

**LEARNING OUTCOMES BASED CURRICULUM  
FRAMEWORK (LOCF) FOR B.ED., M.ED.  
PROGRAMME**



**RUBRICS**

**STELLA MATUTINA COLLEGE OF EDUCATION  
(AUTONOMOUS)  
CHENNAI - 600083**

## PREFACE

The Stella Matutina College of Education (SMCE) has ingrained the guiding principles of the Outcome Based Education (OBE) philosophy to carry out the various academic programmes at the college. The ultimate objective is to achieve the standard in every course that makes up the programme.

The college has set the programme educational objectives and programme outcomes for the B.Ed. and the M.Ed. programmes. The faculty are given much flexibility in achieving the intended outcome. OBE emphasises that the teacher's responsibility is to assist, direct, and mentor learning. Realising programme outcomes leads to realising programme educational results, which in turn aids in fulfilling the institute's Mission and Vision.

The goal of OBE is to identify the areas of strength and weakness in the student's educational progress and to devise strategies to improve the individual performance of the students. The college, in order to map the attainment of students have framed the Rubrics. Rubrics is the scoring guide which is used to evaluate the performance of a student. Hence, apart from framing the course descriptors, Dynamic Course Plan for the curriculum framework, Rubrics were framed for the practicum components. For the B.Ed. Program, rubrics are framed for Scholastic, Co-Scholastic and Reflective Practices and rubrics are framed for Scholastic, Co-scholastic and Research components in the M.Ed. programme.

Stella Matutina, by setting a multidimensional sets of scoring guidelines aims to arrive at uniform assessment. Above all the OBE framed by Stella Matutina meets the demands of the students and sets the standard of quality up to date by systematically framing the curriculum with course descriptors, program outcomes, course outcomes and framing rubrics for mapping.

Outcome maps track the progress of a student's educational journey, from the initial assessment stage to the completion of their program. Thus, the process will focus on the long-term outcomes which will be assessed at the end of the educational program. On the whole, the curriculum has been created to meet the needs of the students by providing them with an exposure to current trends in Education. It helps the students to improve their critical thinking, analytical reasoning and problem-solving abilities.

**Dr. A. Alma Juliet Pamela,  
IQAC Coordinator &  
Dean of Academics and Research**

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## **Vision and Mission of Stella Matutina College of Education**

### **Vision**

To emerge as an Institute of Excellence in Teacher Education by evolving the Future Teachers with Learning, Teaching, and Research Skills through celebrating Tradition-cum-Heritage along with Modern Values.

### **Mission**

- ❖ To become an Effective Teacher Preparation Institution at National level by adopting scholastically advanced curriculum.
  
- ❖ To be committed to Academic Excellence in Learning, Teaching and Research skills.
  
- ❖ To train Emotionally Mature, Socially Responsible Teachers with Ethical Values.
  
- ❖ To produce Globally Competent, Innovative and Transformative Teachers.

## **B. Ed. PROGRAMME**

### **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

1. Professional Development
2. Core Proficiency
3. Instructional Technology Accomplishment
4. Professionalism
5. Managerial Skill Enrichment

### **PROGRAMME OUTCOMES (POs)**

1. Disciplinary Knowledge
2. Teaching Competency
3. Digital Pedagogical Skills
4. Multicultural Integration
5. Sensitivity towards Gender and Inclusion
6. Values and Ethics
7. Ecological Consciousness
8. Leadership Skills
9. Holistic Development

## **M.Ed. PROGRAMME**

### **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

1. Professional Development as Teacher Educator
2. Proficiency in Teacher Education and Research
3. Intellectual Competency and Academic Integrity
4. Multi-genre Theoretical Foundations and Research Capacities
5. Development in Educational Research

### **PROGRAMME OUTCOMES (POs)**

1. Theoretical Basis of Teacher Education and Competency
2. Research Skills and Competencies
3. Historical, Philosophical and Sociological Perspectives in Education.
4. ICT based Blended Learning Approach
5. Practicum based Skills
6. Assessment, Data Analysis, and Interpretation
7. Ethical and Holistic Development
8. Computational and Scientific Writing Skills
9. Reflection and Progression

**B.ED.**  
**PROGRAMME**  
**RUBRICS**



# **SCHOLASTIC ACTIVITIES**

<b>Practicum Code</b>	<b>B212PMT</b>
<b>Practicum Title</b>	<b>Microteaching (Level I &amp; II)</b>
<b>Semester</b>	<b>II</b>
<b>Category</b>	<b>Scholastic Activities</b>
<b>Credit</b>	<b>2</b>
<b>Marks</b>	<b>40</b>
<p><b>Practicum Overview</b></p> <p>This practicum component is in the second semester which is helped to develop the teaching skills as it is based on practicing each and every skill separately. It enhances the proficiency of teaching and builds up the self-confidence levels of student-teachers. It advocates the choice and practice one skill at a time. The students are provided with immediate feedback which will help to improve the teaching skills</p>	
<p><b>Practicum Objective</b></p> <ul style="list-style-type: none"> <li>• To be acquainted of the concept of Microteaching.</li> <li>• To construct micro lesson plan for the teaching skills for developing teaching skills in student teachers.</li> <li>• To apply the steps in teaching Science concepts to high school students and creating an action plan to teach the subject effectively with appropriate use of teaching aids.</li> </ul>	

### RUBRICS FOR ASSESSMENT

<b>Rating Area</b>	<b>Excellent (12)</b>	<b>Very Good (10)</b>	<b>Good (8)</b>	<b>Average (7)</b>	<b>Poor (5)</b>
<b>Components</b>	Practiced all the components of the microteaching skills.	Not Practiced one component of the microteaching skills.	Not Practiced two components of the microteaching skills.	Completed only half of the components of the microteaching skills.	Not practiced all the components.
<b>Micro Lesson Plan</b>	Well-designed micro lesson plan prepared for all	Micro lesson plan is not prepared for few	Micro lesson plan is not prepared for half of the components	Micro lesson plan is prepared with minor errors.	Does not follow the format.

	microteaching skills and their components.	components of microteaching.	of microteaching		
<b>Feedback</b>	Constructive feedback is given for all the components.	Feedback is given only for few components	Refeed back is given for all the components.	Refeed back is given only for few components.	Immediate feedback is not provided

### **COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING**

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To gain thorough understanding of the components of all the microteaching skills.	<b>K1, K2</b>
<b>CO2</b>	To apply the pedagogical knowledge and content knowledge to plan for the microteaching.	<b>K3</b>
<b>CO3</b>	To do content analysis of the topics to be taught and note down each and every learning points.	<b>K4</b>
<b>CO4</b>	To check the effectiveness and suitability of different steps and components based on the criteria.	<b>K5</b>
<b>CO5</b>	To create an appropriate microteaching plan for practicing the microteaching skills.	<b>K6</b>

<b>Practicum Code</b>	<b>B213PDCN</b>
<b>Practicum Title</b>	<b>Demonstration</b>
<b>Semester</b>	<b>II</b>
<b>Category</b>	<b>Scholastic Activities</b>
<b>Credit</b>	<b>1</b>
<b>Marks</b>	<b>20</b>
<p><b>Practicum Overview</b></p> <p>The teacher trainee should observe five demonstration classes one by teacher educator, two by school teachers, one by alumnus and one peer trainee. Trainees write the analysis report and the feedback. In this practicum component, the teachers demonstrate the way of teaching the school concepts by following all the steps and exhibit the usage of teaching aids and content presentation in an ideal way.</p>	
<p><b>Practicum Objective</b></p> <p>To apply the steps in teaching concepts to high school students by observing the model classes demonstrated by competent teachers.</p>	

### RUBRICS FOR ASSESSMENT

Rating Area	Excellent (5)	Very Good (4)	Good (3)	Average (2.5)
<b>Develop capacity to work independently</b>	Observes all the techniques of handling classes, interacts with the teacher and peer for improvement	Observes the techniques and tries to connect it to their own atmosphere	Observes the classes and understands the techniques	Observes with less involvement
<b>Acquire new knowledge and skills</b>	Look into the different strategies and methods used by different teachers for different levels and reflects it in their classes.	Listens to the techniques of presentation and gain new techniques.	Observes the varieties of methods and strategies adopted by the teachers with interest	Plainly observes the knowledge transmission methods
<b>Be productive</b>	By observation, creates new ways of presentation,	Tries to implement the observed	Make use of the observed methodologies	Follows the same procedure of

	demonstration and questioning techniques	ideas in their classes	for effective presentation of concepts	class presentation with not much impact.
<b>Understanding how to improve</b>	Schedule the to be done and not to be done behavior patterns to become an efficient and effective teacher	Observes the effective and ineffective strategies and reflects	Understands the ineffective tricks and tries to avoid such situations.	Observes the teacher's handling and mishandling situation and comments, but will not link with their own ideas.

### **COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING**

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To observe and understand the way of teaching Science concepts.	<b>K1, K2</b>
<b>CO2</b>	To apply the observed strategies in real classroom.	<b>K3</b>
<b>CO3</b>	To analyse the dos and don'ts of strategies followed in classrooms.	<b>K4</b>
<b>CO4</b>	To judge the effectiveness of the methods followed by teachers.	<b>K5</b>
<b>CO5</b>	To plan proper strategies and create own style of handling students in the teaching-learning process.	<b>K6</b>

<b>Practicum Code</b>	<b>B213OBS</b>
<b>Practicum Title</b>	<b>Observation (Level I &amp; II)</b>
<b>Semester</b>	<b>III</b>
<b>Category</b>	<b>Scholastic Activities</b>
<b>Credit</b>	<b>1</b>
<b>Marks</b>	<b>25</b>
<b>Practicum Overview</b>	
<p>This practicum component aims that the trainees are expected to observe 10 lessons in level I and 10 lessons in level II. For each observation lesson, the student teachers fill the observation check list and submit it to the teacher educator. The students do have the scope to observe the real classroom teaching practice by the guide teacher, peer group other discipline.</p>	
<b>Practicum Objective</b>	
<p>To apply the observed components required for teaching and transact in classroom.</p>	

### RUBRICS FOR ASSESSMENT

<b>Rating Area</b>	<b>Excellent (6)</b>	<b>Very Good (5)</b>	<b>Good (4)</b>	<b>Average (3)</b>
<b>Develop capacity to work independently</b>	Observes all the techniques of handling classes, interacts with the teacher and peer for improvement	Observes the techniques and tries to connect it to their own atmosphere	Observes the classes and understands the techniques	Observes with less Involvement
<b>Acquire new knowledge and skills</b>	Look into the different strategies and methods used by different teachers for different levels and reflects it in their classes.	Listens to the techniques of presentation and gain new techniques.	Observes the varieties of methods and strategies adopted by the teachers with interest	Plainly observes the knowledge transmission methods
<b>Be productive</b>	By observation, creates new ways of presentation, demonstration and	Tries to implement the observed ideas in their classes	Make use of the observed methodologies for effective	Follows the same procedure of class presentation

	questioning techniques		presentation of concepts	with not much impact.
<b>Understanding how to improve</b>	Schedule the to be done and not to be done behavior patterns to become an efficient and effective teacher	Observes the effective and ineffective strategies and reflects	Understands the ineffective tricks and tries to avoid such situations.	Observes the teacher's handling and mishandling situation and comments, but will not link with their own ideas.

### **COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING**

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>C01</b>	To identify the components that need to be observed.	<b>K1, K2</b>
<b>C02</b>	To apply the observed skills of teaching components in Teaching and learning.	<b>K3</b>
<b>C03</b>	To analyze the problems – solving activities for the Class rooms.	<b>K4</b>
<b>C04</b>	To adopt the ability to manage the classroom effectively.	<b>K5</b>
<b>C05</b>	To develop a competency of the Teacher.	<b>K6</b>

<b>Practicum Code</b>	<b>B214PTC</b>
<b>Practicum Title</b>	<b>Test Construction and Analysis (Level I &amp; II)</b>
<b>Semester</b>	<b>IV</b>
<b>Category</b>	<b>Scholastic Activities</b>
<b>Credit</b>	<b>2</b>
<b>Marks</b>	<b>50</b>

### **Practicum Overview**

The practicum component enhances the student teacher to construct a standard question paper to test the student's level of understanding and also to test the teacher's effectiveness in teaching. The student teacher is made clear of the construction of questions based on the outcome-based education using blooms taxonomy and the level of knowledge attainment of the students.

### **Practicum Objective**

- To gain knowledge on the conduct of test and assessment procedures and construction on question paper using blueprint.
- To enable the student teachers to construct the suitable questions to test students understanding over the content taught.

