



Integral University, Lucknow

Effective from Session: 2020-2021							
Course Code	ED 502	Title of the Course	Problems of Modern Indian Education	L	T	P	C
Year	2 nd	Semester	4 th	3	1	0	4
Pre-Requisite	Graduation	Co-requisite	Nil				
Course Objectives	<p>To appreciate the unity and strengths of Indian diversities based on region, religion, gender, languages, socio-economic factors like caste, means of livelihood etc.</p> <p>To acquire knowledge about the salient features of our Constitution and constitutional measures to protect diversities</p> <p>To develop understanding of the issues in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc.</p> <p>To appraise about the policy initiatives taken in education reform during post independent India.</p> <p>To develop overall understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country.</p> <p>To develop understanding of the issues, and challenges faced by Indian contemporary Society.</p>						

Course Outcomes	
CO1	Understand different commissions and policies of education post-independence era.
CO2	Understand issues and policies of secondary education system.
CO3	Discuss about contemporary education system.
CO4	Discuss about issues of contemporary education system
CO5	Explain initiatives taken by the government to develop education system in India.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Development of Modern Indian Education	Education in Post-Independence Period: Mudaliar Commission(1952), Education Commission (1964-66), NPE 1968, NPE 1986 and its modified version 1992, Learning Without Burden-1993 NCF 2005 Knowledge Commission (2006) Justice Verma Commission-2012	8	1
2	Issues and policies for Secondary Education	Dropout, Retention, RTE-2009, Constitutional provisions of education for SC, ST, OBC, and girl child, Idea of Common School System, National System of Education, Language Policy	8	2
3	Contemporary Indian Education: Concerns	A critical review of the present school system: A stratified government school system, Education Guarantee Scheme, Alternative Schools, Kendriya, Navodaya and Pratibha Vikas Vidyalayas, KGBV	8	3
4	Contemporary Indian Education: Issues	Problems in Modern Indian Education Problems of nationalization, Equality of educational opportunities Diversification of curriculum	8	4
5	: Initiatives of The Government of India	Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Mid-day Meal Schemes for girls, SC, ST and Marginalized Group, ICT In School Education:- National Repository of Open Educational Resources(NROER), Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching(PMNMNTT)	8	5

Reference Books:

1. Anand, C.L. et.al. (1983). Teacher and Education in Emerging in Indian Society, NCERT, New Delhi.
2. Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi.
3. Govt. of India (1992). Programme of Action (NPE). Min of HRD.
4. Manoj Das (1999). Sri Aurobindo on Education, National Council for Teacher Education, New Delhi.
5. Mohanty, J., (1986). School Education in Emerging Society, Sterling Publishers.
6. Mukherji, S.M., (1966). History of Education in India, Acharya Book Depot, Baroda.

e-Learning Source:

Course Articulation Matrix: (Mapping of COs with POs and PSOs)															
PO- PSO	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	1	3	3	1	2	1	2	1	3	1	1	1	1	1	2
CO2	1	3	3	1	2	1	2	1	1	2	2	1	1	1	1
CO3	1	3	2	1	2	1	2	2	2	3	1	2	2	2	1
CO4	1	3	2	1	2	1	2	1	1	1	3	1	3	1	1
CO5	1	3	1	1	2	1	2	2	3	1	1	2	1	1	1

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

<p><i>Dr Azkiya Waris</i> <i>Azkiya W</i></p> <p>Name & Sign of Program Coordinator</p>	<p>Sign <i>[Signature]</i></p>
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Integral University, Lucknow

Effective from Session: 2020-21							
Course Code	ED503	Title of the Course	GREAT EDUCATORS	L	T	P	C
Year	2	Semester	4	3	1	0	4
Pre-Requisite	Graduation in any subject	Co-requisite					
Course Objectives	To enable students recognize the role of great educators in reviving education						
	To make students aware of the contribution of ancient great educators Plato, Socrates and Aristotle in the field of education						
	To help students identify the work and contribution of great educators Rousseau and Herbert in the medieval time.						
	To ensure students recognize the contribution of Modern educators such as Maria Montessori and John Dewey.						
	To enable students recognize the contribution and work of modern Indian Great educators						

