz Philosophy, Sociology and Psychology, Political Economy. justify aim, scope and importance of Comparative Education. 	<p>PSO 2</p> <p>PSO 6</p> <p>PSO 6</p>	<p>PO 2</p> <p>PO 2</p> <p>PO 2</p>

			<ul style="list-style-type: none">analyze the issues related to Equality, Quality and Quantity.compare Educational Systems of different countries.	PSO 6 PSO2	PO 1, 2 PO1
MED 205	2	Academic Writing	Learner will be able to: <ul style="list-style-type: none">Inculcate good academic writing styles.Develop their ability to listen, converse, speak, present and explain ideas in group and before audience.Prepare effective presentation styles using available ICT resources.Employ correct MLA or APA citation style, including parenthetical, in-text citation and works-cited pages.Analyze an author’s point of view by making inferences.	PSO 4 PSO 4 PSO 4 PSO 6 PSO6	PO 1, 2 PO 4 PO 5 PO 3 PO 2
MED 206	2	Self Development	Learner will be able to: <ul style="list-style-type: none">Relate concept of mental & physical well being, disability & psychosocial of exclusion/inclusion, gender & education and professional self development.Develop the road map i.e. strengths and	PSO 2 PSO 6	PO 2 PO 2

			<p>weaknesses to be overcome and time frame for achieving the goals of life.</p> <ul style="list-style-type: none">• Address gender issues in education.• Practice one's strengths, weakness, skills, attitudes and thereby become self aware with the help SWOT analysis.• Identify goals related to academics, career, family, community, health, recreation etc.• Use gender as a basic category to analyse self, society and its relation with gendered identity.	PSO 6	PO 7
				PSO 2	PO 4
				PSO 2	PO 9
				PSO 6	PO6
MED 301	3	Teacher Education	<p>Learner will be able to</p> <ul style="list-style-type: none">• enumerate various teacher Education Programme• discuss the concept, nature, scope of pre-service and in service teacher education program me• demonstrate various transactional strategies• describe various evaluation strategies• practice collaborative learning, Exploratory and Inquiry teaching learning methods• do peer tutoring• prepare portfolios• organize team teaching sessions for B.Ed. group	PSO 1	PO 1
				PSO 3	PO 4
				PSO4	PO8
				PSO 4	PO 8
				PSO 4	PO 4
				PSO 3	PO 4
				PSO 4	PO 4
				PSO 4	PO4

MED 302	3	School structure and systems	<p>Learner will be able to:</p> <ul style="list-style-type: none"> • Explain the concept of school as an organization and as a social system • Explain the Indian school structure at the Pre-primary, Primary, Secondary and Higher Secondary levels. • Describe the physical infrastructure and man power resources of school. • Identify and analyse the role of different administrative mechanisms for effective operation of school system in the country. • Critically examine the role of various agencies like CAGE, NCERT, SCERT, DIETs for enhancing the effectiveness in management of school education. • Explain the concept of organisational climate and Illustrate different types of School climate and its role in effectiveness of school. 	<p>PSO 1</p> <p>PSO 2</p> <p>PSO2</p> <p>PSO 4</p> <p>PSO 6</p> <p>PSO 2</p>	<p>PO 1</p> <p>PO 1</p> <p>PO2</p> <p>PO 4</p> <p>PO 2</p> <p>PO 2</p>
MED 303	3	Secondary Education:	Learner will be able to:		