## **RUBRICS FOR ASSESSMENT**

<b>Ratings Area</b>	<b>Excellent (15)</b>	<b>Very Good (13)</b>	<b>Good (12)</b>	<b>Average (9)</b>
<b>Preparation of Blueprint and Question Paper</b>	The answer key and the question paper were excellent and the construction of the question paper was based on blueprint.	The answer key was relevant, but the question paper was according to the blueprint.	The answer key and the questions were framed appropriately. But too simple for evaluation of content	The answer key and blueprint were not clear.
<b>Qualitative Analysis</b>	The critical analysis of the questions is remarkable and all the aspects given in the blooms taxonomy has been met out. The	The choice of the questions for evaluation is appropriate and all the components has been considered	The choice of question was not evenly distributed through the entire content. The marking	All the components in the question paper was not considered for evaluation and the allotment



	suggestions for betterment has been given. Item analysis was relevant	for item analysis.	scheme of questions was not clearly mentioned.	of marks for the Item analysis is inappropriate.
<b>Quantitative Analysis of marks secured</b>	The statistical analysis was appropriate, and the marks were well organized for calculation.	The marks were organized in a proper manner, statistical analysis was done but steps not clearly displayed	The marks were not properly collected, and the statistical calculations were not properly carried out	The marks were not arranged in order and the calculations were not properly done

### **COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING**

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To gain knowledge on the conduct of test and assessment procedures and construction on question paper.	<b>K1, K2</b>
<b>CO2</b>	To appreciate the content to frame objectives and type of questions	<b>K3</b>
<b>CO3</b>	To analyse the scores of the students achievement using statistical measures	<b>K4</b>
<b>CO4</b>	To assess the question paper using Item analysis.	<b>K5</b>
<b>CO5</b>	To determine remedial measures for improvement in test construction.	<b>K6</b>

<b>Practicum Code</b>	<b>B214EI</b>
<b>Practicum Title</b>	<b>Evaluation and Interpretation</b>
<b>Semester</b>	<b>IV</b>
<b>Category</b>	<b>Scholastic Activities</b>
<b>Credit</b>	<b>2</b>
<b>Marks</b>	<b>30</b>
<b>Practicum Overview</b>	
<p>This practicum component is in the third semester when they go for teaching practice for 16 weeks. The trainees are instructed to teach 30 lessons in level I and 30 lessons in level II under the mentoring of school teachers. For each lesson, they prepare lesson plans and submit it to the mentor teacher and with their approval, they teach the classes.</p>	
<b>Practicum Objective</b>	
<p>To apply the steps in teaching Science concepts to high school students and creating an action plan to teach the subject effectively with appropriate use of teaching aids.</p> <p>To create an appropriate evaluation plan for teaching at different levels.</p>	

### **RUBRICS FOR ASSESSMENT**

<i>Rating Criteria</i>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>
<b>Knowing &amp; Understanding</b> Having a clear knowledge of the statistical calculations to be carried out	Content is accurate and all required information is presented in a logical order.	Content is accurate but some required information is missing and/or not presented in a logical order, but is still generally easy to follow.	Content is accurate but some required information is missing and/or not presented in a logical order, making it difficult to follow.	Content is either questionable or incomplete. Information is not presented in a logical order, making it difficult to follow.

<b>Application</b> Carrying out the Statistical calculations with a clear and sequential order	Clear in the steps for calculations	Clear but unorganized way of the calculations	Average understanding over the procedures and patterns	Poor understanding of the concept of steps for calculating
<b>Analyze</b> Organized way of data collection.	Data collected and presented in an organized manner	Data collection is done but unorganized.	Complete but inappropriate data collection method	Incomplete data collection
<b>Evaluate</b> Interpretation of the data using statistical calculations	Proper statistical analysis done	Proper statistical analysis done but calculations not evident.	Have confusions in statistical calculations but can perform with few clarifications.	Unable to do statistical calculation by self, even after clarifications.
<b>Create</b> Presentation of the entire process of the practical in the file.	Presentation is colorful and creative. Information is interesting and accurate.	The overall presentation is interesting.	Presentation flows well. Some tools are used to show acceptable understanding.	Presentation is unorganized. Tools are not used in a relevant manner.

## **COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING**

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To gain thorough understanding of the statistical concepts in evaluating.	<b>K<sub>1</sub>, K<sub>2</sub></b>
<b>CO2</b>	To apply the statistical knowledge and content knowledge to plan for the evaluation.	<b>K<sub>3</sub></b>
<b>CO3</b>	To do analysis of the test items prepared for evaluation.	<b>K<sub>4</sub></b>
<b>CO4</b>	To check the effectiveness and suitability of questions and evaluation strategies based on the criteria.	<b>K<sub>5</sub></b>
<b>CO5</b>	To create an appropriate question paper to evaluate at different levels.	<b>K<sub>6</sub></b>

# **REFLECTIVE PRACTICES**

<b>Practicum Code</b>	<b>B211PP</b>
<b>Practicum Title</b>	<b>Psychology Practicals</b>
<b>Semester</b>	<b>I</b>
<b>Category</b>	<b>Reflective Practices</b>
<b>Credit</b>	<b>2</b>
<b>Marks</b>	<b>30</b>
<b>Practicum Overview</b>	
<p>Psychology practical's aims at Making the student teachers aware of the application of few psychological components to understand students and their own abilities in the due course. The mechanism for enhancing memory, multiple intelligence and the ability of self as well as the peers.</p>	
<b>Practicum Objective</b>	
<p>To apply the Psychological Practicals for the betterment of teaching &amp; learning.          To classify students based on their performance, interest and aptitude.          To construct and administer a psychological test.          To apply the statistical methods to process and interpret the test scores and provide suggestive measures for student's betterment.</p>	

### RUBRICS FOR ASSESSMENT

Rating Criteria	6	5	4	3
<b>Knowing &amp; Understanding</b>  Having a clear knowledge of the Practicals to be carried out	Content is accurate and all required information is presented in a logical order.	Content is accurate but some required information is missing and/or not presented in a logical order, but is still generally easy to follow.	Content is accurate but some required information is missing and/or not presented in a logical order, making it difficult to follow.	Content is either questionable or incomplete. Information is not presented in a logical order, making it difficult to follow.
<b>Application</b>  Carrying out the practicals in a clear and sequential order	Clear in the procedure of experiments	Clear but unorganized way of the procedure	Average understanding over the procedures and patterns	Poor understanding of the concept of practical procedures
<b>Analyse</b>	Data collected and presented in an organized manner	Data collection is done but unorganized.	Complete but inappropriate data collection method	Incomplete data collection

Organized way of data collection.				
<b>Evaluate</b> Interpretation of the data using statistical calculations	Proper statistical analysis done	Proper statistical analysis done but calculations not evident.	Have confusions in statistical calculations but can perform with few clarifications.	Unable to do statistical calculation by self, even after clarifications.
<b>Create</b> Presentation of the entire process of the practical in the record note	Presentation is neat, clean, well- organized and presented in a creative way.  Presentation is colorful and creative. Information is interesting and accurate.	Presentation is mostly neat and clean. Information is organized in a logical manner and shows some degree of creativity. The overall presentation is interesting.	Presentation flows well. Some tools are used to show acceptable understanding.  Each member's information is represented and identified with their name.	Presentation is unorganized. Tools are not used in a relevant manner. Lacking some of the members' information/ and or information is not identified

### **COURSE OUTCOMES(COs) & COGNITIVE LEVEL MAPPING**

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To understand and recall the basics of psychology.	<b>K1, K2</b>
<b>CO2</b>	To integrate the measures of psychological concepts in teaching process.	<b>K3</b>
<b>CO3</b>	To analyze and differentiate the individual needs and interests	<b>K4</b>
<b>CO4</b>	To apply the findings of item analysis in setting of questions in future	<b>K5</b>
<b>CO5</b>	To create and access the psychological tools, statistical techniques for evaluation.	<b>K6</b>

<b>Practicum Code</b>	<b>B212PSUPW</b>
<b>Practicum Title</b>	<b>Socially Useful Productive Work (SUPW)</b>
<b>Semester</b>	<b>II</b>
<b>Category</b>	<b>Reflective Practices</b>
<b>Credit</b>	<b>1</b>
<b>Marks</b>	<b>25</b>

### **Practicum Overview**

SUPW in our institution is tailored to meet individual student needs and they generally include a focus on basic academic skills which shift towards more functional programming and preparing students for independent living and working. The student teachers are instructed to do main crafts and at least one subsidiary. The instruction and demonstration for doing the activities was done by the instructors. The students have to do the activities in the allotted time. Based on their activities, the assessment will be carried out.

### **Practicum Objective**

- To get acquainted with the basic knowledge about Socially Useful Productive Work
- To understand the concept of world of work and services to the community
- To apply the knowledge of work experience in their classroom activities
- To perform manual work individually and collectively
- To make the community conscious of scientific advancements.

## **RUBRICS FOR ASSESSMENT**

<b>Ratings Area</b>	<b>Excellent (5)</b>	<b>Very Good (4)</b>	<b>Good (3)</b>	<b>Average (2.5)</b>
<b>Preparation</b>	Student is almost always prepared for class with required materials for doing the activities	Student is usually prepared for class with required materials for doing the activities	Student is sometimes prepared for class with required materials for doing the activities	Student is rarely prepared for class with assignments and required class materials



<b>Attendance and Punctuality</b>	Students is always prompt and regularly attends Classes	Students is late to class once in every week and regularly attends Classes	Students is late to class more than once in every week and regularly attends Classes	Students is late to class and/or poor attendance of Classes
<b>Skills</b>	The skills include the students' abilities to follow the processes or methods of the craft are always effective in all the activities.	The skills include the students' abilities to follow the processes or methods of the craft are usually effective in all the activities.	The skills include the students' abilities to follow the processes or methods of the craft are sometimes effective in all the activities.	The skills include the students' abilities to follow the processes or methods of the craft are rarely effective in all the activities.
<b>Usefulness and Interest</b>	Students' show interest always constancy and conscientiousness with regard to the productive work	Students' show usually interest, constancy and conscientiousness with regard to the productive work	Students' show sometimes interest, constancy and conscientiousness with regard to the productive work	Students' show rarely interest, constancy and conscientiousness with regard to the productive work
<b>Behaviour</b>	Student never displays disruptive behavior during class	Student rarely displays disruptive behavior during class	Student occasionally displays disruptive behavior during class	Student are often disruptive during class

## **COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING**

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To acquaint with understanding of socially usefulproductive work.	<b>K1, K2</b>
<b>CO2</b>	To apply one's classroom and vocationalised knowledge to solve day-to-day problems of the community	<b>K3</b>
<b>CO3</b>	To analyze of the goals of the state and nationaldevelopment.	<b>K4</b>
<b>CO4</b>	To assess the positive attitudes of team work and socially desirable values.	<b>K5</b>
<b>CO5</b>	To develop socially useful products.	<b>K6</b>

<b>Practicum Code</b>	<b>B212PTA</b>
<b>Practicum Title</b>	<b>Text Book Analysis</b>
<b>Semester</b>	<b>II</b>
<b>Category</b>	<b>Reflective Practices</b>
<b>Credit</b>	<b>1</b>
<b>Marks</b>	<b>25</b>

### **Practicum Overview**

This Practicum component elaborates on the components of the text book and the importance of its organization to the learners. The students would get the complete understanding about the various features to be focused while using a text book with the help of the various assessment scales used for text book analysis. This practicum would develop the students to classify and benefited of the various books in the society.

### **Practicum Objective**

To enable the student teachers to identify the suitable books for study and to imbibe the spirit of article writing in them.

## **RUBRICS FOR ASSESSMENT**

<b>Rating Area</b>	<b>Average (8)</b>	<b>Good (7)</b>	<b>Excellent (5)</b>
<b>Presentation and Language</b>	The order of presentation, written content and language are not compatible with the expected level.	The conceptual clarity, order of presentation and the writing skills with the usage of words meet out the demands of the practicum	The novelty in presentation and the choice of content are remarkable. The logical arrangement in providing the information with refined language is highly appreciable
<b>Analysis using Vogel's</b>	All the components in the	The choice of the scale for	The critical analysis of the text

<b>Spot Check Evaluation Scale</b>	scale was not considered for evaluation and the allotment of marks for the quantitative component is inappropriate.	evaluation is appropriate and all the components has been considered for qualitative and quantitative evaluation.	book is remarkable and all the aspects given in the scale has been met out. The suggestions for betterment has been given.
<b>Consolidation and Conclusion</b>	The summary of the text book and its attributes are not presented.	The merits and limitations of the text book are clear along with the qualitative and quantitative inputs.	The conclusion is presented with merits, limitations, score for the text book and suggestions for improvements in the content areas.

### **COURSE OUTCOMES (Cos) & COGNITIVE LEVEL MAPPING**

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To gain knowledge on the organisation of a text book	<b>K1, K2</b>
<b>CO2</b>	To appreciate the content presented in the text book	<b>K3</b>
<b>CO3</b>	To analyse the text book based on a text book evaluation scale	<b>K4</b>
<b>CO4</b>	To predict the units with inadequate content	<b>K5</b>
<b>CO5</b>	To suggest content areas requiring additional inputs	<b>K6</b>

<b>Course Code</b>	<b>B212MP</b>
<b>Course Title</b>	<b>MODULE PREPARATION</b>
<b>Credits</b>	<b>1</b>
<b>Hours</b>	<b>2</b>
<b>Category</b>	<b>Practicum</b>
<b>Semester</b>	<b>II</b>
<b>Marks</b>	<b>25</b>

### **Practicum Overview**

The practicum components on module preparation enables the student teachers to imbibe knowledge on how to plan effectively and prepare modules on various topics fulfilling the scope of school students need, thus enabling the teaching learning process meaningful and a real experience.