Course Outcomes	
CO1	Recognize the role of great educators in reviving education
CO2	Express the contribution of ancient great educators Plato, Socrates and Aristotle in the field of education
CO3	Identify the work and contribution of great educators Rousseau and Herbert in the medieval time.
CO4	Explain the contribution of Modern educators such as Maria Montessori and John Dewey.
CO5	Recognize the contribution and work of modern Indian Great educators

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Reflections on Education:	Role of educator in education, Modern developments in education, Impact of new developments in education, Perspectives of education in present scenario	8	1
2	Ancient Great Educators	Socrates, Aristotle, Plato, - With special reference to-Their life sketch and philosophy, Aims of education. Curriculum, methodology, student, teacher discipline in education, Literature and contribution in education	8	2
3	Medieval Great Educators	Rousseau, Herbert Spencer, With special reference to- Their life sketch and philosophy, Aims of education. Curriculum, methodology, student, teacher, discipline in education, Literature and contribution in education	8	3
4	Modern Great Educators	Madam Maria Montessori, Rabindranath Tagore, John Dewey With special reference to- Their life sketch and philosophy, Aims. Curriculum, methodology student, teacher and discipline in education, Literature and contribution in education	8	4
5	Modern Indian Educators:	: Mahatma Gandhi, APJ Abdul Kalam S. Radhakrishnan, With special reference to- Their life sketch and philosophy, Aims. Curriculum, methodology student, teacher and discipline in education, Literature and contribution in education	8	5

Reference Books:

1. Dhiman O.P., Principles and Techniques of Education, Ludhiana ; Sharda Brothers .,
2. Paliwal M.R Social Change and Education, New Delhi; Uppal Publishing House Mukhopadhyay M.,
3. R.P. Bhatnagar, International Publishing House, Meerut, 2003
4. R.P.Pathak, , Philosophical and Sociological principles of Education Dorling Kinderseley (India) Pvt. Ltd., 2012.

e-Learning Source:

<https://ilizone.iul.ac.in/mod/resource/view.php?id=323164>
<https://ilizone.iul.ac.in/mod/resource/view.php?id=347089>

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	1	1	2	2	1	2	3	1	1	1	3	2	3	2
CO2	3	1	2	1	2	1	2	3	1	1	1	3	2	3	3
CO3	3	1	1	1	2	2	3	3	1	1	1	3	3	2	3
CO4	3	1	1	1	2	1	2	3	1	1	1	2	2	3	2
CO5	3	2	1	1	1	1	2	3	1	1	1	3	2	2	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Dr Azkiya Daris Azkiya W Name & Sign of Program Coordinator	Dr. Azkiya Daris Sign & Stamp of Head Head Department of Education Integral University, Lucknow
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Integral University, Lucknow

Effective from Session: 2020-21							
Course Code	ED504	Title of the Course	TEXT BOOK AND CURRICULUM DEVELOPMENT	L	T	P	C
Year	Second	Semester	Fourth	3	1	0	4
Pre-Requisite	Graduation	Co-requisite	Nil				
Course Objectives	The course is aimed to develop deep understanding of the concept, importance and status of curriculum development in India						

Course Outcomes	
CO1	Explain the concept, domains and different types of curriculum
CO2	Describe the nature, need and importance of Text Book
CO3	Analyze the influence of society and culture in the planning and development of curriculum
CO4	Identify various methods and approaches used in curriculum evaluation
CO5	Acquaint with the development of curriculum in Indian context