			Policies, Practices, Issues and Concerns	<ul style="list-style-type: none"> • Explain the status of Secondary School Education in the light of the provisions of different related Commissions, policies and RMSA • Discuss the Curriculum for Secondary Education under different Boards and Alternative Schools having different Ideologies • Compare the policies and practices of Education in South-East Asian Countries I e. China and Japan • Describe the policies and practices related to Education in European country Finland • Explain the educational policies and practices in USA • Compare these practices with Indian Education System • Prepare video presentations on Education System of these countries • Organise Webinar on the Secondary Education in these countries in comparison to India • Discuss various issues in Secondary Education e.g problems of wastage, stagnation, inequality, student unrest, stress; and Vocationalisation, Assessment, Management and Finance related issues 	<p>PSO 2</p> <p>PSO 3</p> <p>PSO 2</p> <p>PSO 2</p> <p>PSO 2</p> <p>PSO 2</p> <p>PSO 4</p> <p>PSO 3</p> <p>PSO 6</p>	<p>PO 1</p> <p>PO 4</p> <p>PO 1</p> <p>PO 1</p> <p>PO 1</p> <p>PO 1</p> <p>PO 5</p> <p>PO 4</p> <p>PO 2</p>
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MED-DIS-1	3	Dissertation	Learner will be able to: <ul style="list-style-type: none"> • Apply the theoretical knowledge of research acquired in first two semester • Select a research problem • Work under their supervisors • Decide their methodology of research • Prepare a research synopsis • Develop/ select tool for data collection • Write first three chapters of dissertation systematically and present their work and answer related questions • Collect data related to their research in semester break 	PSO 4 PSO 4 PSO 4 PSO 4 PSO 4 PSO 4 PSO 4	PO 3 PO 3 PO 3 PO 3 PO 3 PO 3 PO 3
MED-SSI	3	Stage Specific Internship (3 Week)	Learner will be able to: <ul style="list-style-type: none"> • Supervise practice teaching of B.Ed. Interns • Analyze the administrative and managerial practices in practicing schools • Identify a problem and conduct related action research • Collect views and experiences of B.Ed. interns during internship • Analyze the vision and mission of practicing schools • Conduct interview of principal and teachers to identify specific educational reform undertaken 	PSO 4 PSO 4 PSO 4 PSO 6 PSO 6 PSO 4	PO 2,8, 9 PO 3, 4 PO 4,9 PO 2 PO5 PO 4

			<ul style="list-style-type: none">• Prepare and present the report of Internship	PSO 4	PO 2
MED 401	4	Teacher education-II	Learner will be able to: <ul style="list-style-type: none">• Define the concept of Teacher Development• Identify the factors influencing quality of Teacher Education• Explain Perspectives & Policies of Teacher Education Programmes with reference to –<ul style="list-style-type: none">(i) Approaches(ii) Policies(iii) Structure• Discuss various challenges in professional development of teachers• Analyse the trends of researches conducted on effectiveness of teacher education programme	PSO 1 PSO 1 PSO 2 PSO 3 PSO 6	PO 1 PO 1 PO 2 PO 4 PO 2
MED 402.1	4	Mathematics Education	Learner will be able to: <ul style="list-style-type: none">• Describe the historical development of mathematical concepts with some famous anecdotes such as Gauss, Euclid, Rene Descartes.• Explain the abstract nature of mathematics.• Distinguish between science and mathematics.	PSO1 PSO 2 PSO2 PSO2	PO1 PO 1 PO1 PO1

			<ul style="list-style-type: none"> Describe the concept of pure and applied mathematics. Develop the skill of solving the real-life problem through mathematical modeling as an art. Use the constructivist approach in Mathematics teaching. 	PSO 4 PSO 4	PO 5 PO 5
MED 402.2	4	Science Education	Learner will be able to: <ul style="list-style-type: none"> Compare different philosophical bases of science education (rationalism, empiricism and constructivism) Assimilate the sociological bases of science education Relate science education with social issues(gender, equity and multiculturalism) Establish relationship among science, society and technology. Apply the concept of scientific literacy, scientific attitude, problem solving and creativity in science education. Analyse the contribution of IISER, NISER, Ekalavya Project in science education. Critically evaluate the science curriculum and 	PSO 2 PSO 2 PSO 3 PSO 4 PSO 6 PSO 6 PSO 6	PO 1 PO 1 PO 7 PO 4 PO 2 PO 9 PO 3

