

Bachelor of Education (B.Ed.)

On successful completion of the two-year B.Ed. programme, pupil teachers will be able to develop-

Programme Outcomes

| Programme Name | Programme Outcomes |
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| PO 1 | -Understand the concept, nature, principles, process, elements and the strategies of Education. |
| PO 2 | -Understand various educational issues in the context of diverse socio cultural& Multilingual Indian Society. |
| PO 3 | - Face the challenging of social, political and technological issues. |
| PO 4 | - Equip with skills and competencies for changing technological needs and global concerns. |
| PO 5 | -Build and Practice the values and ethics needed for teaching profession. |

Programme Specific Outcomes

On successful completion of the two-year B.Ed. programme, pupil teachers will be able to develop-

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| PSO 1 | - Understand the nature, purpose, influencing factors and problems of secondary education in contemporary issues. |
| PSO 2 | - Achieve excellence on academic, social, mental, physical, moral, and cultural fronts. |
| PSO 3 | - Understand various level learners, their needs, and interest and peculiar problems in Inclusive classroom setup. |
| PSO 4 | - Master the methods and techniques of teaching different subjects with innovative attitude. |
| PSO 5 | - Use Information Communication Technology resources, on-line as well as off line for day-to-day classroom teaching. |

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Sahar
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| PSO 6 | - Develop problem solving ability through action research - |
| PSO 7 | - Connect theoretical curricular areas with practicum through field work and assignments |
| PSO 8 | - Enhance their professional capacities through EPC courses (abilities of communication, reflection, art, aesthetics, theatre, self expression and ICT.) |
| PSO 9 | - Understand the classroom diversities and deal with diverse learners in inclusive classroom setup, education for human rights and women empowerment, environmental education and developing online content. |
| PSO10 | - Build skills and abilities of communication, reflection, art, aesthetics, theatre, self expression and ICT. |
| PSO 11 | - Provide socially relevant education. |

Course Outcomes

| Course Name | Course Outcomes |
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| PHILOSOPHICAL PERSPECTIVES OF EDUCATION | <p>After completion of the course, the student teacher will be able to:-</p> <p>CO1. The relationship between philosophy and education and implications of philosophy on education;</p> <p>CO2. The importance and role of education in the progress of Indian society;</p> <p>CO3. The contribution of great educators to the field of education;</p> <p>CO4. The need to study education in a sociological perspective. The process of social change and socialization in order to promote the development of a sense of commitment to the teaching profession and social welfare;</p> <p>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 fully; and</p> <p>CO6. The means and measures towards the promotion of national integration and protection of human rights.</p> |

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| LEARNER AND LEARNING PROCESS | <p>To enable teacher trainees to-</p> <p>CO1. Acquire knowledge and understanding of stages of human development and developmental tasks with special reference to adolescent learners;</p> <p>CO2. Develop understanding of process of child learning in the context of various theories of learning;</p> <p>CO3. Understand intelligence, motivation and various types of exceptional children; and</p> <p>CO4. Develop skills for effective teaching-learning process and use of psychometric assessment.</p> |
| PEDAGOGY OF MATHEMATICS (PART I) | <p>- After completion of course the students will be able to-</p> <p>CO1. Develop insight into the meaning, nature, scope and objectives of mathematics education;</p> <p>CO2. Appreciate mathematics as a tool to engage the mind of every student;</p> <p>CO3. Appreciate mathematics to strengthen the student's resource;</p> <p>CO4. Appreciate the process of developing a concept;</p> <p>CO5. Appreciate the role of mathematics in day-to-day life;</p> <p>CO6. Learn important mathematics: mathematics is more than formulas and mechanical procedures;</p> <p>CO7. channelize, evaluate, explain and reconstruct their thinking;</p> <p>CO8. see mathematics as something to talk about, to communicate through, to discuss among themselves, to work together on;</p> <p>CO9. pose and solve meaningful problems; (x) appreciate the importance of mathematics laboratory in learning mathematics;</p> <p>CO10. construct appropriate assessment tools for evaluating mathematics learning;</p> <p>CO11. develop ability to use the concepts for life skills;</p> <p>CO12. stimulate curiosity, creativity and inventiveness in mathematics;</p> <p>CO13. develop competencies for teaching-learning mathematics through various measures;</p> <p>CO14. focus on understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes; and</p> |

