

Kalinga University

Education

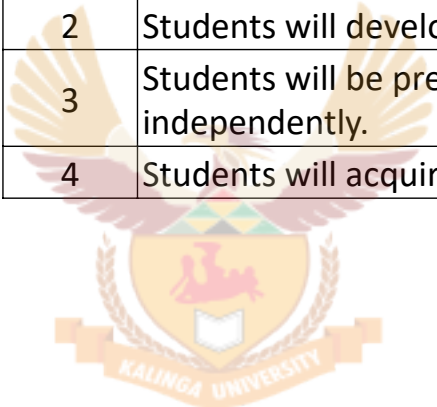
Bachelor Of Education

PO

S. No.	Program Outcome (PO) Description
1	Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
2	Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.
3	Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.
4	Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.
5	Effective Citizenship: Demonstrate empathetic social concern and equity-centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
6	Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
7	Environment and Sustainability: Understand the issues of environmental contexts and sustainable development
8	Self Independent Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

PSO

S. No.	Program Specific Outcome (PSO) Description
1	Students will acquire a comprehensive knowledge and sound understanding of fundamentals of Physical Education.
2	Students will develop practical, theoretical skills in Physical Education.
3	Students will be prepared to acquire a range of general skills, to specific skills to communicate with society effectively and learn independently.
4	Students will acquire a job efficiently in diverse fields such as B.P.Ed, M.P.Ed, NET, SET ETC.



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CO

S.No.	Course Code	Course Name	Course Outcome (CO's) - Description
1	BED101	Philosophical Perspectives of Education	CO1: The relationship between Philosophy and Education and implications of philosophy on education.
			CO2: The importance and role of education in the progress of Indian society.
			CO3: The contribution of great educators to the field of education.
			CO4: The need to study education in a sociological perspective. The process of social change and socialization to promote the development of a sense of commitment to the teaching profession and social welfare
			CO5: Their role in creation of a new social order in the country and learn about various social welfare opportunities in which they can participate helpfully.
			CO6: The means and measures towards the promotion of National integration and protection of human rights.
2	BED102	Nai Talim: An Perspectives of Education	CO1: Student Teacher will Know the school education programs and policies which have local community engagement aspects. Learn the process of connecting the text with the Child/learner within the local Context.
3	BED103	Pedagogy Part I	CO1: develop insight into the meaning, nature, scope and objective of mathematics education.
			CO2: appreciate mathematics as a tool to engage the mind of every student.
			CO3: appreciate mathematics to strengthen the student's resource.
			CO4: appreciate the process of developing a concept.
			CO5: appreciate the role of mathematics in day-to-day life.
			CO6: learn important mathematics: mathematics is more than formulas and mechanical procedures.
			CO7: channelize, evaluate, explain and reconstruct their thinking.
			CO8: see mathematics as something to talk about, to communicate through, to discuss among themselves, to work together on.
			CO9: pose and solve meaningful problems.
			CO10: appreciate the importance of mathematics laboratory in learning mathematics.
			CO11: construct appropriate assessment tools for evaluating mathematics learning.
			CO12: focus on understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes; and.
			CO13: examine the language of mathematics, engaging with research on children's learning in specific areas.

4	BED201	Sociological Perspectives of Education	CO1: understand emerging societal issues and their implication for education.
			CO2: Understand various provision concerning education in Indian Constitution.
			CO3: Identify the concerns related to socially disadvantaged segments of the society.
			CO4: Understand the policies on education before and after independence related to secondary education programmes.
			CO5: Evaluate the govt. policies in the context of Universalisation of school education.
5	BED202	Curriculum and Knowledge	CO1: To understand and explore the concept syllabi and curriculum.
			CO2: To develop understanding of curriculum – its role in integrating knowledge, skill and values in real lifelike.
			CO3: Realize the need and importance of equity and equality in education.
			CO4: Examine the concerns and issues related to curriculum.
6	BED203A	Educational And Mental Measurement	CO1: To enable the student teacher to interpret the result of educational measurement.
7	BED203B	Educational Technology And Management	CO2: To enable the student understand about various educational and mental measurement tools.
8	BED204	Learner and Learning Process	CO1: To help Student teacher develop the professional skills required for guiding pupils in the three initial areas educational, penal and victual.
			CO1: Acquire knowledge and understanding of stages of human development and developmental tasks; with special reference to adolescents learners.
			CO2: Develop understanding of process of children learning in the context of various theories of learning.
			CO3: Understand intelligence, motivation and various types of exceptional children.
9	BED302	Nai Talim: Skill Based Learning	CO4: Develop skills for effective teaching learning process and use of psychometric assessment.
			CO1: Student Teacher learn Experiential learning of best practice in community engagement.
10	BED401	Gender School and Society	CO2: Participate effectively in the local community service.
			CO1: Understand the basic terms, concepts used in gender studies.
			CO2: To describe equity and equality in relation with different aspects of society.
			CO3: To understand psychological and sociological perspectives of sex and gender.
			CO4: To understand paradigm shift under gender studies.
			CO5: To become aware about gender inequalities in school.
			CO1: Understand the nature of assessment and evaluation and their role in teaching-learning process.

11	BED402	Assessment in Learning	CO2: Understand the importance of assessment in continuous and comprehensive manner. CO3: Develop assessment tasks and tools to assess learner's competence and performance. CO4: Devise marking, scoring and grading procedures. CO5: Devise ways of reporting on student performance. CO6: Analyse, manage and interpret assessment data. CO7: Develop the habit of reflecting-on and self-critiquing to improve performance.
12	BED403A	COMPUTER EDUCATION	CO1: To appreciate the role of computer education in the context of modern technological society. CO2: To develop understanding of computers and their application in education. CO3: To acquire sufficient knowledge of handling computers with a view to impart computers independently at school level. CO4: To use computer based learning packages and organize effective classroom instructions. CO5: To acquire necessary skills in using of modern word processing software. CO6: To develop skills of creating and managing simple databases and handling of computers.
13	BED403B	INCLUSIVE EDUCATION	CO1: To define the concept of Disability, Inclusion, Psychosocial construct of disability and identity. CO2: The course aims to develop an understanding of the Cultures, Policies and Practices that need to be addressed in order to create an inclusive school. CO3: To analyze the policy and Programme initiatives in the area of inclusion and barrier to learning and participation while formulating a policy of good practice and review. CO4: To understand how barriers of learning arise from various discriminatory practices, curriculum, teaching approaches, school organization, and various other social and cultural factors. CO5: To study the role of children, Parents, Community, Teachers, Administrators and Policy Makers in terms of inclusion. CO6: To explore and understand the possibility of change through inclusive education.
20	BED403C	TEACHING OF VALUES	CO1: To understand the nature and sources of nature, and disvalues. CO2: To understand the classification of values under different types. CO3: appreciate educational values like democratic, secular, and socialist.