



*Where talent meets opportunity*

# **SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES**

**VISION, MISSION, PROGRAMME  
OUTCOMES, PROGRAMME SPECIFIC  
OUTCOMES & COURSE OUTCOMES**

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**SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES**  
**FACULTY OF EDUCATION**

**Outcome based Curriculum for  
Department of B.Ed.**

(1) **Vision:-** Education Department includes moral values based on skills, oriented from teaching learning. We believe in developing education such as rising awareness and consciences among the students. Our vision is to adopt humble expression, visionary and impart quality to B.Ed. Students. We believe in the development of Co-Curricular activities and determination of good academics and conducive atmosphere in the path of education.

(2) **Mission:**

- Education Department makes work approaches & prepare B.Ed. students, not only with the sound knowledge but also with sound mind.
- It became our mission to produce the educational and technical resources with human values and connect B.Ed. teachers with balance mind body and soul.
- We believe the learning always helps in growing, so we provide the quality education to develop the educational growth.

(3) **Program Educational Preambles (PEO's):**

- To develop an awareness of the professional ethics.
- To develop an understanding of the objectives and scopes of secondary education.
- It is likely that student teachers will begin the program with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course.
- To familiarize students with designing of curriculum and practical experience in evaluating and reviewing curriculum.
- To become aware of different contexts of learning and establish schools as a special environment for learning.
- Bachelor of Education (B.Ed.) Program lecture, tutorial and practical (LTP) encourages practical, creativity assignments and task for courses.
- Core Course/Course paper
- Prepare plans, organize field trip.
- 

(4) **Programme Outcomes (PO's):**

**PO-01: Teaching knowledge:** An ability to apply knowledge of psychology, philosophy, Teaching methodology to solve the problems of students.

**PO-02: Problem Analysis:** An Identity research have literature principal, theories, Achievement, test, adjustment, management of the valuation, importance of the values, principles of the personality, importance of learning etc. analysis of the interpretation of data and synthesis information to provide the valid conclusion.

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**PO-03: Design/Development of Solution:-** Educational Psychological strategies designs development frame work of the B.Ed syllabus and Conduct investigations of complex problems and helps to solve it.

**PO-04: Investigation :-** Research based knowledge solve the problems.

**PO-05: Modern Tool Usage:** Teaching aids and modern tools are used to create and select the models, posters, painting arts, skill and different techniques.

**PO-06: Teacher and Society :-** An ability to apply classroom reasoning, informed by contextual knowledge to assess social health, safety, legal and cultural, issues and the consequent responsibility relevant to professional practice to solve complex educational problems.

**PO-07: Environment and sustainability:-** Effects of the environmental Education includes environmental awareness, biodiversity, conservation role of the school, environmental conservation and sustainable development, teaching method of the environmental education, group discussion, seminar, workshop and distance teaching project methods etc.

**PO-08: Ethics:** Ethical values apply principles and responsibilities of creating a good nation.

**PO-09: Individual and Team Work: :** Function effectively as an individual and as a member of team and in multidisciplinary settings.

**PO-10: Communication:** Communicate effectively with the B.Ed. skill, these skills are under the micro teaching and used in the practice of teaching for lesson plan, Unit plan. Explaining, lecturing reinforcement, stimulus variation, effective communication etc.

**PO-11: Project Management:** Geographical survey demonstrate knowledge and understanding of the project. Preparation for the Sehore project report is based on a local geographical survey of the field trip.

**PO-12: Life-Long Learning:** Learning is the universal life long process, we develop the ability to engage in independent and lifelong learning in the broadest context of education change.

#### **(5) Program Specific Outcomes (PSOs)**

**PSO-1** Trained B.Ed. students are active and can demonstrate their teaching skills.

**PSO- 2** The B.Ed. program describe the Knowledge of values that student should be able to demonstrate as a result of completing B.Ed. course. They are able to grasp the Psychology of students and able to solve their problems.