			<p>text book at the secondary level.</p> <ul style="list-style-type: none">• Critically examine the research trends in science education.• Design research in science education.• Critically analyze the changing trends of evaluation in science education(performance based assessment, portfolio assessment, self and peer assessment).• Construct achievement test and performance based assessment in science.• Organize science day programs, fairs, exhibitions and science colloquiums	<p>PSO 4</p> <p>PSO6</p> <p>PSO 6</p> <p>PSO4</p> <p>PSO4</p>	<p>PO4</p> <p>PO2</p> <p>PO 2</p> <p>PO5</p> <p>PO8</p>
MED 402.3.1	4	English Language Education	<p>Learner will be able to:</p> <ul style="list-style-type: none">• Explain English teaching in reference to its policies as well as its desired outcome in English.• Develop a theoretical understanding philosophical, psychological, sociological basis of English teaching.• Inculcate higher command in understanding the basic teaching skills in listening, speaking, reading & writing.• Describe and use new pedagogic practices in the teaching of both	<p>PSO 2</p> <p>PSO 2</p> <p>PSO 4</p> <p>PSO 4</p>	<p>PO 1</p> <p>PO 1</p> <p>PO 2</p> <p>PO 9</p>

[illegible]

			<ul style="list-style-type: none"> • 1992 年 12 月 1 日，国务院颁布《中华人民共和国招标投标法》，这是中国第一部关于招标投标的专门法律，标志着中国招标投标活动开始步入法制化轨道。 • 1998 年 5 月 1 日，《中华人民共和国招标投标法》正式实施，这是中国招标投标活动进入法制化轨道的标志。 • 2000 年 1 月 1 日，《中华人民共和国招标投标法》正式实施，这是中国招标投标活动进入法制化轨道的标志。 • 2008 年 8 月 1 日，《中华人民共和国招标投标法》正式实施，这是中国招标投标活动进入法制化轨道的标志。 • 2012 年 2 月 1 日，《中华人民共和国招标投标法》正式实施，这是中国招标投标活动进入法制化轨道的标志。 • 2015 年 1 月 1 日，《中华人民共和国招标投标法》正式实施，这是中国招标投标活动进入法制化轨道的标志。 • 2018 年 1 月 1 日，《中华人民共和国招标投标法》正式实施，这是中国招标投标活动进入法制化轨道的标志。 	<p>PSO2</p> <p>PSO 2</p> <p>PSO 4</p> <p>PSO 4</p> <p>PSO 4</p> <p>PSO 4</p>	<p>PO2</p> <p>PO 1</p> <p>PO5</p> <p>PO 5</p> <p>PO 9</p> <p>PO 2</p>
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				<p>संस्कृत भाषा शिक्षण में प्रभा</p> <p>वशाली मूल्यांकन प्रक्रिया से परि</p> <p>चित हो सकेंगी।</p> <ul style="list-style-type: none"> संस्कृत भाषा अधिगम के विभिन्न उपागम एवं विधियों को सूचीबद्ध कर सकेंगी। संस्कृत भाषा शिक्षण की प्रचलित विधियों को अपने शब्दों में बता सकेंगी। भाषा कौशल के अंतर्गत श्रवण एवं मौखिक अभिव्यक्ति कौशल का महत्त्व इंगित कर सकेंगी। स्थान और प्रयत्न के आधार पर संस्कृत की ध्वनियों का वर्गीकरण कर सकेंगी। मानव मुख से लेकर कंठ तक के ध्वनि उत्पादक अंगों को नामांकित चित्र के माध्यम से स्पष्ट कर सकेंगी। संस्कृत भाषा के ध्वनि विज्ञान की हिन्दी एवं अंग्रेजी के ध्वनि विज्ञान से तुलना कर सकेंगी। संस्कृत भाषा के शब्द विज्ञान के अंतर्गत विभिन्न प्रकार के शब्द निर्माण एवं उनके वर्गीकरण को स्पष्ट कर सकेंगी। विभिन्न स्तरों पर रचना शिक्षण की प्रक्रिया का उपयोग इंटरैक्टिव में कर सकेंगी। श्रवण, मौखिक अभिव्यक्ति, पठन एवं लेखन कौशल के 	<p>PSO 6</p> <p>PSO 4</p> <p>PSO4</p>	<p>PO2</p> <p>PO 5</p> <p>PO52</p>
MED 402.3.3	4	Sanskrit Language Education	छात्राएँ	<ul style="list-style-type: none"> संस्कृत भाषा शिक्षण में प्रभा वशाली मूल्यांकन प्रक्रिया से परि चित हो सकेंगी। संस्कृत भाषा अधिगम के विभिन्न उपागम एवं विधियों को सूचीबद्ध कर सकेंगी। संस्कृत भाषा शिक्षण की प्रचलित विधियों को अपने शब्दों में बता सकेंगी। भाषा कौशल के अंतर्गत श्रवण एवं मौखिक अभिव्यक्ति कौशल का महत्त्व इंगित कर सकेंगी। स्थान और प्रयत्न के आधार पर संस्कृत की ध्वनियों का वर्गीकरण कर सकेंगी। मानव मुख से लेकर कंठ तक के ध्वनि उत्पादक अंगों को नामांकित चित्र के माध्यम से स्पष्ट कर सकेंगी। संस्कृत भाषा के ध्वनि विज्ञान की हिन्दी एवं अंग्रेजी के ध्वनि विज्ञान से तुलना कर सकेंगी। संस्कृत भाषा के शब्द विज्ञान के अंतर्गत विभिन्न प्रकार के शब्द निर्माण एवं उनके वर्गीकरण को स्पष्ट कर सकेंगी। विभिन्न स्तरों पर रचना शिक्षण की प्रक्रिया का उपयोग इंटरैक्टिव में कर सकेंगी। श्रवण, मौखिक अभिव्यक्ति, पठन एवं लेखन कौशल के 	<p>PSO 1</p> <p>PSO 1</p> <p>PSO 2</p> <p>PSO 2</p> <p>PSO 2</p> <p>PSO 1</p> <p>PSO 2</p> <p>PSO 1</p> <p>PSO 4</p> <p>PSO 4</p>	<p>PO 1</p> <p>PO 1</p> <p>PO 1</p> <p>PO 2</p> <p>PO 2</p> <p>PO 1</p> <p>PO 2</p> <p>PO 1</p> <p>PO 9</p> <p>PO 9</p>