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Nature of Curriculum	Meaning and concept, Domains of curriculum, objective, concept learning experiences and evaluation. Types of curriculum: Subject centered, Learner centered, core curriculum and Integrated curriculum, History of curriculum development	8	1
2	Nature of Text Book	Meaning, nature, need and importance of Text Book, Merits and demerits of Text Book	8	2
3	Bases and Determinants of Curriculum	Philosophical considerations, Psychological considerations, Sociological considerations, Discipline oriented considerations	8	3
4	Curriculum Evaluation	Nature and need, Approaches to Curriculum Evaluation-Formative and Summative Evaluation. Methods of Curriculum Evaluation, Interpretation of Evaluation Results.	8	4
5	Curriculum Development in India	Curriculum at Primary, Secondary and University level in the light of Mudaliyar Commission Report, Kothari Commission Report. NPE 1986, Role of NCERT and SCERT in Curriculum Development.	8	5

Reference Books:

- 1- Albery and Albery, Reorganising the Secondary School Curriculum
- 2- Hyman Ronald T, Approaches to Curriculum
- 3- Stratemyer Developing Curriculum for Modern Living
- 4- Mohd Shrif Khan, School Evaluation APH Publishing Corp., Ansari Road, Dariya Ganj, New Delhi 02

e-Learning Source:

<https://drive.google.com/drive/folders/1kRrO-Lr28btVPJ2Und5U5FjTMNJd1dD?usp=sharing>

<https://classroom.google.com/c/MjY1ODQzNjI4MTIx/p/Mjk4NTI4OTg2Nzc5/details>

<https://classroom.google.com/c/MjY1ODQzNjI4MTIx/m/NTkxOTQyOTg3NjFa/details>

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	1	3	2	1	3	3	3	2	1	3	3	4	4	3	2
CO2	1	2	2	2	3	2	2	2	1	4	3	3	4	2	1
CO3	1	3	2	2	3	2	2	2	1	3	3	3	3	2	2
CO4	1	3	2	3	3	2	3	3	1	4	3	4	3	3	2
CO5	1	2	1	2	2	1	1	3	1	4	3	3	3	1	1

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Name & Sign of Program Coordinator <i>Dr Azkiya Wario</i> <i>Azkiya W</i>	Sign & Seal of Head <i>Md. Ahsan</i> Department of Education Integral University Lucknow
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Integral University, Lucknow

Effective from Session: 2020-21				L	T	P	C
Course Code	ED505	Title of the Course	Theory of Psychology Practical and Statistics	3	1	0	4
Year	II	Semester	IV				
Pre-Requisite	Graduation with any discipline	Co-requisite	Nil				
Course Objectives	Students will be able develop Understanding about Tests and Experiment Understand about Statistics and its basic concepts, understand about Presentation of Data – Tabular, Graphical representation of data, understand Descriptive statistics – Measure of Central Tendency, Variability and Correlation						

Course Outcomes	
CO1	Students will be able to know about Tests and Experiments, they will know about characteristics of Good Psychological Test, restate different types of Psychological Tests. They will know about variables and its types.
CO2	Students will get knowledge of definition and scope of statistics. They will get insight of Quantitative and qualitative data. They will understand different scales of measurements
CO3	Students will be able to understand the presentation of Data. They will be able to compute and apply it in the presentation of data.
CO4	Students will acquaint with measures of Central Tendency. They will understand the concept of measures of variability. They will be able to solve the numerical problems.
CO5	Students will be able to understand the concept of Correlation. They will know about different types of correlation. They will be able to solve different numerical problems.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction to Psychology Testing	Introduction of Test – Characteristics of Good Psychological Test, Types of Psychological Test, Uses of Psychological Tests, Experiment – Variable & its types, Difference between Experiment and Test	6	1
2	Introduction to Statistics	Definition and scope of Statistics, Limitations of Statistics, Use of Statistics in Education. Data: quantitative and qualitative, Attributes, Variables. Scales of Measurement - Nominal, Ordinal, Interval and Ratio.	6	2
3	Presentation of Data	Presentation of Data – Meaning and Concept, Tabular and Graphical Presentation. Computation, Uses, Merits and Demerits – Bar diagram, Histogram, Pie chart, Frequency Polygon and Ogives	8	3
4	Measures of Central Tendency and Variability	Central Tendency and its measures : Mean, Median, Mode, Quartile and Percentiles - Computation, Uses, Merits and Demerits Measures of Dispersion: Range, Standard Deviation, Coefficient of variation - Computation, Uses, Merits and Demerits	8	4
5	Measures of Correlation	Concept, Types, Coefficient of correlation; assumptions, computation, uses and interpretation of rank order and product moment correlation	6	5