### **Practicum Objectives**

- To develop relevant knowledge on module preparation.
- To apply the knowledge of module preparation in real classroom situation.
- To analyse the components of module preparation.
- To examine the various features and steps of planning and writing a module.
- To enable the student teachers to prepare a relevant module for a particular topic.

## **RUBRICS FOR MODULE PREPARATION**

<b>Rating Criteria</b>	<b>Average (2.5)</b>	<b>Good (3)</b>	<b>Very Good (4)</b>	<b>Excellent (5)</b>
<b>Framing Objectives</b>	Drafting objectives in a haphazard way	Drafting a few objectives relevantly	Drafting objectives accordingly	Drafting all the objectives relevantly and meaningfully
<b>Cohesive and Coherence Devices</b>	Lack of application of cohesive and coherence devices	Application of a few cohesive and coherence devices	Application of cohesive and coherence devices accordingly	Application of a few cohesive and coherence devices relevantly and meaningfully

<b>New Dictions with Relevant Semantics</b>	Lack of new dictions with relevant semantics	Application of a few new dictions with relevant semantics	Application of new dictions with relevant semantics accordingly	Application of new dictions with relevant semantics relevantly and meaningfully
<b>Relevant Structure</b>	Application of incorrect grammatical structures	Application of a few correct grammatical structures	Application of correct grammatical structures accordingly	Application of correct grammatical structures relevantly and meaningfully
<b>Exercise</b>	Introducing irrelevant and incorrect exercises	Introducing a few incorrect exercises	Introducing relevant exercises accordingly	Introducing relevant, incorrect and meaningful exercises

### **COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING**

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To have thorough knowledge of drafting module preparation.	<b>K1, K2</b>
<b>CO2</b>	To apply systematically the cohesive and coherence devices in the module.	<b>K3</b>
<b>CO3</b>	To analyse the correct grammatical structures and apply the same while drafting a module.	<b>K4</b>
<b>CO4</b>	To examine and apply relevant new dictions accordingly.	<b>K5</b>
<b>CO5</b>	To draft a meaningful and relevant module incorporating all the features of drafting a module.	<b>K6</b>

<b>Practicum Code</b>	<b>B212PPEC</b>
<b>Practicum Title</b>	<b>Preparation of e-Content</b>
<b>Semester</b>	<b>II</b>
<b>Category</b>	<b>Reflective Practices</b>
<b>Credit</b>	<b>1</b>
<b>Marks</b>	<b>25</b>

### **Practicum Overview**

The advancements in technology and the plethora of powerful and innovative digital devices and tools have a great potential to improve educational outcomes. This module is meant to understand the meaning and standards of E-content, learning objects, designing and development of digital resources for teaching and learning. It aims at providing the knowledge and skill for student teachers to cater to present day learners and their learning styles.

### **Practicum Objective**

To encourage the student teacher to develop educational content in electronic format, suitable for use in various teaching and learning programmes.

## **RUBRICS FOR ASSESSMENT**

<b>Rating Area</b>	<b>Excellent (5)</b>	<b>Very Good (4)</b>	<b>Good (3)</b>	<b>Average (2.5)</b>
<b>Analysis</b>	A detailed learning goals, needs analysis, learner analysis, task analysis, and context for instruction has to be present	The analysis included each required component, but needed to be more thorough and detailed.	The analysis was missing some of the required components and needed to be more thorough and detailed.	The analysis did not include the required components and was not at all thorough or detailed.

<b>Design</b>	The design included goals, prerequisites, evaluation plan, feedback strategies, and instructional strategies, creating an overall unit plan that was clearly tied to the data gathered in the Analysis phase.	The design included each required component, but needed to be more thorough and detailed. It was difficult to see the connections to the data gathered in the Analysis phase.	The design was lacking some of the required components and needed to be more thorough and detailed.	The design did not include the required components and was not at thorough or detailed.
<b>Development</b>	The development included complete, thorough, and detailed instructor/student guides (lesson plans) and student materials. It should correlate to the data gathered in the Analysis phase and the planning done in the Design phase.	The development included each required component, but needed to be more thorough and detailed.	The development was not adequate of some of the required components and needed to be more thorough and detailed. There did not seem to be any connection to the data gathered from the Analysis phase and the planning done in the Design phase.	The development did not include the required components and was not thorough or detailed. There was no connection to the data gathered from the Analysis phase nor the planning done in the Design phase.



<b>Implement</b>	The student teacher implemented at least a portion of their Thematic Unit with students. They conducted a thorough evaluation of the effectiveness of their instruction, including the use of student assessments tied to the data gathered in the Analysis phase and the planning done in the Design phase.	The student teacher implemented at least a portion of their Thematic Unit with students. The evaluation of the effectiveness of instruction needed lacks more improvement.	The portion of the Thematic Unit that was implemented by the student teacher with students was too small and their evaluation of the effectiveness of their instruction needed to be more thorough.	The Thematic Unit was not implemented by the student teacher with students. Their evaluation of the effectiveness of their instruction was not. There was no connection between the student assessments and the data gathered in the Analysis phase and the planning done in the Design phase conducted.
<b>Evaluation</b>	The student teacher has shown evidence of ongoing evaluation and revision throughout the creation of their Thematic Unit as well as an overall evaluation of the effectiveness of their use of the ADDIE model.	The student teacher has shown some evidence of ongoing evaluation and revision throughout the creation of their Thematic Unit as well as an overall evaluation of the effectiveness of their use of the ADDIE model.	The student teacher has shown very little evidence of ongoing evaluation and revision throughout the creation of their Thematic Unit as well as an overall evaluation of the effectiveness of their use of the ADDIE model.	The student teacher has shown no evidence of ongoing evaluation and revision throughout the creation of their Thematic Unit nor an overall evaluation of the effectiveness of their use of the ADDIE model.

## **COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING**

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To state and explain the process of designing and development of e-content.	<b>K1, K2</b>
<b>CO2</b>	To use various tools for editing graphics, audio and video.	<b>K3</b>
<b>CO3</b>	To analyze the various Open Educational Resources for classroom teaching and learning.	<b>K4</b>
<b>CO4</b>	To assess the various Open Educational Resource repositories.	<b>K5</b>
<b>CO5</b>	To develop e-content for a particular topic.	<b>K6</b>

<b>Practicum Code</b>	<b>B213PTC</b>
<b>Practicum Title</b>	<b>Teaching Competency (Level I &amp; II)</b>
<b>Semester</b>	<b>III</b>
<b>Category</b>	<b>Reflective Practice</b>
<b>Credit</b>	<b>10</b>
<b>Marks</b>	<b>200</b>
<p><b>Practicum Overview</b></p> <p>This Practicum will help the student teacher to analyze their teaching skills and Competency with various aspects such as Subject Competency ,Topic and related Objective ,Clarity and Organization of the content ,Teaching Method ,Delivery and Presentation ,Interaction with Students, Use of technology, Use Of Teaching Learning Material, Student Teacher Mobility and Conclusion and follow up .To ensure transparency and objectivity in evaluation, assessments done by mentor teachers &amp; Teacher Educators in prescribed format.</p>	
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• To recall the teaching skills and the need for planning</li> <li>• To identify the criteria for teaching competency</li> <li>• To adapt various teaching methods and strategies</li> <li>• To organise the classroom environment more conducive for effective teaching and learning process</li> <li>• To plan and execute appropriate lesson plan and teaching learning materials</li> </ul>	

### RUBRICS FOR ASSESSMENT

Rating Area	Highly Effective (16)	Effective (15)	Needs Improvement (14)	Does not Meet Standards (12)
<b>Subject Competency</b>	Student teacher is very knowledgeable in content and delivery of instruction without errors	Student teacher is very knowledgeable in content with no visible errors,	Student teacher is knowledgeable in content with few errors and nervousness	Student teacher is unsure of the content knowledge and makes several errors with total dependency on written material
<b>Objectives</b>	Clearly stated General and Specific Instructional Objectives.	Relevant General and Specific Instructional objectives.	General and specific Instructional Objectives with few errors.	General and specific Instructional Objectives with errors.

<p><b>Clarity and organization of Content (lesson plan)</b></p>	<p>Lesson plan is framed with explicit reference to objectives, presentation, classroom work, assignments and recapitulation in the session allotted.</p>	<p>Lesson plan is framed with a fair reference to objectives, presentation, classroom work, assignments and recapitulation in the session allotted.</p>	<p>Lesson plan is framed with a brief reference to objectives, presentation, classroom work assignments and recapitulation in the session allotted.</p>	<p>Lesson plan does not meet out the expectations of the required level.</p>
<p><b>Delivery and Presentation</b></p>	<p>Remarkable introduction and motivation Clear and audible speech Assertive and confident in Classroom Good eye-contact Noticeable enthusiasm Good body language Attire appropriate for the classroom Teaching /methods strategies and assessments were very well aligned to the objectives</p>	<p>Relevant introduction and motivation Clear and audible speech, Mostly assertive and confident in Classroom Adequate eye-contact, Noticeable enthusiasm Attire appropriate for classroom, Good body language. Teaching methods/ strategies and assessments methods used were appropriate to the objectives.</p>	<p>Relevant introduction and motivation Not clear and audible speech Somewhat confident, but may be lacking assertiveness, Somewhat enthusiastic Attire not appropriate for classroom Poor body language Teaching methods/ strategies or assessments methods were not aligned to the objectives.</p>	<p>Irrelevant introduction and motivation Unclear and/or inaudible speech Not confident or assertive Lacks enthusiasm Inappropriate attire Poor body language. Teaching methods/ strategies and assessments methods were not aligned to the objectives.</p>
<p><b>Interaction with Students</b></p>	<p>Provided several opportunities for students to formulate and ask questions Paused to give students time to respond to questions</p>	<p>Provided some opportunities for students to formulate and ask questions Mostly paused to give students time to respond to questions</p>	<p>Provided very few opportunities for students to formulate and ask questions Did not pause for students to respond to questions.</p>	<p>Did not provide any opportunity for students to formulate and ask questions Did not question the students Was impatient and eager to move on with the</p>

	Affirmed student responses and encouraged students who struggle to respond Was patient, used inclusive language, and modeled respectful written and oral communication	Affirmed student responses Was generally patient and respectful while interacting with students.	Did not acknowledge student responses Was generally respectful while interacting with students.	content and sometimes disrespectful while interacting with students.
<b>Use of technology</b>	Uses technology effectively to enhance instruction and involves students in a meaningful way	Technology is effectively used only to enhance instruction	Technology is used but does not enhance instruction and appears forced	Available technology not utilized
<b>Use Of Teaching Learning Material</b>	Materials very well organized and promote learning and teaching	Materials well organized, and add to the presentation	Materials mostly organized, appropriate	Materials unorganized and inappropriate
<b>Student Teacher Mobility</b>	Student teacher moves with purpose, reaches all parts of the classroom	Student teacher moves around intentionally with purpose	Student teacher moves but mobility seems to have limited purpose	Student teacher stays in one spot and movement restricted
<b>Classroom Management</b>	Excellent maintenance of discipline, sustained pupil interest and effective dealing of situation	Good maintenance of discipline, sustained pupil interest and effective dealing of situation	Average maintenance of discipline, sustained pupil interest and effective dealing of situation	No maintenance of discipline, sustained pupil interest and effective dealing of situation

## **COURSE OUTCOMES (COs) AND COGNITIVE LEVEL MAPPING**

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To choose appropriate learning objectives, teaching learning materials, teaching methods/strategies	<b>K1, K2</b>
<b>CO2</b>	To practice the teaching skills and use effective teaching learning materials and technologies	<b>K3</b>
<b>CO3</b>	To experiment different teaching methods, strategies and present the subject content effectively	<b>K4</b>
<b>CO4</b>	To validate teaching competency and classroom management	<b>K5</b>
<b>CO5</b>	To develop and produce effective lesson plan, teaching learning materials, teaching methods/strategies and teaching skills	<b>K6</b>

<b>Practicum Code</b>	<b>B213PLNP</b>
<b>Practicum Title</b>	<b>Lesson Plan (Level I &amp; II)</b>
<b>Semester</b>	<b>III</b>
<b>Category</b>	<b>Reflective Practices</b>
<b>Credit</b>	<b>4</b>
<b>Marks</b>	<b>100</b>

### **Practicum Overview**

This practicum component is in the third semester when they go for teaching practice for 16 weeks. The trainees are instructed to teach 30 lessons in level I and 30 lessons in level II under the mentoring of school teachers. For each lesson, they prepare lesson plans and submit it to the mentor teacher and with their approval, they teach the classes.