  
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06) Programme PO's and PSO's Mapping

S.No	Program	Courses Category	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO 1
			Teaching knowledge	Problem Analysis	Design/Development of Solution	Investigation	Modern Tool Usage	The Teaching and Society	Environment and Sustainability	Ethics	Individual and Team Work	Communication	Project Management	Life-Long Learning	
1	Sem-I	Childhood and Growing up	*	*		*	*	*	*	*	*	*	*	*	
		Education in India Status, Problems and Issues	*	*		*	*		*	*	*		*	*	
3		Language across the curriculum Part I	*	*	*	*	*	*	*	*	*	*	*	*	*
4		Curriculum Development and school	*	*	*	*	*	*	*	*	*	*	*	*	*
5		EPC 1 Reading and reflecting on Texts	*	*	*	*	*	*	*	*	*	*	*	*	*
7	Sem-II	Learning and teaching	*	*	*	*	*	*	*	*	*			*	*
		PC 1 Pedagogy of a school	*	*	*	*	*	*	*	*	*	*	*	*	*
		subject Part I, Subject :	*	*	*	*	*	*	*	*	*	*	*	*	*
		Physical Science/Biol	*	*	*	*	*	*	*	*	*	*	*	*	*
9		gy/Maths/ Social	*	*	*	*	*	*	*	*	*	*	*	*	

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6	Learning and teaching	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
8	PC I Pedagogy of a school	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	subject Part I, Subject:	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Physical Science/Bio	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	gy/Maths/ Social	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Sciences, Language	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	(Hindi, English, Urdu,	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Sanskrit)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
9	PC II Pedagogy of school	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
subject part II subject:	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Chemistry, Physics/	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
History/Civics/Geo graphy	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Economics/Comme rce	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	

  
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Pedagogy of a school subject (part II)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
School internship	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Educational Psychology Practice	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender school and society	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Educational technology and ICT	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Creating an Inclusive school	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Optional course (Any one of the subject)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
A Value education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
B Futurology in Education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
C Health and Physical Education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Guidance and counseling in school	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Action Research	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
EPC- 3 Understanding the self	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
EPC-4 Understand of ICT	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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**Outcome based Curriculum for  
Department of B.Ed.**

**(07) Semester wise PO's and SPO's Mapping**

Year /sem	Name of the Courses/POs(Basic, Core Electives, Projects, Internships etc.)	PO 1	PO 2	PO3	PO4	PO5	PO6	PO7	PO 8	PO9	PO10	PO11	PO12	PS O 1	PS O
		Teaching knowledge	Professional Analysis	Design/Development of Solution	Investigation	Modern Tool Usage	Teacher and society	Environment and Sustainability	Ethics	Individual and Team Work	Communication	Project Management	Life-Long Learning		
Semester-Ist	Childhood and Growing up	*	*	*	*	*	*	*	*	*	*	*	*		
	Education in India Status, Problems and Issues	*	*	*	*	*	*	*	*	*	*	*	*		
	Language across the curriculum Part I	*	*	*	*	*	*	*	*	*	*	*	*		
	Curriculum Development and school	*	*	*	*	*	*	*	*	*	*	*	*		
	EPC I Reading and reflecting on Texts	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Language Lab					*			*	*	*		*		
	Self Study / GD Seminar	*	*	*	*	*			*	*		*	*		
Semester-IIInd	Learning and teaching	*	*	*	*								*		

  
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## Outcome based Curriculum for Department of B.Ed.

Semester-IInd	PC I Pedagogy of a school	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	subject Part 1, Subject :	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Physical	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Science/Hindi	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	gy/Maths/ Social	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Sciences, Language	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	(Hindi, English, Urdu,	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Sanskrit)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Semester-IIInd	PC II Pedagogy of school	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	subject part II subject :	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Chemistry, Physics/	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	History/Civics/Geography	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	/Economics/Commerce	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

  
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**Outcome based Curriculum for  
Department of B.Ed.**

Semester-IIIrd	Language across the curriculum Part-2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	EPC-2 Drama and art in Education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Self Study/GD Seminar	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Pedagogy of a school subject (part II)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	School Internship	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	EPC-1 Educational Psychology practice	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Gender school and society	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Educational technology and ICT	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Creating an Inclusive school	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Optional course (Any one of the subject)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	A Value education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	B Futurology in Education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	C Health and Physical Education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Semester-IV th	Guidance and counseling in school	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Action Research	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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	EPC- Understanding the self	3	*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	EPC- Understanding the self	3	*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

8) **Structure of Programme:** To fulfill the need of development of all the POs/ GAs, as per above mapping, the following semester wise programme structure are as under.