Reference Books:

- S. Chauhan, Advanced Educational Psychology, Seventh Edition, PHI Publication
- S.K. Mangal, Advanced Educational Psychology. PHI Publication
- Edwards, A. L. Statistical Methods for Behavioural Sciences, New York: Holt, Rinehart and Winston.
- Ferguson, G. A Statistical Analysis in Psychology and Education, New York: McGraw Hills.
- Garret, H.E. Statistics in Psychology and Education, Bombay: Vakils
- Guilford, J. P. & B. Fruchter. Fundamental Statistics in Education and Psychology, Tokyo: McGraw Hill
- Lindquist, E. F. Statistical Analysis in Educational Research, Boston: Houghton Mifflin Co

e-Learning Source:

<https://nptel.ac.in/courses/111106112>
<https://nptel.ac.in/courses/110107114>

Course Articulation Matrix: (Mapping of COs with POs and PSOs)															
PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	2	3	3	1	3	3	3	2	1	2	2	2	2
CO2	3	3	2	3	3	1	1	3	3	3	1	2	3	2	3
CO3	3	3	3	2	2	2	2	3	3	2	1	2	2	1	3
CO4	3	1	3	3	3	3	1	3	3	2	1	2	3	2	3
CO5	3	1	2	3	2	1	3	3	3	2	1	2	3	2	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Name & Sign of Program Coordinator

Dr Azkiya Waris
Azkiya W

Sign &





Integral University, Lucknow

Effective from Session: 2020-21				
Course Code	EDUC06	Title of the Course	Value Education and Human Rights	L T P C
Year	II	Semester	IV	3 1 0 4
Pre-Requisite	Graduation with any Discipline	Co-requisite	Nil	
Course Objectives	The purpose of this graduate course is to impart theoretical and practical knowledge of Value education and Human rights. By studying the different types of values, students will be able to do become good citizen and make contribution with value-based society			

Course Outcomes	
CO1	To enable the students to understand the need and importance of value education and education for Human Rights
CO2	To enable the students to understand the nature of values, moral values, moral education and to differentiate such values from religious education
CO3	To orient the students with the basis of morality and the place of reason and emotions in moral development of the child
CO4	To enable the students to understand the process of moral development vis-à-vis their cognitive and social development
CO5	To orient the students with various intervention strategies for moral education and conversion of moral learning into moral education

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Meaning and Concept of Value Education	Value Education: Concept, nature and significance Classification of values: Personal and social, Intrinsic and instrumental, Contemporary values- scientific Temper, intellectual Honesty, social service and Protection of Environment, Value Education Constitutional or National Values	8	1
2	Dimensions of Values and Human Rights	Indian Culture and Human Values, Rights of Teacher in Indian Culture, Role of teacher in value Education, Need and importance of Value Education in the existing social scenario, Need and importance of Education for Human Rights in the existing social scenario	8	2
3	Meaning and Concept of Human Rights	Human Rights: Concept, nature and significance, Contemporary Human Rights - scientific Temper, intellectual Honesty, social service and Protection of Environment, Human Rights Constitutional or National Values, Human Rights Role of teacher in value education	8	3
4	Value Education and learning Theories	Moral Development of the Child, Concept of Development and concept of Moral Development, Psycho-analytic approach, Learning theory approach, especially social learning theory approach, Cognitive developmental approach- Piaget and Kohlberg, stages of moral development and their characteristic features.	8	4
5	Method of Imparting Value Education	Traditional methods: Storytelling, Ramleela, Tamasha, street play and folk songs, Practical methods: Survey, role play, value clarification, intellectual discussions, Role of school teacher: Every teacher as teacher as teacher of values, school curriculum as value laden	8	5