### **Practicum Objective**

To apply the steps in teaching concepts to high school students and creating an action plan to teach the subject effectively with appropriate use of teaching aids.

## **RUBRICS FOR ASSESSMENT**

<b>Rating Areas</b>	<b>Excellent (18)</b>	<b>Very Good (16)</b>	<b>Good (15)</b>	<b>Average (13)</b>
<b>Instructional Objectives</b>	Lesson demonstrates strong achievement targets and objectives	The lesson displays an acceptable objective that meet the lesson's intent	The lesson includes objectives but lacks attainability	The lesson includes ineffective objectives to meet lesson's intent
<b>Motivation</b>	Uses most appropriate motivational technique and flow of content is excellent	The motivation technique is good with adequate questions to recall the students knowledge	Lesson demonstrates thoughtful consideration to motivation.	The motivation technique is less interesting and appropriate.
<b>Presentation of the Topic</b>	The learning experiences provided helps to get deep insight & understanding of concepts.	It displays a well-organized presentation and suits for diverse students	Presentation of content and teaching aids are good and effective	The presentation lacks content mastery and teaching aids are less effective

<b>Recapitulation</b>	Closing activity gives a well thought out finish to the lesson and the questions are thought provoking	Closing activity gives adequate finish to the lesson and questions are framed correctly.	Summarizing of the topics covered is good and questions asked helps to recall the concepts.	Does not have a clear closing activity and the questions does not cover the entire portion taught
<b>Assignment / Follow up</b>	Home assignment provided promotes creativity among the learners	Home assignment helps to gain firsthand experience	The follow-up assignments help recalling the content and does not require much effort	The home assignments help the students to read the content and gain understanding

### **COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING**

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To gain thorough understanding of the concepts in the high school syllabus and also the methodologies for teaching.	<b>K1, K2</b>
<b>CO2</b>	To apply the pedagogical knowledge and content knowledge to plan for the lessons.	<b>K3</b>
<b>CO3</b>	To do content analysis of the topics to be taught and note down each and every learning points.	<b>K4</b>
<b>CO4</b>	To check the effectiveness and suitability of different methods and strategies based on the criteria.	<b>K5</b>
<b>CO5</b>	To create an appropriate action plan for teaching the subject at different levels.	<b>K6</b>



<b>Practicum Code</b>	<b>B213PIM</b>
<b>Practicum Title</b>	<b>Instructional Material (level I &amp;II)</b>
<b>Semester</b>	<b>III</b>
<b>Category</b>	<b>Reflective Practices</b>
<b>Credit</b>	<b>2</b>
<b>Marks</b>	<b>50</b>
<p><b>Practicum Overview</b></p> <p>This Practicum component elaborates on the preparation and presentation of the teaching aids prepared by the students in accordance with the content allotted by their respective mentors during internship with respect to Level I and Level II. The teaching aids include charts, flash cards, albums, booklets, Improvised apparatus, programmed learning materials, working and non-working models and power point slides. The science students are expected to prepare specimens and Herbarium as their practical activity. The students are expected to prepare teaching aids for at most sixty hours of instruction during internship and record the instructional materials prepared.</p>	
<p><b>Practicum Objective</b></p> <p>To enable the student teachers to gain proficiency in the preparation of various teaching - learning materials and create an environment conducive for learning.</p>	

### RUBRICS FOR ASSESSMENT

<b>Criteria</b>	<b>Average (12)</b>	<b>Good (13)</b>	<b>Excellent (15)</b>
<b>Appropriateness and Materials used</b>	The materials chosen for preparation is of poor quality and do not facilitate understanding	The mode of preparation was clear and depicted clarity and enabled the beneficiaries to gain conceptual understanding	The choice of the material and content area is novel and not prepared by others earlier. The selection of improvised material for preparation is appreciable
<b>Relevance of Content Area for model</b>	The frequently prepared and repeated content area has been chosen.	A step ahead in choosing a new content for model preparation.	An innovative idea and unfocused content area has been chosen for

<b>preparation</b>			preparation of Models
<b>Scope of conveying the content</b>	The utility and scope of the teaching materials prepared is not durable	The quality of the models and materials for delivering the content are very much adequate for the beneficiaries to use it over again	Remarkable quality and utility value is very high and the working models and charts are very appealing and induce the spirit of learning

### **COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING**

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To gain knowledge and understanding in school curriculum	<b>K1, K2</b>
<b>CO2</b>	To apply the conceptual understanding in preparing teaching aids	<b>K3</b>
<b>CO3</b>	To analyse the prepared teaching material for precision	<b>K4</b>
<b>CO4</b>	To determine content areas with less scope for teaching aids	<b>K5</b>
<b>CO5</b>	To create effective teaching aids in the unfocussed areas	<b>K6</b>

<b>Practicum Code</b>	<b>B213PRC</b>
<b>Practicum Title</b>	<b>Reflection on Co teaching with Mentor Teachers</b>
<b>Semester</b>	<b>III</b>
<b>Category</b>	<b>Reflective Practices</b>
<b>Credit</b>	<b>1</b>
<b>Marks</b>	<b>25</b>

### Practicum Overview

Reflective Journal on Co Teaching with Mentor Teachers aims to get high-quality instruction to the students and it creates an opportunity to learn from Mentor teachers who may have different teaching styles, ideas and perspectives. Students can acquire greater academic achievement, more time and attention from teachers, a stronger focus on cognitive methods and social skills.

### Practicum Objectives

- To be acquainted the concept of co-teaching
- To describe the rationale for using co teaching
- To classify the six co-teaching strategies and examples
- To construct a lesson plan with mentor teachers for co-teaching reflections

## RUBRICS FOR ASSESSMENT

<b>Ratings Area</b>	<b>Excellent (5)</b>	<b>Very Good (4)</b>	<b>Good (3)</b>	<b>Average (2.5)</b>
<b>Planning and Preparation for Co-teaching</b>	Lessons are planned and prepared for Co-teaching in order to be highly effective.	Lessons are planned and prepared for Co-teaching in order to be effective.	Lessons are planned and prepared for Co-teaching are meet out the expectations of the practicum	Lessons are planned and prepared for Co-teaching is not very effective
<b>Collaboration with mentor teacher</b>	The rapport between the mentor teacher and the student trainee was very much effective and fruitful	The rapport between the mentor teacher and the student trainee was appreciable	The rapport between the mentor teacher and the student trainee was up to the expected level	The rapport between the mentor teacher and the student trainee was not up to the expected level
<b>Lesson Plan</b>	Lesson Plan was written according to the objectives and	Lesson Plan was written according to the objectives and the	Lesson Plan was written according to the objectives and the	Lesson Plan was written according to the objectives and

	the presentation of the content with methods and materials was excellent	presentation of the content with methods and materials was fruitful	presentation of the content with methods and materials was up to the expectations,	the presentation of the content with methods and materials was not up to the expectations
<b>Delivery of Content</b>	The sequential and logical presentation of the Content was highly effective	The sequential and logical presentation of the Content was appreciable	The sequential and logical presentation of the Content was up to the expectations	The sequential and logical presentation of the Content was not up to the expectations
<b>Use of Teaching Learning Materials and technology</b>	The usage of high-quality learning materials and technology in teaching is highly effective.	Appropriate use of materials and technology for optimum instruction	Appropriate use of materials and technology is good.	Appropriate use of materials and technology is average.
<b>Classroom Environment</b>	Class room arrangement, materials, and displays to Support unit and lesson goals is highly effective	Class room arrangement, materials, and displays to Support unit and lesson goals is effective	Class room arrangement, materials, and displays to support unit and lesson goal are Good.	Class room arrangement, materials, and displays to Support unit and lesson goals is average.
<b>Activities</b>	Meaningful, motivating, objective based, open ended and inquiry based.	Objective based, meaningful and student centred.	Objective based, and meaningful.	Limited activity related to objective.
<b>Monitoring, Assessment and follow up</b>	A variety of assessment strategies are included and monitored for student learning and regular follow up was carried out with the students.	A fair number of assessment strategies are included and monitored for student learning and regular follow up was carried out with the students.	A minimum number of assessment strategies are included and monitored for student learning and regular follow up was carried out with the students.	A low level of assessment strategies is included and monitored for student learning and regular follow up was carried out with the students.

## COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To comprehend the concept of co-teaching	<b>K1, K2</b>
<b>CO2</b>	To use the co teaching strategies in instructional process.	<b>K3</b>
<b>CO3</b>	To analyze and integrate a variety of instructional methods and technology into the teaching process.	<b>K4</b>
<b>CO4</b>	To assess the student teaching skills in co teaching.	<b>K5</b>
<b>CO5</b>	To develop a lesson plan for co-teaching reflections with mentor teacher.	<b>K6</b>

<b>Practicum Code</b>	<b>B213PCS</b>
<b>Practicum Component</b>	<b>Case Study- Individual &amp; Institutional</b>
<b>Semester</b>	<b>III</b>
<b>Category Credit</b>	<b>2</b>
<b>Category</b>	<b>Reflective Practices</b>
<b>Marks</b>	<b>30</b>
<p><b>Practicum Overview</b></p> <p>The information is mainly biographical and relates to events in the individual's past as well as to significant events which are currently occurring in everyday life. Case study provides a description of the student behaviour. This comes from interviews and other sources, such as observation. The student teacher also reports detail of events from her point of view. Then writes up the information from both sources above as the case study, and interprets the information.</p>	
<p><b>Practicum Objectives</b></p> <ul style="list-style-type: none"> <li>• To describe an individual situation (case) a person or institution, in detail</li> <li>• To identify the key issues of the case (your assignment question should tell you what to focus on)</li> <li>• To analyse the case using relevant theoretical concepts.</li> </ul>	

### RUBRICS FOR ASSESSMENT

Rating Area	Excellent (6)	Very Good (5)	Good (4)	Average (3)
<b>Uniqueness of Case</b>	The important aspects of the background of the case that demonstrates all unique features of the case and identifies all problems in the case	The important aspects of the background of the case that demonstrates most unique features of the case identifies most problems in the case	To some important aspects of the background of the case and demonstrates some unique features of the case and identifies some problems in the case	Few of the important aspects of the background of the case demonstrates few unique features of the case and identifies a few problems in the case

<p><b>Analysis of the Issue</b></p>	<p>In-depth and critical assessment of the facts of the case in relation to available research and assesses a variety of alternative actions that address multiple issues in the case, all of which are realistic options</p>	<p>Mostly thorough assessment of the facts of the case in relation to available research and assesses a variety of alternative actions that address multiple issues in the case, most of which are realistic options</p>	<p>Somewhat thorough assessment of the facts of the case in relation to available research and assesses a limited variety of alternative actions that address multiple issues in the case, some of which are realistic options</p>	<p>A sparse assessment of the facts of the case, and some are not based on available research and assesses only one alternative solution for the case</p>
<p><b>Recommendations</b></p>	<p>Proposes a detailed action plan of final recommendations and justifies final decisions with specific evidence</p>	<p>Proposes an action plan of final recommendations and justifies some final decisions with specific evidence</p>	<p>Proposes a limited action plan of final recommendations and justifies some final decisions with specific evidence</p>	<p>Proposes a limited action plan of final recommendations and justifies few decisions with specific evidence</p>
<p><b>Conclusions</b></p>	<p>Provides a detailed description of the outcomes of the case and appropriate conclusions for the case</p>	<p>Provides a clear description of the outcomes of the case provides appropriate conclusions for the case</p>	<p>Provides an adequate description of the outcomes of the case and mostly appropriate conclusions for the case</p>	<p>Provides a limited description of the outcomes of the case provides limited and somewhat appropriate conclusions for the case</p>
<p><b>Presentation Skills</b></p>	<p>The presentation is extremely well and easy to understand within the parameters</p>	<p>The presentation is well easy to understand within parameters</p>	<p>The presentation is somewhat easy to understand most of the parameters</p>	<p>The presentation: is not very well not easy to understand either it is too short or too long</p>

## **COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING**

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To Identify and describe the main issues and purpose of case studies with its parameters	<b>K1, K2</b>
<b>CO2</b>	To apply the strategies and ideas for action to their skills in Problem solving	<b>K3</b>
<b>CO3</b>	To do each step of contemporary phenomenon within its real-life context with empirical inquiry	<b>K4</b>
<b>CO4</b>	To evaluate critical and extraneous factors and engages in reflective discussion	<b>K5</b>
<b>CO5</b>	To Plan a systematic approach to case study of learned facts and particularly useful where situations are complex and solutions are uncertain.	<b>K6</b>