[L = Lecture, T = Tutorials, P = Practical's & C = Credits]

Total Credits\* = 92

**Definition of Credit:**

Lecture (L) per week	1 Credit
Hr. Tutorial (T) per week	1 Credit
Hr. Practical (P) per week	0.5 Credit
Hours Practical (Lab)/week	1 Credit

  
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9) Scheme of Examination

S. No.	Subject Code	Subject Name	Maximum Marks (Theory Slot)				Maximum Marks (Practical Slot)				Periods/ hour/ week			Credits	Total Marks
			End Sem. Exam.	End Sem. Exam.	Internal Exam & Internal Record	Internal Exam & Internal Record	End Sem. Practical & Viva (External)	Practical Record (Internal)		L	T	P			
								Max	Mini				Max		
Group A : Core Course			Max	Mini	Max	Mini	Max	Mini	Max	Mini					
1	ED-101 (TH)	Childhood & Growing Up	60	22	40	14	---	---	---	---	6	---	---	6	10
2	ED-102(TH)	Education in India - Status, Problems and Issues	60	22	40	14	---	---	---	---	6	---	---	6	10
3	ED-103(TH)	Language across the curriculum - Part I	30	11	20	7	---	---	---	---	4	---	---	4	50
4	ED-104(TH)	Curriculum Development & School	60	22	40	14	---	---	---	---	6	---	---	6	100
5	ED-105 EPC- I(PR)	Reading and Reflecting on Texts	---	---	---	---	30	11	20	7	---	---	4	2	50
<b>Total</b>			<b>210</b>	<b>---</b>	<b>140</b>	<b>---</b>	<b>30</b>	<b>---</b>	<b>20</b>	<b>---</b>	<b>22</b>	<b>---</b>	<b>4</b>	<b>2</b>	<b>400</b>

Note : Assignments & Tasks For Courses 101,102,103 & 104  
EPC-I : (Encouraging Practical Creativity) ED-105

  
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**Sri Satya Sai University of Technology and Medical Sciences, Sehore**

Department:- Faculty of Education

Outcome Based Curriculum

Programme: Bachelor of Arts And Bachelor of Education (B.A.B.Ed)

**Vision:**

Development of creative, human and progressive teachers acting as catalysts for social change through a distinctive teacher education program which is embedded with value and professionalism in its approach.

**Mission:**

- To prepare teachers excelling in teaching and research methodology.
- To foster skills and attitude for teachers to discharge their duties and functions in such a way as to provide significant inputs in school education.
- To prepare teachers to fully utilize potentialities of information technology and communication methodology.

**Programme Educational Objectives:**

**PEO1:** To integrate general studies comprising science, social science humanities and professional studies to provide a strong foundation to future teachers.

**PEO2:** To maintain a balance between theoretical and practical components of the programme, thus representing a wide knowledge base of a school teacher.

**PEO3:** To train teachers for upper primary and secondary stages of school education.

  
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## POs of the Programme:

POs-1: To promote capabilities for inculcating national values and goals as mentioned in the constitution of India.

POs-2: To act as agents of modernization and social change.

POs-3: To promote social cohesion, international understanding and protection of human rights and right of the child.

POs-4: Students can go for a career option in various areas following successful accomplishment.

POs-5: To use competencies and skills needed for becoming an effective teacher.

POs-6: After completion of this course students can go for M.A, M.Ed, or PhD and choose teaching as career either in school or in university.

POs-7: To be sensitive about emerging issues such as environment, population gender equality, legal literacy etc.

POs-8: To inculcate rational thinking and scientific temper among the students.

POs-9: To develop critical awareness about the social realities among the students.

## PROGRAM SPECIFIC OUTCOMES (PSOs)

On completion of this course, the graduates will be able to:

PSO 1: Analyze the secondary school curriculum of various schools affiliated to different Boards.

PSO 2: Make use of subject specific pedagogical knowledge and skills

PSO 3: Practice skills and approaches for enhancing understanding of subject matter knowledge to be taught in secondary schools.

PSO 4: Appreciate the role of teacher in prevailing socio-cultural and political systems in general and education system in particular.