Reference Books:

1. Bagechi, Jyoti Prakash and Teekchandani, Vinod (2008). Value Education, University Book, Jaipur
2. Dhokaia, R.P. (2001) External human values and World Religions, NCERT, New Delhi
3. Gupta, K.M. (1989) Moral Development of school children, Academic Press, Gurgaon
4. Grose, D.N. (2005) "A text book of value Education" New Delhi.
5. Singh Y.K., Ruchika Nath, (2005). Value Education, Delhi: APH Publishing Company, New Delhi

e-Learning Source:

1. <https://www.slideserve.com/abn/introduction-to-values-education>
2. <https://www.indiajuris.com/uploads/publications/pdf/11410776927a11human%20Rights%20080914.pdf>

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	1	2	2	1	3	1	2	2	2	1	2	2	2
CO2	3	1	3	1	2	1	3	2	2	1	2	1	1	2	1
CO3	3	1	2	1	2	1	3	2	1	1	1	2	2	1	2
CO4	2	2	2	1	2	1	2	2	2	1	1	1	2	1	2
CO5	3	2	2	1	2	1	2	1	2	2	2	2	1	1	1

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Dr Azkiya Wario
Azkiya W

Name & Sign of Program Coordinator

MA Ahman
Sign & Seal of Head





Integral University, Lucknow

Effective from Session: 2020-21							
Course Code	ED507	Title of the Course	Educational Guidance and Counselling	L	T	P	C
Year	Second	Semester	Fourth	3	1	0	4
Pre-Requisite	Graduation	Co-requisite	Nil				
Course Objectives	To understand the concept, need and importance of guidance & Counselling. To get acquainted with the principles, issues, problems and procedure of guidance & Counselling. To enable the students to understand the concept of Testing in Guidance and counseling. Awareness of Career Information and Training						

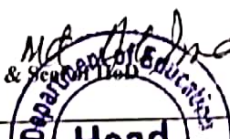
Course Outcomes	
CO1	Students will be able to define Guidance.
CO2	Students will be able to differentiate Guidance and Counselling.
CO3	Students will be able to understand tools and techniques of Counselling.
CO4	Students will be able to understand importance of follow-up
CO5	Students will be able to understand career information.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Guidance in School	Meaning, Nature and Need of Guidance. Aims and Principles of Guidance, Role of school in Guidance.Procedure of Guidance -steps.Areas - Personal, Educational and vocational Guidance, Group Dynamics and Group Guidance.	8	1
2	Counseling in School	Meaning, Nature and Need of counseling: Difference between Guidance and Counselling. Aims and Principles of counselling.Counseling Process. Approaches: Directive, Non -directive and Eclectic counselling.Role of counselor in school, Qualities and Qualification of a good counselor.	8	2
3	Tool and Implication of Guidance & Counselling	Blanks, Cumulative record cards, Anecdotal records, Rating Scale, Questionnaire. Inventories: Interest and Personality. Career awareness skills, Teachers' role in career planning. Ethical and legal Guidance.	8	3
4	Issues and Techniques in Guidance and Counselling	Problems and concerns, Counselling for parents. Importance of follow-up in counseling, Observation, Interview and sociometry. Techniques of counselling: Lectures, Discussion and Dramatics.	8	4
5	Career Information and Training	Information about education and training opportunities at Primary, and Secondary levels of school. New trends in Guidance and counselling	8	5