<b>Practicum Code</b>	<b>B213PAR</b>
<b>Practicum Title</b>	<b>Action Research</b>
<b>Semester</b>	<b>III</b>
<b>Category</b>	<b>Reflective Practices</b>
<b>Credit</b>	<b>1</b>
<b>Marks</b>	<b>25</b>
<p><b>Practicum Overview</b></p> <p>This practicum component is in the third semester when they go for teaching practice for 16 weeks. The trainees are instructed to identify the problem faced by the school students under the mentoring of school teachers, develop the action plan by collecting the data, analyse the data, give recommendations and submit a report.</p>	
<p><b>Practicum Objectives</b></p> <ul style="list-style-type: none"> <li>• To develop the required confidence and ability to carry out research for solving problem</li> <li>• To inculcate the desire and attitude for bringing excellence in their work</li> <li>• To make the school environment more conducive for effective teaching and learning</li> </ul>	

### RUBRICS FOR ASSESSMENT

Rating Area	Excellent (5)	Very Good (4)	Good (3)	Average (2.5)
<b>Uniqueness of Case</b>	The important aspects of the background of the case that demonstrates all unique features of the case and identifies all problems in the case	The important aspects of the background of the case that demonstrates most unique features of the case identifies most problems in the case	Some important aspects of the background of the case and demonstrates some unique features of the case and identifies some problems in the case	Few of the important aspects of the background of the case demonstrates few unique features of the case and identifies a few problems in the case
<b>Analysis of the Issue</b>	In-depth and critical assessment of the facts of the case in relation to available research and	Mostly thorough assessment of the facts of the case in relation to available	Somewhat thorough assessment of the facts of the case in relation to available research and	A sparse assessment of the facts of the case, and some are not based on available research and assesses

	assesses a variety of alternative actions that address multiple issues in the case, all of which are realistic options	research and assesses a variety of alternative actions that address multiple issues in the case, most of which are realistic options	assesses a limited variety of alternative actions that address multiple issues in the case, some of which are realistic options	only one alternative solution for the case
<b>Recommendations</b>	Proposes a detailed action plan of final recommendations and justifies final decisions with specific evidence	Proposes an action plan of final recommendations and justifies some final decisions with specific evidence	Proposes a limited action plan of final recommendations and justifies some final decisions with specific evidence	Proposes a limited action plan of final recommendations and justifies few decisions with specific evidence
<b>Conclusions</b>	Provides a detailed description of the outcomes of the case and appropriate conclusions for the case	Provides a clear description of the outcomes of the case provides appropriate conclusions for the case	Provides an adequate description of the outcomes of the case and mostly appropriate conclusions for the case	Provides a limited description of the outcomes of the case provides limited and somewhat appropriate conclusions for the case
<b>Presentation Skills</b>	The presentation is extremely well and easy to understand within the parameters	The presentation is well easy to understand within parameters	The presentation is somewhat easy to understand most of the parameters	The presentation: is not very well not easy to understand either it is too short or too long

## **COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING**

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To Identify and describe the main issues and purpose of action research	<b>K1, K2</b>
<b>CO2</b>	To plan strategies and ideas for action to their skills in Problem solving	<b>K3</b>
<b>CO3</b>	To prepare and construct each step in the action research	<b>K4</b>
<b>CO4</b>	To decide the effectiveness and suitability that engages in reflective discussion	<b>K5</b>
<b>CO5</b>	To create a systematic approach of learned facts	<b>K6</b>

# **CO-SCHOLASTIC ACTIVITIES**

<b>Practicum Code</b>	<b>B211PCT</b>
<b>Practicum Title</b>	<b>Citizenship Training Camp</b>
<b>Credits</b>	<b>2</b>
<b>Category</b>	<b>Co-Scholastic Activities</b>
<b>Semester</b>	<b>I</b>
<b>Marks</b>	<b>50</b>

### **Practicum Overview**

The Citizenship Training Camp aims to raise community awareness of citizenship, social responsibility, participation in civic and cultural affairs and economic productivity. It helps the student trainees in self – development, reflective thinking, rational problem solving, decision making and social work.

### **Practicum Objectives**

- To promote awareness regarding health, hygiene and environment among the Teacher trainees.
- To create awareness about the social responsibility among the teacher trainees.
- To appreciate the significance of Community living.
- To develop leadership qualities and team spirit among the student teachers.
- To develop skills associated with self-discipline among the student teachers.

## **RUBRICS FOR ASSESSMENT**

<b>Rating Area</b>	<b>Excellent (9)</b>	<b>Very Good (8)</b>	<b>Good (7)</b>	<b>Average (6)</b>
<b>Attendance, Punctuality and Honesty</b>	Has full attendance and always on time. displays integrity	Has 99% of Attendance and displays integrity	Possess 98 Percent of Attendance, Integrity Compromised	90% of Attendance, showing low Integrity
<b>Leaders / Assists Peers</b>	Volunteers to assist Peers. Takes leadership in group work is very effective	Willing to assist Peers when asked willingly Participates in Group work is effective	Willing to assist Peers when asked willingly Participates in Group work is good	Lethargic attitude towards others when working in teams
<b>Participates</b>	Contributes and works very	contributes and work	Occasionally contributes	Rarely Contribute or work in all the

<b>Daily</b>	efficiently in all the daily camp activities	efficiently in all the daily camp activities	and work in all the daily camp activities	daily camp activities
<b>Completes tasks on time</b>	Responsibility in Completing all the tasks and work in timely manner	Responsibility in Completing most of the tasks and work in timely manner	Struggles in Completing all the tasks and work in timely manner	Shows Lack of Responsibility
<b>Positive Attitude</b>	Very effective Participation and develop positive attitude in Camp activities and willing to learn	Effective Participation and develop positive attitude in Camp activities and willing to learn	Participation and develop positive attitude in Camp activities and willing to learn	Lacks Motivation towards camp activities

### **COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING**

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To understand and identify the activities related the responsibility of citizens.	<b>K1, K2</b>
<b>CO2</b>	To adapt and collect the information related to all the activities for the individual and social development.	<b>K3</b>
<b>CO3</b>	To analyse and experiment different ways and means to carry out the activities among the groups.	<b>K4</b>
<b>CO4</b>	To appraise all the activities carried over among the group girls and compare the best activities and the least involved activities and carry out the Changes.	<b>K5</b>
<b>CO5</b>	To create the situation to develop positive attitude among each individual and values through the camp and live as a responsible citizen.	<b>K6</b>

<b>Practicum Code</b>	<b>B213PFT</b>
<b>Practicum Title</b>	<b>Field Trip</b>
<b>Semester</b>	<b>I</b>
<b>Category</b>	<b>Co-Scholastic Activities</b>
<b>Credit</b>	<b>1</b>
<b>Marks</b>	<b>25</b>
<p><b>Practicum Overview</b></p> <p>This Practicum gives positive enrichment, curriculum expansion, strengthening of observation skills, subject wise knowledge expansion along with raising awareness. This practicum provides opportunities for student teachers to a new way of learning and gaining information.</p>	
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• To record and reproduce the practical experience</li> <li>• To visualize theoretical knowledge in different places.</li> <li>• To build bonds with peer members and develop Communication and interaction skills</li> <li>• To explore the local area and gain information</li> <li>• To discover the potential and explore new things.</li> </ul>	

### RUBRICS FOR ASSESSMENT

<b>Rating Area</b>	<b>Excellent (5)</b>	<b>Very Good (4)</b>	<b>Good (3)</b>	<b>Fair (2.5)</b>
<b>Preparation</b>	Preparedness to go on a trip with a fair prior knowledge about the place with all necessary items required	Preparedness to go on a trip with adequate knowledge about the place and brings some necessary items required	Preparedness to go on a trip with limited knowledge about the place and brings few necessary items required	Preparedness to go on a trip with poor knowledge about the place and brings no necessary items required
<b>Interest and Curiosity</b>	Has excellent interest and curiosity. Pays full attention to the explanation given and questions during the visit to the guide/presenter during the visit	Very good interest and curiosity. Pays good attention to the explanation and. questions during the visit to the	Good interest and curiosity Pay full average to the explanation given and questions during the visit to the	Less interest and curiosity Pay less attention to the explanation given and questions during the visit to the

		guide/presenter during the visit	guide/presenter during the visit	guide/presenter during the visit
<b>Social Interaction</b>	Has excellent social interaction	Very good social interaction	Good Social interaction	Average Social interaction
<b>Social Awareness</b>	Has excellent social awareness	Very good social awareness	Good Social awareness	Average Social awareness
<b>Report Submission</b>	Submits on time with the detailed report	Submits on time with very brief report	Submits on time with the brief report	Submits on time with the less information report

### **COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING**

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To read and observe about the place of visit for better preparation	<b>K1, K2</b>
<b>CO2</b>	To show interest and attention during the visit	<b>K3</b>
<b>CO3</b>	To compare the theoretical concept and practical experience	<b>K4</b>
<b>CO4</b>	To justify the need for field visit in the teaching learning process	<b>K5</b>
<b>CO5</b>	To plan and organize filed trip	<b>K6</b>



<b>Practicum Code</b>	<b>B211PIV</b>
<b>Practicum Title</b>	<b>Institutional Visit</b>
<b>Credits</b>	<b>1</b>
<b>Category</b>	<b>Co-Scholastic Activities</b>
<b>Semester</b>	<b>I</b>
<b>Marks</b>	<b>25</b>

### **Practicum Overview**

Aim of this institutional visit is to raise awareness about teaching- learning methods in special schools, social responsibility, develop reflective thinking, encourage rational problem solving, decision making and social work.

### **Practicum Objectives**

- To promote awareness among teacher trainees about the working method of the special school.
- To understand and learn the methodologies used in teaching and learning of special school can be used in inclusive Class room.
- To create awareness about the social responsibility among the teacher trainees how they have to handle the special children.

## **RUBRICS FOR ASSESSMENT**

<b>Rating Area</b>	<b>Excellent (5)</b>	<b>Very Good (4)</b>	<b>Good (3)</b>	<b>Average (2.5)</b>
<b>Attendance Promptness</b>	Students are always prompt and very regular to Classes	Students are prompt and regularly attends Classes	Students are not prompt always and regularly attends Classes	Students are late to class and has very low record in attendance
<b>Level of Engagement in class</b>	Student proactively contributes to class by offering ideas asking questions.	Student contributes to class by offering ideas asking questions.	Student rarely contributes to class by offering ideas asking questions.	Student has low contribution to class by offering ideas asking questions.
<b>Listening Skills</b>	Excellent listening skills when others talk. Student incorporates and builds the ideas of others	Very Good listening when others talk, both in groups and in class.	Fair listening when others talk, both in groups and in class.	Average listening when others talk, both in groups and in class. Students interrupt when others speak.

<b>Behaviour</b>	Displays Positive behaviour during all the classes	Displays expected behaviour during the classes	Displays Good behaviour during the classes	Displays up to the mark behaviour during the classes
<b>Preparation</b>	Students preparation for assignments and required class materials is very effective	Students preparation for assignments and required class materials is effective	Students preparation for class with assignments and required class materials meet out the expectation	Students preparation with assignments and required class materials is average

### **COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING**

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To understand the Teaching learning methods of special school.	<b>K1, K2</b>
<b>CO2</b>	To adapt and collect the information related to teaching learning and about daily activities	<b>K3</b>
<b>CO3</b>	To analyse and experiment the teaching styles of Blind and Deaf Children.	<b>K4</b>
<b>CO4</b>	To assess and compare the Normal and Special School children Teaching and learning Methods.	<b>K5</b>
<b>CO5</b>	To compile and design a lesson plan to use in the inclusive Class Room.	<b>K6</b>

<b>Practicum Code</b>	<b>B213PIA</b>
<b>Practicum Title</b>	<b>Internship Activities</b>
<b>Semester</b>	<b>III</b>
<b>Category</b>	<b>Co-Scholastic Activities</b>
<b>Credit</b>	<b>1</b>
<b>Marks</b>	<b>25</b>

### Practicum Overview

This practicum helps to gain insight about the co-scholastic activities in school. This practicum makes to understand about the aspect of co-scholastic activities such as literacy, leisure, social, civic values cultural, aesthetic and social welfare activities.