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## POs and PSOs Mapping

Every course leads to some outcomes. All the courses must cover the stated list of PO/PSO outcomes. One way of verifying this to prepare a match matrix as shown below. In the table below

BA, BED	Course Code	Programme Outcomes									specific Programme outcomes			
		POs-1	POs-2	POs-3	POs-4	POs-5	POs-6	POs-7	POs-8	POs-9	PSO-1	PSO-2	PSO-3	
Foundation Course (Hindi & English & Moral values)	101	*	*		*			*	*	*	*	*	*	*
Sociology	102(A)	*	*				*	*	*	*		*		
Economics	102 (B)	*			*		*	*	*	*	*	*	*	
History: History of India (From early age to 1200 AD)	103	*			*		*	*	*	*	*	*		
Political Science	104		*				*		*	*		*	*	
Childhood & Growing UP	105		*				*		*	*	*	*	*	
Education in India status Problems & Issues	106	*	*	*	*	*	*	*	*	*	*	*		
Foundation Course (Hindi & English & Moral values)	201		*		*			*	*	*	*	*	*	
Sociology	202(A)	*	*				*	*	*	*		*	*	
Economics	202 (B)	*	*	*			*	*	*	*	*	*	*	
History (World History from 1871 AD to 1945 AD)	203	*	*	*	*	*	*		*	*	*	*	*	
Political Science	204	*	*	*	*	*	*	*	*	*		*		
Language Across the curriculum Part-I	205	*	*	*	*			*	*	*	*	*	*	
Curriculum Development & School	206	*			*	*	*	*				*	*	
Reading & Reflecting on Texts	207	*	*	*	*	*	*	*	*	*	*	*	*	
Foundation Course (Hindi & English & Moral values)	301	*	*		*			*	*	*	*	*	*	
Sociology	302(A)	*	*				*	*	*	*		*		
Economics	302 (B)	*			*		*	*	*	*	*	*	*	
History: History of India	303	*			*		*	*	*	*	*	*		

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Political Science	304		*				*		*	*		*	*	
Education Policies School Leadership and Management	305		*				*		*	*	*	*	*	*
Gender School & Society	306	*	*		*			*	*	*	*	*	*	*
Foundation Course (Hindi & English & Moral values)	401	*	*				*	*	*	*		*		
Sociology(Tribal Society),	402(A)	*			*		*	*	*	*	*	*	*	*
Economics (Indian Economy)	402 (B)	*			*		*	*	*	*	*	*	*	
History: History, From (1688 To 1867 AD)	403		*				*		*	*		*	*	
Political Science (Comparative Government and Politics)	404		*				*		*	*	*	*	*	*
Integration Across the Curriculum Part-II	405	*	*		*			*	*	*	*	*	*	*
Creating An Inclusive School	406	*	*				*	*	*	*		*		
Drama and Art in Education	407	*			*		*	*	*	*	*	*	*	*
Foundation course (Hindi & English & Moral values)	501	*			*		*	*	*	*	*	*	*	
Sociology(Basic of Sociological Thoughts)	502(A)		*				*		*	*		*	*	
Economics (Development and Environment Economics)	502 (B)		*				*		*	*	*	*	*	*
History: History (1800-1900)	503	*	*		*			*	*	*	*	*	*	*
Political Science (Indian Foreign Policy)	504	*	*				*	*	*	*		*		
Learning & Teaching	505	*			*		*	*	*	*	*	*	*	*
Educational Technology & ICT	506	*			*		*	*	*	*	*	*	*	
Foundation course (Hindi & English & Moral values)	601		*				*		*	*		*	*	
Sociology(Methods of Social Research)	602(A)		*				*		*	*	*	*	*	*
Economics (Statistics )	602 (B)	*	*		*			*	*	*	*	*	*	*
History: History (INM)	603	*	*				*	*	*	*		*		
Political Science (Paper Public Administration)	604	*			*		*	*	*	*	*	*	*	*
Optional course : (Any one of the subject) a. Value Education b. Health and physical c. Guidance and counseling in School d. Environmental education e. Action Research	605	*			*		*	*	*	*	*	*	*	
Understanding the self	606		*				*		*	*		*	*	
Understanding of ICT	607		*				*		*	*	*	*	*	*