Reference Books:	
1.	Bhatnagar RP: Guidance & Counselling in Education
2.	Gibson Robert & Mitchell Marianne (2005): Introduction to Guidance & Counselling, 6th edition, Prentice Hall of India, New Delhi.
3.	Kochhar SK (1981) Guidance in Indian education, New Delhi
4.	Kochhar SK (1987): Educational & Vocational Guidance in Secondary Schools, Sterling Publishers, New Delhi.
5.	Nanda SK, Chadha PC: Educational & Vocational Guidance
e-Learning Source:	
https://drive.google.com/file/d/18MuYXKnMJ3qssY0cPvzhjl5Q3E7JcSOC/view?usp=share_link	

PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	2	2	1	2	2	2	2	1	2	3	2	2	2	2	1
CO2	2	2	1	2	2	2	2	1	2	2	3	3	3	1	1
CO3	2	2	2	2	1	2	1	3	2	2	3	2	4	1	1
CO4	2	2	2	1	1	1	1	2	2	1	3	2	3	2	1
CO5	2	1	1	2	2	1	2	2	3	3	1	3	2	1	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Name & Sign of Program Coordinator <i>Dr Azkiya Harris</i> <i>Azkiya W</i>	Sign & Seal of Head 
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Integral University, Lucknow

Effective from Session: 2020-21

Course Code	ED598	Title of the Course	Psychology and Statistics Practical	L	T	P	C
Year	II	Semester	IV	0	0	4	2
Pre-Requisite	ED505	Co-requisite	Nil				
Course Objectives	To equip students to perform psychology Test and Experiments To equip students to solve practical problems of Statistics						

Course Outcomes

CO1	To equip students to perform Psychological Tests
CO2	To equip students to perform Psychological Experiments
CO3	To equip students to perform Psychological Statistical Practical

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Psychological Practical - Tests	1. Intelligence Test – Standard Progressive Matrices (J.C. Ravens) 2. Personality – High School Personality Questionnaire (R.B. Cattell) 3. Creativity – Passi Test of Creativity (Performance Material) (B.K. Passi) 4. Interest – Differential Personality Inventory (Arun Kumar Singh, Ashish Kumar Singh)	16	1
2	Psychological Practical - Experiments	1. Learning : Paired Associate Learning (D.S. Janbandhu) PAL-J 2. Transfer of Training : Mirror Drawing, electrical 3. Mental Work and Fatigue : Ergograph for measuring physical fatigue (Hand Grip Model) 4. Attention : Division of Attention – Experimental Material (Dr. Shailaja Bhagwat)	16	2
3	Statistical Practical	1. Graphical representation of data. 2. Problems based on Mean, Median and Mode. 3. Problems based on Standard Deviation 4. Problems based on coefficient of variation. 5. Problems based on Karl Pearson correlation coefficient.	10	3

Reference Books:

1. S.S. Chauhan, Advanced Educational Psychology, Seventh Edition, PHI Publication
2. S.K. Mangal, Advanced Educational Psychology. PHI Publication
3. Edwards, A. L. Statistical Methods for Behavioural Sciences, New York: Holt, Rinehart and Winston.
4. Ferguson, G. A Statistical Analysis in Psychology and Education, New York: McGraw Hills.
5. Fisher, R.A. Statistical Methods for Research Workers, New York: hafner Publishing Co.
6. Garret, H.E. Statistics in Psychology and Education, Bombay: Vakils

e-Learning Source:

<https://nptel.ac.in/courses/110107114>

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

PO-PSO- CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	2	3	3	1	3	3	3	2	1	2	2	2	2
CO2	3	3	2	3	3	1	1	3	3	3	1	2	3	2	3
CO3	3	3	3	2	2	2	2	3	3	3	1	2	3	2	3
CO4	3	1	3	3	3	3	1	3	3	2	1	2	2	1	3
CO5	3	1	2	3	2	1	3	3	3	2	1	2	3	2	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

<p style="text-align: center;"><i>Dr Azkiya Waris</i> <i>Azkiya W</i></p> <p style="text-align: center;">Name & Sign of Program Coordinator</p>	<p style="text-align: center;"><i>Md. A. Imran</i></p> <p style="text-align: center;">Sign & Stamp of Head</p>
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