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CO15. examine the language of mathematics, engaging with research on children's learning in specific areas

**PEDAGOGY OF
BIOLOGICAL
SCIENCE**

After Completion of Course the Students will be able to-

CO1. develop insight on the meaning and nature of biological science for determining aims and strategies of teaching-learning;

CO2. appreciate that science is a dynamic and expanding body of knowledge;

CO3. appreciate the fact that every child possesses curiosity about his/her natural surroundings;

CO4. identify and relate everyday experiences with learning biological science;

CO5. appreciate various approaches of teaching-learning of biological science;

CO6. explore the process skills in science and role of laboratory in teaching-learning;

CO7. use effectively different activities/experiments/demonstrations/laboratory experiences for teaching-learning of biological science;

CO8. integrate the biological science knowledge with other school subjects;

CO9. analyse the contents of biological science with respect to its branches, process skills, knowledge organisation and other critical issues;

CO10. develop process-oriented objectives based on the content themes/units;

CO11. identify the concepts of biological science that are alternatively conceptualised by teachers and students in general;

CO12. explore different ways of creating learning situations for different concepts of biological science;

CO13. formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary stages, facilitate development of scientific attitudes in learners;

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| | <p>CO14. examine different pedagogical issues in learning biological science;</p> <p>CO15. construct appropriate assessment tools for evaluating learning of biological science;</p> <p>CO16. stimulate curiosity, inventiveness and creativity in biological science;</p> <p>CO17. develop ability to use biological science concepts for life skills; and</p> <p>CO18. develop competencies for teaching-learning of biological science through different measures.</p> |
| PEDAGOGY OF PHYSICAL SCIENCE | <p>After completion of course the students will be able to-</p> <p>CO1. gain insight on the meaning and nature of physical science for determining aims and strategies of teaching-learning;</p> <p>CO2. appreciate that science is a dynamic and expanding body of knowledge;</p> <p>CO3. appreciate the fact that every child possesses curiosity about his/her natural surroundings;</p> <p>CO4. identify and relate everyday experiences with learning physical science;</p> <p>CO5. appreciate various approaches of teaching-learning of physical science;</p> <p>CO6. understand the process of science and role of laboratory in teaching-learning situations;</p> <p>CO7. use effectively different activities/demonstrations/laboratory experiences for teachinglearning of physical science;</p> <p>CO8. integrate physical science knowledge with other school subjects;</p> <p>CO9. analyse the contents of physical science with respect to its branches, process, skills, knowledge organisation and other critical issues;</p> <p>CO10. develop process-oriented objectives based on the content themes/units;</p> <p>CO11. identify the concepts of physical science that are alternatively conceptualised by teachers and students in general;</p> <p>CO12. explore different ways of creating learning situations in</p> |

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| | <p>learning different concepts of physical science;</p> <p>CO13. formulate meaningful enquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary school science/physics and chemistry;</p> <p>CO14. facilitate development of scientific attitudes in learners;</p> <p>CO15. examine different pedagogical issues in learning physical science; and</p> <p>CO16. construct appropriate assessment tools for evaluating learning of physical science</p> |
| PEDAGOGY OF SOCIAL SCIENCE | <p>- After completion of course the students will be able to-</p> <p>CO1. develop an understanding of the nature of Social Sciences, both of individual disciplines comprising Social Sciences, and also of Social Sciences as an integrated/ interdisciplinary area of study;</p> <p>CO2. acquire a conceptual understanding of the processes of teaching and learning Social Sciences;</p> <p>CO3. enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes;</p> <p>CO4. acquire basic knowledge and skills to analyse and transact the Social Sciences curriculum effectively following wide-ranging teaching-learning strategies in order to make it enjoyable and relevant for life.</p> <p>CO5. sensitize and equip student teachers to handle social issues and concerns in a responsible manner, e.g., preservation of the environment, disaster management, promoting inclusive education, preventing social exclusion of children coming from socially and economically deprived backgrounds, and saving fast depleting natural resources (water, minerals, fossil fuels etc.)</p> |