  
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VII semester	Pre- Internship	701	*	*	*	*	*	*	*	*	*	*	*	*	*
	Internship	702	*	*	*	*	*	*	*	*	*	*	*	*	*
	External Final Teaching	703	*	*				*	*	*	*	*	*	*	*
	Post- Internship	704	*	*	*	*	*	*	*	*	*	*	*	*	*
	Action Research	705	*	*		*	*	*		*	*		*		*
	C. of Edu. Com. For field Report	706	*	*	*	*		*	*	*	*		*	*	*
VIII Semester	School Management	801	*	*	*	*	*		*	*	*	*	*	*	*
	Social	802	*	*	*	*	*	*	*	*	*	*	*	*	*
	Economics	802	*	*	*		*	*	*	*	*	*	*	*	*
	History	803	*	*		*	*	*	*	*	*	*		*	*
	Political Science	804	*	*	*	*	*	*	*	*	*	*	*	*	*
	Yoga Education	805	*	*		*	*		*	*		*		*	*
	Pedagogy School Subject Part-II	806	*	*	*	*	*		*	*	*		*	*	*
	Education Psychology Practical	807	*	*		*	*	*	*	*	*	*	*	*	*

  
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### Structure of Programme:

To fulfil the need of development of all the POs/ GAs, as per above mapping, university decided to have following semester wise programme structure.

### Course Outcomes

Year	SUBJECT CODE	SUBJECT	COURSE OUTCOME
FIRST	101	Foundation Course (Hindi & English & Moral values)	This paper familiarizes the students with history of Hindi literature acquainting them with contemporary society and culture of ancient India
	102 (A)	Sociology	The following learning goals and outcomes identify the means by which the preceding general statements of purpose are to be accomplished. The order of presentation reflects no priority or hierarchy.
	102 (B)	Economics	Economics contains a core group of theory courses, a series of quantitative skills courses, and field specialization courses that involve the applications of economic theory and quantitative analysis to major areas of study within the discipline. It is our goal to help our students achieve a certain set of learning outcomes.
	103	History: History of India (From early age to 1200 AD)	Students are able to understand the genesis of history and development of history writing in different country as well as in India.
	104	Political Science	Students will develop an understanding of core political science concepts and theories within multiple disciplinary subfields and be able to apply them to the analysis of the political world. Specifically, students in subfield
	105	Childhood & Growing UP	How does early childhood education influence school success? Early childhood education (ECE) consists of <i>organized supervised programs with social and educational goals for children (of up to school entry age) in the temporary absence of their parents</i> , and encompasses a diversity of programs, varying in hours of operation, ages of children and socio-economic status (SES) of families. Examples include part-day preschools, child-care centres, early intervention and family day-care programs.

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SECOND

	106	Education in India status Problems & Issues	Describe the salient features of education in ancient and medieval India. Discuss the growth of modern system of education based on the documents and reports in British India CO3: Compare and assess with significant points the educational recommendations of various Commissions in Independent India till 1992 CO4: Outline the development of education in Mizoram in historical
	201	Foundation Course (Hindi & English & Moral values)	This paper seeks to acquaint with social political and cultural background of contemporary society through the history of Hindi literature from medieval modern
	202 (A)	Sociology	Identify the current goals of Sociology. Compare and contrast the three main sociological theories in sociology. Apply social theories correctly to examples of current or historical events. Analyze specific sociological topics, utilizing the major theoretical models that are appropriate for each specific topic.
	202(B)	Economics	Students will learn how markets organize core economic activities, such as production, distribution, and consumption and the growth of productive resources. Students will learn about the determinants of macroeconomic conditions (national output, employment, and inflation), causes of business cycles, and interactions of monetary and fiscal policy.
	203	History (World History from 1871 AD to 1945 AD)	Explain and analyze a key historical event or process in the area and during the period under study Understand the diversity of the human experience as influenced by geographical location, race, ethnicity, cultural traditions, gender and class Analyze historical processes that shape individuals and communities, drawing on detailed knowledge about the history of the area under study
	204	Political Science	Discuss the theory and apply the methodology of comparative analysis within the discipline of political science. Analyze contemporary problems in the countries under consideration in light of the conceptual frameworks presented in class. List the differences between scholarly and popular publications in Comparative Politics.
	205	Language Across the curriculum Part-I	The emphasis on integration and generalizable skills helps students draw connections between courses and between coursework and other kinds of knowledge, enhancing student engagement. Students understand the conditions and goals of their assessment.