### Objectives

- To choose and sort out the duties among the organizing committee
- To adapt to the challenging situations during the internship activity
- To build bonds with peer members and develop communication and social skills
- To select appropriate internship activity
- To plan and prepare material for internship activity

### RUBRICS FOR ASSESSMENT

<b>Rating Area</b>	<b>Excellent (5)</b>	<b>Very Good (4)</b>	<b>Good (3)</b>	<b>Fair (2.5)</b>
<b>Appropriateness of internship activity selected</b>	Very Appropriate and all aspects of internship activities are selected	Appropriate and some aspects of internship activities are selected	Less Appropriate and only three aspects of internship activities are selected	Very Less Appropriate and only two aspects of internship activities are selected
<b>Planning for the internship activity</b>	High level of involvement is shown during planning of internship activity	Minimal involvement is shown during planning of internship activity	Less involvement is shown during planning of internship activity	Very Less involvement is shown during planning of internship activity
<b>Involvement of students</b>	High level of involvement is shown and	Minimal of involvement is shown and participated	Less involvement level of involvement is	Very Less involvement is shown and participated in

	participated in all the activities	in few the activities	shown and participated in less all the activities	very less all the activities
<b>Reflections made on the internship activity</b>	Explained the process, their role, what they have learnt and how they are going to improve in the reflection part in an efficient manner	Explained the process, their role, what they have learnt in the reflection part in an elaborate manner	Explained the process, their role in the reflection part in a fair manner	Explained briefly about the activities in the reflection part in a brief manner
<b>Quality of Presentation in the report</b>	Excellent presentation with creativity and neatness and submission on time with the detailed report	Presentation to the expected level with creativity and neatness and submission on time with the detailed report.	Presentation with less creativity and neatness and submission on time with the detailed report.	Average presentation with no creativity and neatness and late submission with few pages report

### **COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING**

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To list and discuss the internship activities	<b>K1, K2</b>
<b>CO2</b>	To show interest implementing the internship activities	<b>K3</b>
<b>CO3</b>	To reflect experience of organizing internship activities.	<b>K4</b>
<b>CO4</b>	To evaluate the internship activity by collecting feedback on the effectiveness of the internship activity from the mentor and the students	<b>K5</b>
<b>CO5</b>	To plan and organize internship activity	<b>K6</b>

<b>Practicum Code</b>	<b>B214PRRS</b>
<b>Practicum Title</b>	<b>Records and Registers in Schools</b>
<b>Semester</b>	<b>IV</b>
<b>Category</b>	<b>Co-Scholastic Activities</b>
<b>Credit</b>	<b>1</b>
<b>Marks</b>	<b>25</b>
<p><b>Practicum Overview</b></p> <p>School records and registers store and update school activities and ensure that this is very efficient system for keeping and passing on information.it contains information about various aspects of a school operations, including data about its students, teacher, classes, facilities and welfare schemes.</p>	
<p><b>Practicum Objective</b></p> <ul style="list-style-type: none"> <li>• To be acquainted of the concept of different types of register and records maintained in schools.</li> <li>• To gain understanding of the functioning of a school for teacher trainees in a real setting.</li> <li>• To acquire knowledge about the types of registers maintained in school.</li> </ul>	
<p><b>Course Prerequisite:</b> Information about various aspects of a school operations.</p>	

### RUBRICS FOR ASSESSMENT

<b>Rating Criteria</b>	<b>Need Improvement (8)</b>	<b>Average (7)</b>	<b>Proficient (6)</b>	<b>Highly Proficient (5)</b>
<b>About the institution</b>	The information provided will not give the picture of the institution.	Inadequate information is gathered.	The details collected are presented in a systematic way.	Candidate collects complete details of the institution.
<b>Analysis Report</b>	Inadequate reporting.	Report does not include the required details.	Report is not based on the headings.	Report includes adequate analysis of all the headings.
<b>Supporting Authorized Documents</b>	Candidate does not provide supporting documents from the institution.	Inadequate supporting documents provided from the institution.	Candidate provided the supporting documents systematically from the institution.	Candidate provide the supporting documents very systematically.

## **COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING**

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To gain thorough understanding of the registers and records maintained in the school.	<b>K1, K2</b>
<b>CO2</b>	To apply, explain and remove the undesirable conditions of the school.	<b>K3</b>
<b>CO3</b>	To analyses the types of registers and records maintained in the school.	<b>K4</b>
<b>CO4</b>	To check the effectiveness of important registers and records maintained in the school.	<b>K5</b>
<b>CO5</b>	To create an appropriate report on registers and records maintained in school.	<b>K6</b>

<b>Practicum Code</b>	<b>B213PSP</b>
<b>Practicum Title</b>	<b>Students Portfolio</b>
<b>Semester</b>	<b>III</b>
<b>Category</b>	<b>Co- Scholastic Activities</b>
<b>Credit</b>	<b>1</b>
<b>Marks</b>	<b>25</b>
<p><b>Practicum Overview</b></p> <p>Students Portfolio shows learners’ artistic, creative, innovative, rational, comprehensive and conceptual growth. Students’ portfolio represents their systematic efforts to achieve the excellent points. In the Students Portfolio, the student teachers learn how to create portfolio and also available tools for creating students portfolio. They have to apply their knowledge of creating students portfolio during their internship.</p>	
<p><b>Practicum Objective</b></p> <p>To gain the knowledge and create Portfolio contents as well as in developing the criteria for selection of the contents of the learners.</p>	

### RUBRICS FOR ASSESSMENT

<b>Rating Area</b>	<b>Excellent (5)</b>	<b>Very Good (4)</b>	<b>Good (3)</b>	<b>Average (2.5)</b>
<b>Content</b>	Entries are varied in both subject and style. All entries demonstrate attainment of outcomes.	Portfolio contains multiple entries, a few of which show variety. Most entries demonstrate attainment of outcomes.	Portfolio contains multiple entries, but most are similar in level and style	Portfolio contains only two or three entries. None of the entries demonstrate attainment of outcomes

<b>Organization</b>	Portfolio content is well organized with headings and subheadings. Text and graphics are neatly organized in the project	Portfolio is organized with headings and subheadings. Text and graphics are not well placed in the project	Most of the portfolio is organized and the placement of text and graphics are satisfactory.	Portfolio contains no clear structure. Text and graphics are randomly placed, and navigation is incomplete
<b>Creativity</b>	Design is unique and interesting. While meeting the evaluation criteria, the design demonstrates the personality of the student, reflecting his/her interests and style	Portfolio contains additional images, colour or design elements that go beyond the requirement for content	Portfolio contains one or two examples of colour and images relevant to the content	Portfolio contains no changes in colour, layout, navigation or content.
<b>Reflection</b>	Reflections illustrate the ability to effectively critique work, and to suggest constructive practical alternatives.	Reflections illustrate the ability to critique work, and to suggest constructive practical alternatives.	Reflections illustrate an attempt to critique work, and to suggest alternatives.	Reflections illustrate a minimal ability to critique work.
<b>Overall Presentation</b>	Items are clearly introduced, well organized, and creatively displayed, showing connection between items.	Items are introduced and well organized, showing connection between items.	Items are introduced and somewhat organized, showing some connection between items.	Items are not introduced and lack organization.



## **COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING**

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To know and compare the student's progress from beginning of academic session to the end of an academic session.	<b>K1, K2</b>
<b>CO2</b>	To apply the knowledge of student portfolio increasing students' portfolio during their internship.	<b>K3</b>
<b>CO3</b>	To reflect upon pedagogical practices throughout their teaching career.	<b>K4</b>
<b>CO4</b>	To evaluate student's growth, reflects on strength and weakness.	<b>K5</b>
<b>CO5</b>	To develop student portfolio for their students.	<b>K6</b>

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PROGRAMME  
RUBRICS**

# **SCHOLASTIC ACTIVITIES**

<b>Practicum Code</b>	<b>M211PFIC</b>
<b>Practicum Title</b>	<b>Field Internship in a Teacher Education Institution</b>
<b>Semester</b>	<b>I</b>
<b>Category</b>	<b>Scholastic Activities</b>
<b>Credit</b>	<b>4</b>
<b>Marks</b>	<b>75</b>

### **Practicum Overview**

This practicum component is in the first semester where they go for field internship in any one teacher education institution for 3 weeks. The trainees are instructed to teach B.Ed. classes, prepare content materials, observe teacher educators and collect information regarding the institution. This practicum helps them to gain real experience on the functioning of a teacher education institution.

### **Practicum Objective**

To gain understanding of the functioning of a teacher education institution and practice teaching for teacher trainees in a real setting.

## **RUBRICS FOR ASSESSMENT**

<b>Ratings</b> <b>Area</b>	<b>Excellent</b> <b>(5)</b>	<b>Very Good (4)</b>	<b>Good</b> <b>(3)</b>	<b>Average</b> <b>(2.5)</b>
<b>Content Knowledge</b>	In addition to proficiency, candidate displays extensive knowledge of the content and incorporates key concepts in instruction.	Candidate demonstrates content knowledge and rectifies areas of confusion or student misconceptions.	Candidate demonstrates content knowledge but does not rectify areas of confusion or student misconceptions.	Candidate's teaching includes content inaccuracies that will lead to student misunderstandings
<b>Classroom Management Skills</b>	Candidate implements proactive	Candidate uses classroom management skills	Candidate uses classroom management	Candidate has weak classroom management skills

	management strategies that anticipate and prevent misbehavior	to maintain consistent standards of behavior with clarity and patience.	skills but behavior expectations are not clearly stated or consistently enforced.	that allow disruptive behavior to interrupt student learning.
<b>Instructional Support</b>	In addition to proficient, candidate provides supports that address the needs of specific individuals or groups.	Candidate provides instructional supports that assist students in meeting the learning objective(s) with attention to the characteristics of the class as a whole.	Candidate provides supports that do not assist students in meeting the learning objective(s).	Candidate does not provide instructional supports.
<b>Gathering Information</b>	Candidate collects complete details of the institution	The details collected are presented in a systematic way	Inadequate information is gathered	The information provided will not give the picture of the institution

### **COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING**

<b>Course Outcome</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To gain understanding of functioning of a teacher education institution.	<b>K1 , K2</b>
<b>CO2</b>	To apply the method of teaching and practice teaching for trainees.	<b>K3</b>
<b>CO3</b>	To analyse the roles of administrative staff, teaching faculty and teacher trainees in an institution.	<b>K4</b>
<b>CO4</b>	To evaluate the activities performed in the institution and its effectiveness.	<b>K5</b>
<b>CO5</b>	To prepare a schedule of curricular and co-curricular activities of an institution.	<b>K6</b>

<b>Practicum Code</b>	<b>M212PFIS</b>
<b>Practicum Title</b>	<b>Field Internship in a Secondary School</b>
<b>Semester</b>	<b>II</b>
<b>Category</b>	<b>Scholastic Activities</b>
<b>Credit</b>	<b>4</b>
<b>Marks</b>	<b>75</b>

### **Practicum Overview**

This practicum component is in the second semester for one week. The students are instructed to visit a school of secondary level and observe the teaching learning process and other activities and collect all the information and submit a report The student is expected to work out her satisfactory must complete the internship in the same semester.

### **Practicum Objectives**

- To inculcate the desire and attitude for bringing excellence in their work.
- To provide students an opportunity to gain experience in leadership, supervision, and administrative functions.
- To help students gain an understanding and appreciation of the role, duties, and responsibilities.
- To make the school environment more conducive for effective teaching and learning.
- To provide students with experiences that will enable them to develop good interpersonal skills.

## **RUBRICS FOR ASSESSMENT**

<b>Ratings Area</b>	<b>Excellent (4)</b>	<b>Very Good (3)</b>	<b>Good (2)</b>	<b>Average (1)</b>
<b>Academic Learning &amp; Application</b>	Explains all the related ideas, concepts in the field of study during Internship	Explains most of the related ideas, concepts in the field of study during Internship	Explains some related ideas, concepts in the field of study during Internship	Very few important related ideas, concepts in the field of study during Internship

<b>Skill Development</b>	Provide excellent oral and written communication, problem-solving, decision-making, teamwork and skills specific to their profession	Provide very good oral and written communication, problem-solving, decision-making, teamwork and skills specific to their profession	Provide good oral and written communication, problem-solving, decision-making, teamwork and skills specific to their profession	Provide only some extent of oral and written communication, problem-solving, decision-making, teamwork and skills specific to their profession
<b>Personal Development</b>	100% attendance, Self-confidence, sensitivity, time management and appreciation for diversity, clarification of values / goals set for the internship.	98% attendance, Self-confidence, sensitivity, time management and appreciation for diversity, clarification of values / goals set for the internship.	90% attendance, Self-confidence, sensitivity, time management and appreciation for diversity, clarification of values/goals set for the internship.	75% attendance, Self-confidence, sensitivity, time management and appreciation for diversity, clarification of values/goals set for the internship.
<b>Presentation of the final report</b>	Presentation is highly appreciated and the quality of work is very reliable it reflect a very good understanding of how the principles and practices from coursework connect with real world practice.	Presentation is appreciated and the quality of work is very reliable it reflect a very good understanding of how the principles and practices from coursework connect with real world practice	Presentation is up to the average and the quality of work is very reliable it reflect a very good understanding of how the principles and practices from coursework connect with real world practice	Presentation is acceptable to some extent and the quality of work is very reliable it reflect a very good understanding of how the principles and practices from coursework connect with real world practice
<b>Overall Evaluation of the Student Internship</b>	Provided all the detailed description on the extent	Provided a detailed description on the extent	Provided some detailed description on the extent	Provides a few detailed description on the extent

	involvement in each activity and assess the benefit to the school and the internship experience.	involvement in each activity and assess the benefit to the school and the internship experience	involvement in each activity and assess the benefit to the school and the internship experience	involvement in each activity and assess the benefit to the school and the internship experience
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### **COURSE OUTCOMES (Cos) & COGNITIVE LEVEL MAPPING**