			<p>मूल्याङ्कन हेतु पदों का निर्माण कर सकेंगी।</p> <ul style="list-style-type: none"> • शिक्षा आयोग, 1986 की शिक्षा नीति एवं 1992 की कार्ययोजना तथा राष्ट्रीय पाठ्यचर्या 2005 में वर्णित संस्कृत भाषा संबंधी प्रावधानों का उल्लेख कर सकेंगी। • संस्कृतभाषा के उच्चारण संबंधी अशुद्धियों के उदाहरण प्रस्तुत कर सकेंगी, साथ ही उन अशुद्धियों के उत्पन्न होने के कारणों का उल्लेख कर सकेंगी। • शुद्ध उच्चारण के महत्व और उसकी शिक्षण तकनीक को व्यावहारिक रूप से प्रस्तुत कर सकेंगी। • अपनी संस्कृतउच्चारण संबंधी अशुद्धियों को सुधारने का सक्रिय प्रयास कर सकेंगी। • संस्कृत सुनने एवं बोलने के कौशल के विकास के विभिन्न स्रोत एवं सामग्री के उपयोग से उपयुक्त संप्रेषणात्मक वातावरण के निर्माण का कक्षा अध्यापन से अनुभव प्राप्त कर उनका उपयोग इंर्नशिप में कर पाएंगी। 	<p>PSO 1</p> <p>PSO 2</p> <p>PSO 4</p> <p>PSO 4</p> <p>PSO 4</p>	<p>PO 1</p> <p>PO 2</p> <p>PO 9</p> <p>PO 4</p> <p>PO 4</p>
MED 402.4	4	Social Science Education	<p>Learner will be able to:</p> <ul style="list-style-type: none"> • define Concept, Nature and Scope of Social Science as a Discipline. • explain Interdisciplinary, multidisciplinary & Trans-disciplinary aspects of social sciences. • construct and employ appropriate assessment tools for social science learning. 	<p>PSO 1</p> <p>PSO 2</p> <p>PSO 4</p>	<p>PO 1</p> <p>PO 9</p> <p>PO 5</p>