  
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	206	Curriculum Development & School	Curriculum development describes all the ways in which teaching or training organization plans and guides learning. This learning can take place in groups or with individual learners. It can take place inside or outside the classroom. It can take place in an institutional setting like school, college, training center, or in a village or a field. It is central to the teaching-learning process.
	207	Reading & Reflecting on Texts	Exhibit metacognitive awareness to become conscious of their own thinking processes as they engage in reading diverse texts. $\text{\textcircled{R}}$ build their capacities as readers and writers by becoming participants in the process of reading, plan the readings interactively - individually and in small groups. $\text{\textcircled{R}}$ appraise the writings with a sense of purpose and audience, through tasks such as, responding to a text with one's own opinions or writing <del>within the context of other's ideas</del>
THIRD	301	Foundation Course (Hindi & English & Moral values)	This paper seeks to acquaint the students with various formal and thematic aspects of Hindi poetry beginning from devotional poems belonging to poets of different ages including the modern age.
	302 (A)	Sociology	The following learning goals and outcomes identify the means by which the preceding general statements of purpose are to be accomplished. The order of presentation reflects no priority or hierarchy.
	302 (B)	Economics	Economics students in general will be able to pinpoint and understand the past, present economic conditions of the country. They will also be able to forecast the future course of changes and development through their knowledge of policies and programmes set by the governments and other development agencies. They are equipped with the techniques to find solution of the problems like <del>mobilization of manpower and materials</del>
	303	History: History of India	The course enlightens the students on the social developments in India from the Gupta to the early medieval periods. • It teaches the analyzation of • the economic conditions of India during the said period. • The course inculcates to the students, the political and cultural development of the said period.
	304	Political Science	Discuss the theory and apply the methodology of comparative analysis within the discipline of political science. Analyze contemporary problems in the countries under consideration in light of the conceptual frameworks presented in class. List the differences between scholarly and popular publications in Comparative Politics.

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	305	Education Policies School Leadership and Management	Discuss the basic concept of educational management and compare the different types of management. Outline the procedure to be followed in educational planning. Analyze the problems of financing educational institutions and generate realistic solutions based on their sources of income
	306	Gender School & Society	• The course familiarizes the students with the economic developments of the said period and intended to analyze it by reinterpreting the existing primary and secondary sources.
FOURTH	401	Foundation Course (Hindi & English & Moral values)	This paper includes modern Hindi poetry of great poets like Jayashankar Prasad, Nirala acquainting the students about the concept of modern age and society.
	402(A)	Sociology(Tribal Society),	The following learning goals and outcomes identify the means by which the preceding general statements of purpose are to be accomplished. The order of presentation reflects no priority or hierarchy.
	402(B)	Economics (Indian Economy)	Develop ideas of the basic characteristics of Indian economy, its potential on natural resources.
	403	History: History, From (1688 To 1867 AD)	The course inculcates the knowledge of social developments in India from the Chalcolithic period upto the post-Maurya period. • The course familiarizes the students with the economic developments of the said period and intended to analyze it by reinterpreting the existing primary and secondary sources. • The course
	404	Political Science (Comparative Government and Politics)	Students will develop an understanding of core political science concepts and theories within multiple disciplinary subfields and be able to apply them to the analysis of the political world. Specifically, students in subfield Introductory courses (2000 level) will be able to:
	405	Language Across the Curriculum Part-II	Demonstrate an understanding the concept, functions, types, importance and scopes of Curriculum. Outline the process of Curriculum Construction and the Principles of Curriculum Construction.

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	408	Creating An Inclusive School	Demonstrate an understanding the concept, functions, types, importance and scopes of Curriculum. Outline the process of Curriculum Construction and the Principles of Curriculum Construction.
	407	Drama and Art in Education	Understand the historical and socio-political background of Drama in Literature. Understand the concepts of religious drama, tragedy, comedy and contemplate their philosophical and psychological relevance. Critically analyze, understand and make an informed critique on characters and situations thus developing their analytical
FIFTH	501	Foundation course (Hindi & English & Moral values)	This course includes modern Hindi poems of eminent writers acquainting the students of the nation and cultural taste and the theory of impersonality a prominent tenets of modern poetry.
	502(A)	Sociology(Basic of Sociological Thoughts)	Demonstrate the basic concept of Social Administration and its importance in the Modern State. . Identify the social problems and the laws implemented to solve them. . Describe the concept of social welfare planning and role of voluntary organizations at the Centre, State and Local levels.
	502(B)	Economics (Development and Environment Economics)	Realize the importance and influence of environment on the economy including the quality of manpower. Arouse their feelings to make cleaner environment so as to achieve harmonious development. Understand that environmental problem is not the problem of a single country or region but a global problem/issue. Hence,
	503	History: History (1800-1900)	The course enlightens the students on the social developments in India from the Gupta to the early medieval periods. • It teaches the analyzation of • the economic conditions of India during the said period. • The course inculcates to the students, the political and cultural development of the said period.
	504	Political Science (Indian Foreign Policy)	Students will develop an understanding of core political science concepts and theories within multiple disciplinary subfields and be able to apply them to the analysis of the political world. Specifically, students in subfield Introductory courses (2000 level) will be able to:

  
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	505	Learning & Teaching	<p>By focusing on the application of knowledge and skills learned in a course and on the integration of knowledge and skills with other areas of their lives, students are more connected to their learning and to the material of the course.</p> <p>The emphasis on integration and generalizable skills helps students draw connections between courses and between coursework and other kinds of knowledge, enhancing student engagement. Students understand the conditions and goals of their assessment.</p>
	506	Educational Technology & ICT	<p>Identify, describe, and apply emerging technologies in teaching and learning environments</p> <p>Demonstrate knowledge, attitudes, and skills of digital age work and learning</p> <p>Plan, design, and assess effective learning environments and experiences</p> <p>Implement curriculum methods and strategies that use technology to maximize student learning</p> <p>Develop technology-enabled assessment and evaluation strategies</p> <p>Compare and contrast social, ethical, and legal issues surrounding technology</p> <p>Facilitate instruction in the new literacies that emerge within digital / interactive learning environments</p>
	601	Foundation course (Hindi & English & Moral values)	<p>This paper includes modern Hindi poetry of great poets like Munshi Premchand acquainting the students about the concept of modern age and society.</p>
SIX	602(A)	Sociology(Methods of Social Research)	<p>Understand the aspects of Administrative Structures in Social Administration. Explain the different personnel roles in the welfare of Social Welfare administration.</p>
	602(B)	Economics (Statistics )	<p>Demonstrate knowledge and understanding of the basic issues in Economic Development. Understand the various aspects of India's economy. Students will learn to apply economic theories and methodologies in analyzing economic issues in various sub-fields of applied microeconomics and international economics.</p>
	603	History: History (INM)	<p>The course enlightens the students on the social developments in India from the Gupta to the early medieval periods. • It teaches the analyzation of • the economic conditions of India during the said period. • The course inculcates to the students, the political and cultural development of the said period.</p>

  
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604	Political Science (Paper Public Administration)	Demonstrate key Indian thinkers from ancient to contemporary period. Comparative study of thinkers on similar concepts. Understand the various political thinkers in different historical backdrop and different environment shaping them.
605	Optional course : (Any one of the subject) a. Value Education b. Health and physical c. Guidance and counseling in School d. Environmental education e. Action Research	Describe the different types of educational research and the needs of educational research. Discuss the concept of variables and hypotheses, their nature, importance and types. Write an essay on the various functions of evaluation in Education. Identify the nature of good measuring instrument and the scales of measurement Describe the meaning and importance of guidance and counseling. Classify and compare the various records for assessing the students' strengths and weaknesses. Recognized the difference between Educational and Vocational guidance to meet the multiple needs of vocational guidance
606	Understanding the self	Learn in both an independent and co-operative manner, using a range of styles and strategies;  Analyse and evaluate theories and evidence, thinking laterally and conceptually;  Communicate fluently and effectively in speech and writing, presenting coherent arguments.
607	Understanding of ICT	Students will access, use and communicate information from a variety of technologies. Students will seek alternative viewpoints, using information technologies. Students will critically assess information accessed through the use of a variety of technologies. Students will use organizational processes and tools to manage inquiry. Students will use technology to aid collaboration during inquiry. Students will use technology to investigate and/or solve problems. Students will use electronic research techniques to construct personal knowledge and meaning.