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To Identify and describe the main purpose of school internship at secondary level	<b>K1, K2</b>
<b>CO2</b>	To apply various trends in the school that may reveal inequitable outcomes for various student groups.	<b>K3</b>
<b>CO3</b>	To prepare the students to analyze their own practice to determine successes that takes place in the school Internship	<b>K4</b>
<b>CO4</b>	To assess the interests and abilities in their field of study and to enhance the student's learning experience	<b>K5</b>
<b>CO5</b>	To Exhibit professional ethics by displaying positive disposition during internship and to enhance the student's learning experience	<b>K6</b>



# **CO-SCHOLASTIC ACTIVITIES**

<b>Practicum Code</b>	<b>M211PIV</b>
<b>Practicum Title</b>	<b>Institutional Visit</b>
<b>Semester</b>	<b>I</b>
<b>Category</b>	<b>Co-Scholastic</b>
<b>Credit</b>	<b>4</b>
<b>Marks</b>	<b>25</b>
<b>Practicum Overview</b>	
<p>This Practicum component elaborates on the various exposure provided to the post graduate students towards various types of Schools inclusive of special schools and regular and Colleges of Education to receive inputs regarding various instructional practices, curriculum and disciplinary measures adopted. Moreover, exposure to various libraries are given to gain information regarding the educational resources available and to make use of them in their research work.</p>	
<b>Practicum Objective</b>	
<p>To enable the students to identify the various teaching methods and administrative procedures in various Schools and Colleges of Education.</p>	

### **RUBRICS FOR ASSESSMENT**

<b>Criteria</b>	<b>Below Expected Level</b>	<b>On the Expected Level</b>	<b>Above Expected Level</b>
<b>Visit to various Educational Institutions</b>	One visit in each category of Government, Aided and Self-financing Schools and Colleges.	More than one visit in regular and special schools and colleges in Government, Aided and Self-financing.	The choice of visit of schools and colleges inclusive of regular, special and innovativeschools

<b>Library Visit</b>	One Library visit with a detailed report about its inception and various sources of availability	Two visits to Libraries and a report with various details and photographs.	More than three Library visits with a detailed report of availability of various journals and reference books for research with photographs
<b>Recording of Visit</b>	The means of knowledge acquired during the visit and the information recorded in the practicum is inadequate.	The information gathered during various visits to schools and education colleges has been presented with adequate inputs	The various sources of information gathered during visit to different places has been synthesized mentioning the merits and limitations

**Excellent - Above 85%    Good - 71 - 80%    Average - 51 - 60%**

### **COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING**

<b>Course Outcomes</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To gain knowledge about the various Educational Institutions and Resource Centres	<b>K1, K2</b>
<b>CO2</b>	To appreciate the curriculum and administrative structure in various institutions	<b>K3</b>
<b>CO3</b>	To analyze the teaching and learning methodologies in various disciplines	<b>K4</b>
<b>CO4</b>	To determine the difference between regular and special schools	<b>K5</b>
<b>CO5</b>	To suggest new areas of knowledge exposure in academic areas.	<b>K6</b>

# RESEARCH

<b>Practicum Code</b>	<b>M212PRP</b>
<b>Practicum Title</b>	<b>Research Proposal</b>
<b>Semester</b>	<b>II</b>
<b>Category</b>	<b>Scholastic Activities</b>
<b>Credit</b>	<b>2</b>
<b>Marks</b>	<b>50</b>
<b>Practicum Overview</b>	
<p>This practicum aims to train the students to perform research on a selected theme in Education and to prepare a detailed plan mentioning the topic, research objectives, research hypotheses, sample, statistical procedures and tools for the study. The research proposal is prepared in order to have an idea of the plan to be carried out throughout the research period.</p>	
<b>Practicum Objective</b>	
<p>To prepare a plan for initiating research with the expected format in order for the researcher to accomplish within the given period of time</p>	

<b>Score</b> <b>Area</b>	<b>Exemplary (15)</b>	<b>Good (13)</b>	<b>Satisfactory (12)</b>
<b>Research Topic</b>	Topic is more innovative, manageable and more relevant for the education field	Manageable and relevant for the Education field	Not relevant for the educational field
<b>Statement of the problem</b>	Statement of the problem should address issues in a timely and efficient manner and clearly state why the current research problem has chosen and how future work matters.	A problem statement should address issues in a timely and efficient manner	A problem statement does not address the issues in a timely and efficient manner
<b>Need and significance of the study</b>	Stated very clearly and explains all the causes leading to significance or need for the study in detailed manner	Stated clearly	Not stated clearly

<b>Review of related literature</b>	Collects and discusses prior research relevant to topic and methods	Discusses enough prior research to support methods and procedures	Collects and discusses irrelevant literature
<b>Objectives of the study</b>	Very much Specific, Measurable, Attainable, Realistic, & Time- bound	Specific, Measurable, Attainable, Realistic, & Time-bound	Not specific, Measurable, Attainable, Realistic, & Time- bound
<b>Hypotheses of the study</b>	Stated very clearly and appropriately.	Stated clearly	ambiguous or not stated clearly
<b>Tools used for the study</b>	Identifies appropriate research tools and describes their use and application for the study	Identifies appropriate research tools	Not identifies a appropriate research tools
<b>Variables used for the study</b>	Consistent with the goal, measurable replicable and affordable for the study	measurable replicable and affordable for the study	Not consistent with the goal, measurable replicable and affordable for the study
<b>Sample selection</b>	Most suitable for the study	Appropriate for the study	Not suitable for the study
<b>Research Methodology</b>	Discusses the appropriate research methods and fully describes their use and application to the topic	Identifies appropriate research methods to some extent	Identifies inappropriate research methods

### **COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING**

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To understand the concepts of variables and formulate the research problem.	<b>K1, K2</b>
<b>CO2</b>	To identify and comprehend the characteristics of scientific method of research and frame hypothesis.	<b>K3</b>
<b>CO3</b>	To analyse the factors related to construction of tools.	<b>K4</b>
<b>CO4</b>	To appraise the different types of Sampling Techniques.	<b>K5</b>
<b>CO5</b>	To develop the strategies for writing the research proposal.	<b>K6</b>

<b>Course Code</b>	<b>M213DRT</b>
<b>Course Title</b>	<b>Development of Research Tool</b>
<b>Credits</b>	<b>2</b>
<b>Hours</b>	<b>30</b>
<b>Category</b>	<b>Practicum</b>
<b>Semester</b>	<b>III</b>
<b>Marks</b>	<b>50</b>
<b>Practicum Overview</b>	
<p>The practicum paper on the Development of Research Tool enables the research scholars to understand the specific mechanisms to collect the data required for research purpose. Research tool enables the research scholars to follow the correct path in research in order to produce accurate outputs.</p>	
<b>Practicum Objectives</b>	
<p>To imbibe relevant information on developing research tool</p> <p>To instil systematically the various aspects of writing questions.</p> <p>To analyse the various concepts involved in developing a research tool</p> <p>To apply the learnt knowledge to prepare a research tool for data collection.</p> <p>To distinguish the difference between the various types of research tool.</p>	

### RUBRICS FOR ASSESSMENT

	<b>Excellent-4</b>	<b>Good-3</b>	<b>Average-2</b>	<b>Poor-1</b>
<b>Focus</b>	All questionnaire items are related with the area of the research question	Most questionnaire items are related with the area of the research question	Most questionnaire items are not related with the area of the research question or the relation is very vague.	Almost all questionnaire items are not related with the area of the research question or the relation is very vague
<b>Responses</b>	The predefined responses, their formats, and their scaling are appropriate to the question item	The predefined responses, their formats, and their scaling are appropriate to	The predefined responses, their formats, and their scaling are not appropriate to the question item in	The predefined responses, their formats, and their scaling are not appropriate to the question item

	across the questionnaire	the question item in the majority of the questionnaire	the majority of the questionnaire	across the questionnaire.
<b>Clarity</b>	All question items are clear and easy to understand. Furthermore, there are no negatively framed questions	Most of the question items are clear and easy to understand. A couple of questions are ambiguous or not precise allowing for multiple interpretations.	Most of the question items are ambiguous or not precise allowing for multiple interpretations.	Almost all question items are ambiguous or not precise allowing for multiple interpretations.
<b>Writing style</b>	Language is simple and natural. There are no excess words and jargon is avoided	Language is simple and natural in most question items. In some question items there is use of jargon and/or excess words.	Language is not simple in most question items. Jargon and/or excess words are used often.	Language is not simple in almost all question items. Jargon and excess words are used often
<b>Length</b>	All questions are as short and simple as possible	Most questions are as short and simple as possible	some questions are either long or complex	Most questions are either long or complex or both. Almost all questions are either long or complex or both
<b>Bias</b>	All questions are unbiased. Furthermore, when opinion or experience is requested, a “no opinion” or “I don’t want to answer” alternative is provided in the responses.	Most questions are unbiased. Some questions encourage a particular response. In some question items a “no opinion” or “I don’t want to answer” alternative is not provided, although it is necessary.	Most questions encourage a particular response. In most question items a “no opinion” or “I don’t want to answer” alternative is not provided, although it is necessary.	Almost all questions encourage a particular response. A “no opinion” or “I don’t want to answer” alternative is not provided although it is necessary.



<b>Double - barrelled questions</b>	Each of the questions addresses only one issue or concept.	Most of the questions address only one issue or concept. Some questions are double-barrelled.	Most of the questions are double-barrelled	Almost all questions are double-barrelled
<b>Spelling &amp; Grammar</b>	There are no misspellings or grammatical errors	There is a couple of spelling and/or grammatical errors.	There are some spellings and/or grammatical errors	There are several errors in spelling and/or grammar.

### **COURSE OUTCOMES (COS) & COGNITIVE LEVEL MAPPING**

<b>Course Outcome</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To Identify and describe the main area to develop a questionnaire	<b>K1, K2</b>
<b>CO2</b>	To identify strategies and ideas for action to their skills in Problem solving	<b>K3</b>
<b>CO3</b>	To analyze each item framed in the questionnaire	<b>K4</b>
<b>CO4</b>	To evaluate the difficulty levels of the questionnaire	<b>K5</b>
<b>CO5</b>	To Plan a systematic approach to conducting a survey	<b>K6</b>

<b>Course Code</b>	<b>M213JW</b>
<b>Course Title</b>	<b>JOURNAL WRITING</b>
<b>Credits</b>	<b>2</b>
<b>Hours</b>	<b>30</b>
<b>Category</b>	<b>Practicum</b>
<b>Semester</b>	<b>III</b>
<b>Regulation</b>	<b>2019</b>
<b>Marks</b>	<b>50</b>
<b>Practicum Overview</b>	
<p>The practicum paper on journal writing enables the research scholars to imbibe knowledge on the nuances of writing journal. This helps them understand the techniques and strategies in journal writing. This allows them to explore different options for handling routine chores.</p>	
<b>Practicum Objectives</b>	
<p>To understand the basic importance of journal writing.</p> <p>To instil systematically the various aspects of writing journals.</p> <p>To analyse the various concepts of critical thinking and implement in journal writing.</p> <p>To apply the process of journal writing and develop effective strategies of teaching.</p> <p>To facilitate reflective practices in journal writing for educational setting.</p>	

### **RUBRICS FOR JOURNAL WRITING**

<b>Rating Criteria</b>	<b>Average -1</b>	<b>Good -2</b>	<b>Excellent -3</b>	<b>Outstanding -4</b>
<b>Clarity</b>	Lack of clarity in the process of analysis, interpretation, and evaluation.	Somewhat clear in the process of analysis, interpretation, and evaluation.	Clear in the process of analysis, interpretation, and evaluation.	Very clear in the process of analysis, interpretation, and evaluation.
<b>Completeness</b>	Expresses few ideas, with limited support by relevant evidence or rationales	Expresses some ideas, supported by relevant evidence or rationales	Expresses ideas, supported by relevant evidence or rationales	Presents accurate information and insightful ideas supported effectively by

	Asks few questions.	Asks some questions	Asks good questions.	relevant evidence or rationales.
<b>Descriptive / Logical Writing</b>	Generate personal ideas. Shows limited sense of purpose with rationality and logical thinking.	Generate personalized ideas. Shows some sense of purpose with rationality and logical thinking.	Generate clear personal ideas. Shows clear sense of purpose with rationality and logical thinking.	Generate engaging ideas. Shows strong sense of purpose with rationality and logical thinking.
<b>Technicality</b>	Lack of critical questions and understanding of judgement.	Raises a very few critical questions with little understanding of judgement.	Raises a number of critical questions with clear understanding of judgement.	Vast critical thinking and clear understanding of judgement. Follows proper mechanism of effective communication.
<b>Sequencing, and Recording Reflections</b>	Lack of connections and cohesiveness in writing.	Makes some personal connections with little cohesion in writing.	Makes considerable personal connections with proper cohesive writing style.	Connecting ideas and cohesive writing style is followed perfectly.