			<ul style="list-style-type: none"> • use different media materials and resources (including ICT based media & tools) for teaching and learning of social science effectively. • design & develop Innovative research findings in social science education for improving practices related to social science education. • appreciate different role of teacher and teacher educator of social science. 	PSO 4 PSO 4 PSO 5	PO 5 PO9 PO 8
ED 403.7	4	Environmental Education	<p>Learner will be able to:</p> <ul style="list-style-type: none"> • To compare the eastern and Western concept of Environmental Education • To discuss the concept, nature and scope of Environmental Education • To analyze the policy documents in the light of Environmental Education • To apply various environmental pedagogy • To conduct awareness drive on 	PSO 2 PSO 3 PSO 6 PSO 4 PSO 5	PO 2 PO 4 PO 2 PO 9 PO 8

			<p>environmental protection and ecological intelligence</p> <ul style="list-style-type: none"> To conduct street play on plantation, Zero polythene and balanced diet To compose slogans on Environmental protection Inculcate the values of different environment conservation movements in their daily life 	<p>PSO 4</p> <p>PSO 4</p> <p>PSO5</p>	<p>PO 5</p> <p>PO 6</p> <p>PO7</p>
MED 403.5	4	Guidance & counseling	<p>Learner will be able to:</p> <ul style="list-style-type: none"> Explain the types, purpose and principles of Guidance & Counseling and describe the qualities of a counselor. Critically evaluate various methods of assessment (Interview, Observation, Case History, Sociometry and Narratives) used in Guidance and Counseling Discuss the benefits of E Counseling and it's challenges. Mention the ethical concerns in Guidance and Counseling Critically evaluate various theoretical approaches (Freud, Adler, Rogers, Maslow, Skinner, Gestalt and Existential) of Guidance and Counseling 	<p>PSO 1</p> <p>PSO 6</p> <p>PSO 3</p> <p>PSO5</p> <p>PSO 6</p>	<p>PO 1</p> <p>PO 2</p> <p>PO 4</p> <p>PO 8</p> <p>PO 3</p>

			<ul style="list-style-type: none">• Explain the purpose, planning and process of organizing guidance programs and Critically evaluate different methods (Case Study, Survey and Experimental) of guidance and counseling Programs.• Discuss various Intervention programs and therapies viz Behavioural, Solution focused, Person centered, Drama and Art, Yoga and Management.• Clarify the meaning and theories (Super, Holland and Ginsberg) of Career Counseling.• Illustrate the applications of Guidance and Counselling for students with specific problems like learning disability, physical disability, gender identity crisis, anxiety disorder etc. and design the counselling processes accordingly.• Conduct Counselling sessions under the guidance of teachers.	PSO 2
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			<ul style="list-style-type: none"> • Evaluate the training input in any program of teacher education • Trace the policy formulation background of any one current practice of teacher education • Prepare an analytical report pertaining to various related issues 	PSO 6 PSO 1 PSO 6	PO 2 PO 2 PO 2
MED-DIS-2 & MED-DIS-3	4	Dissertation & Dissertation Presentation and Viva voce	Learner will be able to: <ul style="list-style-type: none"> • Analyze the collected data to draw inference of their research topics following the planned methodology • Work under their supervisors • Compile the complete research report and present it • Answer related questions 	PSO 4 PSO 6 PSO 4 PSO 3	PO 3 PO 3 PO 2,3 PO 3