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BA, BED

Programme Outcomes

specific Programme outcomes

Course Outcomes

	Programme Outcomes									specific Programme outcomes				Course Outcomes
	POs-1	POs-2	POs-3	POs-4	POs-5	POs-6	POs-7	POs-8	POs-9	PSO-1	PSO-2	PSO-3	PSO-4	COS
Foundation Course (Hindi & English & Moral values)	*	*		*			*	*	*	*	*	*	*	Cos1
Sociology	*	*				*	*	*	*		*			Cos2
Economics	*			*		*	*	*	*	*	*	*	*	Cos3
History: History of India (From early age to 1200 AD)	*			*		*	*	*	*	*	*			Cos4
Political Science		*				*		*	*		*	*		Cos5
Childhood & Growing UP		*				*		*	*	*	*	*	*	Cos6
Education in India status Problems & Issues	*	*	*	*	*	*	*	*	*	*	*			Cos7
Foundation Course (Hindi & English & Moral values)		*		*			*	*	*	*	*		*	Cos8
Sociology	*	*				*	*	*	*		*	*		Cos9
Economics	*	*	*			*	*	*	*	*	*		*	Cos10
History (World History from 1871 AD to 1945 AD)	*	*	*	*	*	*		*	*	*	*	*		Cos11
Political Science	*	*	*	*	*	*	*	*	*		*			Cos12
Language Across the curriculum Part-I	*	*	*	*			*	*	*	*	*	*		Cos13
Curriculum Development & School	*			*	*	*	*				*	*	*	Cos14
Reading & Reflecting on Texts	*	*	*	*	*	*	*	*	*	*	*	*	*	Cos15
Foundation Course (Hindi & English & Moral values)	*	*		*			*	*	*	*	*	*	*	Cos16
Sociology	*	*				*	*	*	*		*			Cos17
Economics	*			*		*	*	*	*	*	*	*	*	Cos18
History: History of India	*			*		*	*	*	*	*	*			Cos19
Political Science		*				*		*	*		*	*		Cos20
Education Policies School Leadership and Management		*				*		*	*	*	*	*	*	Cos21
Gender School & Society	*	*		*			*	*	*	*	*	*	*	Cos22
Foundation Course (Hindi & English & Moral values)	*	*				*	*	*	*		*			Cos23

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Sociology(Tribal Society),	*			*		*	*	*	*	*	*	*	*	Cos24
Economics (Indian Economy)	*			*		*	*	*	*	*	*			Cos25
History: History, From (1688 To 1867 D)		*				*		*	*	*	*	*		Cos26
Political Science (Comparative Government and Politics)		*				*		*	*	*	*	*	*	Cos27
Language Across the Curriculum Part-II	*	*		*			*	*	*	*	*	*	*	Cos28
Creating An Inclusive School	*	*				*	*	*	*	*	*			Cos29
Drama and Art in Education	*			*		*	*	*	*	*	*	*	*	Cos30
Foundation course (Hindi & English & Moral values)	*			*		*	*	*	*	*	*	*		Cos31
Sociology(Basic of Sociological thoughts)		*				*		*	*	*	*	*		Cos32
Economics (Development and Environment Economics)		*				*		*	*	*	*	*	*	Cos33
History: History (1800-1900)	*	*		*			*	*	*	*	*	*	*	Cos34
Political Science (Indian Foreign Policy)	*	*				*	*	*	*	*	*			Cos35
Learning & Teaching	*			*		*	*	*	*	*	*	*	*	Cos36
Educational Technology & ICT	*			*		*	*	*	*	*	*	*		Cos37
Foundation course (Hindi & English & Moral values)		*				*		*	*	*	*	*		Cos38
Sociology(Methods of Social Research)		*				*		*	*	*	*	*	*	Cos39
Economics (Statistics )	*	*		*			*	*	*	*	*	*	*	Cos40
History: History (INM)	*	*				*	*	*	*	*	*			Cos41
Political Science (Paper Public Administration)	*			*		*	*	*	*	*	*	*	*	Cos42
Optional course : (Any one of the subject) a. Value Education b. Health and physical c. Guidance and counseling in School d. Environmental education e. Action Research	*			*		*	*	*	*	*	*	*		Cos43
Understanding the self		*				*		*	*	*	*	*		Cos44
Understanding of ICT		*				*		*	*	*	*	*	*	Cos45

  
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**Structure of Programme:** To fulfill the need of development of all the POs/ GAs, as per above mapping, the following semester wise programme structure are as under.

**[L= Lecture, T = Tutorials, P = Practical's & M = Marks]**

**Total Marks= 4800**

**Structure of Undergraduate BABED Program:**

S.No.	Course Category	Marking of Curriculum
1.	Humanities and Social Sciences including Management	800
2.	Professional Core Subjects	1750
3.	Professional Subjects: Subjects relevant to chosen specialization/branch	1350
4.	Open Subjects: Electives from other technical and/or emerging subjects	900
	<b>Total</b>	<b>4800</b>

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