### **COURSE OUTCOMES (COS) & COGNITIVE LEVEL MAPPING**

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To thoroughly acquaint with the facts on journal writing.	<b>K<sub>1</sub>, K<sub>2</sub></b>
<b>CO2</b>	To apply the collected information and data relevantly in writing an article.	<b>K<sub>3</sub></b>
<b>CO3</b>	To analyse the data and the conceptual ideas while drafting an article.	<b>K<sub>4</sub></b>
<b>CO4</b>	To evaluate the various methods of journal writing in experiential education.	<b>K<sub>5</sub></b>
<b>CO5</b>	To systematically observe the situation and reflect with the feedback obtained from the stakeholders.	<b>K<sub>6</sub></b>

<b>Course Code</b>	<b>M213HT</b>
<b>Course Title</b>	<b>Hands-on Training</b>
<b>Credits</b>	<b>1</b>
<b>Hours</b>	<b>30</b>
<b>Category</b>	<b>Practicum</b>
<b>Semester</b>	<b>III</b>
<b>Regulation</b>	<b>2019</b>

### **Practicum Overview**

The practicum paper on Hands on Training enables the student teachers to imbibe the knowledge of the nuances of SPSS. It enables the researcher to understand the steps in data analysis, the appropriate statistics involved in the topic of selection and how to interpret the data. The student teachers will be able to complete the dissertation to come out with the research findings to the topic selected to complete the M.Ed. programme.

### **Practicum Objectives**

- To imbibe relevant information about the data collected.
- To instil the various aspects involved in data analysis.
- To analyse the various types of statistics involved in analysing the data.
- To apply the learnt knowledge to the collected data.
- To distinguish the difference between various statistical methods.

## **RUBRICS FOR ASSESSMENT**

<b>Criteria</b>	<b>Excellent-4</b>	<b>Good-3</b>	<b>Average-2</b>	<b>Poor-1</b>
<b>Organization of the data</b>	There is a logical organisation of the data. The researcher is guided through the chain of reasoning or progression of ideas.	Some aspects of the data are effectively integrated.	There may be parts of the data that are not coherently arranged.	Some aspects of the data are poorly integrated.
<b>Description of the data set</b>	what are the data; who compiled the data set; who is	Answers every reasonable question someone could	describing data set: answers some of those questions, but only about half	doesn't clearly tell where the data are from, and who compiled it.

	covered in the data set, etc.	have about the data set itself.		
<b>Visualizations of the data</b>	All tables and graphs are appropriately used and statistically sound. Graphs are properly labelled and visually pleasing.	Graphs and tables are included to some extent at appropriate points.	The table is easy to follow and clearly presented. Graphs are not properly labelled and not visually pleasing.	tables and graphics are not cohesively woven and not always appropriately applied. Graphs may make poor choices in terms of colours, data types, or fail to include proper labels. Some tables are missing, or is presented in a very jumbled way.
<b>Analysis of the data</b>	well thought out analysis; reasonable and thoughtful; well-done analysis	identifying the logical relations is good. The researcher is guided through the chain of reasoning or progression of ideas	Some aspects of the data are okay, but not effectively integrated.	There may be parts of the data have no clear analysis.
<b>Presentation of analysis of the data</b>	The presentation follows a logical structure, makes a compelling argument, and is interesting to and appropriate.	The presenter clearly presented the data and delivers their results confidently.	The presentation may presuppose familiarity with the data at hand.	The presenter shows a combination of lacking in presentation or understanding of the data
<b>Written Explanation of analysis of the data</b>	The explanation is clear, easy to follow, complete, and makes sense.	The written explanation has moments of clarity, occasionally difficult to follow the logic	The written explanation has moments of clarity, but also has moments of confusion;	no explanation or no clear explanation

## COURSE OUTCOMES (COS) & COGNITIVE LEVEL MAPPING

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To Outline the importance of data in making a decision	<b>K<sub>1</sub>, K<sub>2</sub></b>
<b>CO2</b>	To Describe the people and processes involved in the collected data	<b>K<sub>3</sub></b>
<b>CO3</b>	To Get guided, hands-on experience with SPSS to analyse data	<b>K<sub>4</sub></b>
<b>CO4</b>	To Learn how to use descriptive, predictive and prescriptive analytics to drive growth	<b>K<sub>5</sub></b>
<b>CO5</b>	Use analytics to extract insights from datasets and draw conclusions	<b>K<sub>6</sub></b>

<b>Practicum Code</b>	<b>M212PSW</b>
<b>Practicum Title</b>	<b>Synopsis Writing</b>
<b>Semester</b>	<b>II</b>
<b>Category</b>	<b>Research</b>
<b>Credit</b>	<b>2</b>
<b>Marks</b>	<b>50</b>
<b>Practicum Overview</b>	
<p>The student is expected to submit the overall structure of the research work in the form of a synopsis before the submission of the Research work to be carried out within the two- year duration. The synopsis should contain the objectives, hypotheses, topic of the study, research variables, tools for the study, sample of the study, statistical procedures and findings of the study.</p>	
<b>Practicum Objective</b>	
<p>To train the students to select a topic in the field of Education and enable to frame a plan and accomplish the Research work.</p>	

### RUBRICS FOR ASSESSMENT

<b>Score</b> <b>Area</b>	<b>Excellent</b> <b>(5)</b>	<b>Good</b> <b>(4)</b>	<b>Satisfactory</b> <b>(3)</b>	<b>Average</b> <b>(2.5)</b>
<b>Title</b>	more innovative and more relevant	innovative and relevant	Relevant to some extent	Relevant
<b>Abstract</b>	Precise and concise summary of the entire thesis.	concise summary of the entire thesis	summary of entire thesis to the expected level	Very less concise summary of a entire thesis.
<b>Introduction</b>	Stated very clear with the need and significance of the study	Clearly explained and mentioned the significance of the study	Write up with few modifications	More explanation needed to support the introduction

<b>Literature review</b>	Very much recent, apt, logical and related to current study	Concise, logical and related to current study	Focussed, concise, logical and related to a certain extent with the current study	Not related very much with the current study
<b>Objectives</b>	Very much Specific, Measurable, Attainable, Realistic, & Time-bound	Specific, Measurable, Attainable, Realistic, & Time- bound	specific, Measurable, Attainable, Realistic, & Time- bound to some extent	Less specific, Measurable, Attainable, Realistic, & Time- bound
<b>Hypotheses</b>	Stated the hypotheses clearly and appropriately.	Stated the hypothesis clearly	Stated the hypotheses to some extent	Stated the hypotheses in an ambiguous manner
<b>Methodology</b>	Discusses appropriate research methods and fully describes their use and application to the topic	Identifies appropriate research methods describes their use and application	Identifies appropriate research methods to some extent	Identifies inappropriate research methods
<b>Results and Interpretation</b>	Specific recommendations are completely aligned with the results and other findings	Specific recommendations are substantially aligned with the results and other findings	Specific recommendations are related to the results and other findings	Specific recommendations are unrelated to the results and other findings
<b>Conclusion</b>	Includes the summarization of all the chapters with the main points of the research and make the context clear	Includes the summarization of the chapters with the main points of the research and make the context clear	Includes the summarization of the chapters with some points of the research and make the context clear	The summarization of the chapters with very few points of the research and the context is not clear
<b>Bibliography</b>	Includes all literature cited; uses consistent, standard format and lists additional references with annotations	Includes all literature cited and uses consistent, standard format	Includes all literature cited and uses inconsistent or non-standard format to some extent	Does not include all literature cited and uses inconsistent or non-standard format



## COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To understand the concept of the format of synopsis writing	<b>K1, K2</b>
<b>CO2</b>	To identify and analyse the tools and statistical methods	<b>K3</b>
<b>CO3</b>	To synthesise and present the need and significance of the study	<b>K4</b>
<b>CO4</b>	To identify in how about the study stands unique from other studies	<b>K5</b>
<b>CO5</b>	To develop the strategies for writing synopsis	<b>K6</b>

**GENERAL  
RUBRICS B.ED.  
AND M.ED.**

<b>Practicum Title</b>	<b>Seminar/Assignment</b>
<p><b>Practicum Overview</b></p> <p>Assignments are essential for effective evaluation of understanding of concepts. Assignments are provided for each unit to evaluate the understanding and to enable student teachers to acquire more knowledge on the topics. Seminars enhances the teaching skill of student teachers.</p>	
<p><b>Practicum Objective</b></p> <p>To gain the knowledge as well as skills to apply various methods appropriate to disseminate the content.</p>	

### RUBRICS FOR ASSESSMENT

<b>Criteria/ Recommended Scores</b>	<b>Excellent (5)</b>	<b>Very Good (4)</b>	<b>Good (3)</b>	<b>Average (2)</b>	<b>Below Average (1)</b>
<b>Introduction of the of given topic and significance</b>	In-depth knowledge about the topic	Comprehension of the topic	Adequate knowledge of the topic	Minimal level of Knowledge on the topic	Inadequate Knowledge of the topic
<b>Body of the content and flow of content</b>	Main idea is focused and supported with detailed information	Main idea is clear and supported with general information	Main idea is fairly clear and supported with limited information	Main idea is not clear and random collection of information	Main idea is not clear and unorganized collection of information
<b>Relevance to the content</b>	Relevant and comprehensive information to substantiate the topic given with current updates and case studies	Relevant information supported with strong evidences	Relevant information with sufficient supporting evidences	Relevant information with insufficient supporting evidence	Inappropriate information with insufficient supporting evidence
<b>Conclusion, Reference and recent updated and Supportive materials</b>	Strong conclusion exhibiting in-depth knowledge on the subject. More than 15 references and pictures / paper clippings	Recognizable conclusion with supportive suggestions and Reference 5-10 without / with paper clippings	Inadequate conclusion Less than 5 references without supportive evidences	Irrelevant conclusion No originality, inappropriate reference and Supportive evidences	Absence of conclusion No originality, No reference and Supportive evidences

<b>Grammar/ Spelling</b>	Use of precise and descriptive language with no grammar or spelling errors	Use of descriptive language with 2 or 3 grammar or spelling errors	Use of some descriptive language with 4 or 5 grammar or spelling errors	Simple sentences with grammar or spelling errors	
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### **COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING**

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To know and compare the student's progress from beginning and at end each unit.	<b>K1, K2</b>
<b>CO2</b>	To apply the knowledge of gained in creating deeper understanding of concepts.	<b>K3</b>
<b>CO3</b>	To reflect upon knowledge acquired and discriminate the same effectively.	<b>K4</b>
<b>CO4</b>	To evaluate student's growth, reflects on strength and weakness of organizing content in a sequential order.	<b>K5</b>
<b>CO5</b>	To develop better understanding of concepts and teaching practice	<b>K6</b>

<b>Practicum Title</b>	<b>Practical Oriented Assignment</b>
<p><b>Practicum Overview</b></p> <p>Practical Oriented Assignments (POA) are essential for effective evaluation of understanding of concepts. POA are provided to evaluate the understanding and to enable student teachers to acquire more knowledge on the course.</p>	
<p><b>Practicum Objective</b></p> <p>To gain the knowledge as well as skills to apply various methods appropriate to disseminate the content.</p>	

### RUBRICS FOR ASSESSMENT

Marks Area	Excellent 5	Very Good 4	Good 3	Average 2	Poor 1
<b>Content Knowledge</b>	The exploration of content from reference books and social networking sites was beyond expectation	The exploration of content from reference books and social networking sites was commendable	The exploration of content from reference books and social networking sites was meeting the expectations of the course	The exploration of content from reference books and social networking sites is satisfactory	The exploration of content from reference books and social networking sites needs improvement
<b>Quality of Information</b>	Explanation was very clear and easy to understand	Explanation was clear and easy to understand	Explanation was adequate for the course expectation	Explanation and quality of information is satisfactory	Not explained in a logical manner
<b>Creativity</b>	Creativity and innovative ideas were remarkable	Creativity and innovative ideas were appreciable	Creativity and innovative ideas met the expectations	Creativity and innovative ideas are limited	Lack of creativity and innovative ideas
<b>On time Submission</b>	Completion of POA Submitted by the assigned due date.	POA was submitted a day late.	POA was submitted two days late	POA was submitted Four days late.	POA was submitted a week late.

<b>Overall presentation</b>	The subject matter, artistic skills and written language are very much appealing	The subject matter, artistic skills and written language are appealing	The subject matter, artistic skills and written language are satisfactory	More time and effort could have been put into improving the presentation	Needs to be neatly improved and lack of Presentation
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### **COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING**

<b>COs</b>	<b>CO Description</b>	<b>Cognitive Level</b>
<b>CO1</b>	To analyze student's understanding of content.	<b>K1, K2</b>
<b>CO2</b>	To apply the knowledge of gained in creating deeper understanding of concepts.	<b>K3</b>
<b>CO3</b>	To reflect upon knowledge acquired	<b>K4</b>
<b>CO4</b>	To evaluate creativity and depth of content knowledge	<b>K5</b>
<b>CO5</b>	To develop interest and apply knowledge acquired in their performance.	<b>K6</b>