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**PEDAGOGY OF
LANGUAGE
(ENGLISH)**

After completion of Course the student will be able to-

- CO1.** understand the different roles of language;
- CO2.** understand the relation between literature and language;
- CO3.** understand and appreciate different registers of language;
- CO4.** develop creativity among learners;
- CO5.** understand the role and importance of translation;
- CO6.** examine authentic literary and non-literary texts and develop insight and appreciation;
- CO7.** understand the use of language in context, such as grammar and vocabulary;
- CO8.** develop activities and tasks for learners;
- CO9.** understand the importance of home language and school language and the role of mother tongue in education;
- CO10.** use multilingualism as a strategy in the classroom situation;
- CO11.** develop an understanding of the nature of language system;
- CO12.** understand about the teaching of poetry, prose and drama;
- CO13.** identify methods, approaches and materials for teaching English at various levels in the Indian context;
- CO14.** understand constructive approach to language teaching and learning;
- CO15.** develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;
- CO16.** develop and use teaching aids in the classroom both print and audio-visual material, and ICT (internet and computer technology);
- CO17.** understand the process of language assessment;
- CO18.** understand need and functions of language lab;
- CO19.** sensitize teacher-students about emerging issues, such as right to education for children, peace and environment education in context with language teaching; and familiarize students with our rich culture, heritage and aspects of our contemporary life.
- CO20.** Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation.

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पाठ्यक्रम के उद्देश्य :-

- C01.** भाषा के अलग-अलग भूमिकाओं को जानना ;
- C02.** भाषा सीखने की सृजनात्मक प्रक्रिया को जानना ;
- C03.** भाषा के स्वरूप और व्यवस्था को समझना ;
- C04.** स्कूल की भाषा बच्चों की भाषा और समझ के बीच के संबंध को जानना ;
- C05.** भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना ;
- C06.** भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना ;
- C07.** पाठ्यचर्या , पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना ;
- C08.** भाषा और साहित्य संबंध को जानना ;
- C09.** हिन्दी भाषा के विविध रूपों और अभिव्यक्तियों को जानना ;
- C010.** भावों और विचारों की स्वतंत्र अभिव्यक्ति करना ;
- C011.** भाषा यी बारिकियों के प्रति संवेदनशील होना ;
- C012.** अनुवाद के महत्व और भूमिका को जानना ;
- C013.** विद्यार्थियों की सृजनात्मक क्षमता को पहचानना ;
- C014.** बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के मौके जुटाना ;
- C015.** भाषा के मूल्यांकन की प्रक्रिया को जानना ;
- C016.** साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना एवं
- C017.** भाषा सीखने सीखाने के सृजनात्मक दृष्टिकोण को समझना ;

**SOCIOLOGICAL
PERSPECTIVES
OF EDUCATION.**

- To enable the student-teacher to understand-
- C01.** the social diversity in the state and the class room and its implication for teaching;
- C02.** and be able to use some key concepts relating to social stratification;
- C03.** the nature of caste and changes occurring in it; to focus attention on the scheduled castes and their education;
- C04.** the problems faced by the tribal communities and the issues in education of tribal children; and
- C05.** how poverty affects schooling prospects of children with special reference to migrant children.

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| CURRICULUM AND KNOWLEDGE | <p>- To enable the teacher trainees to-</p> <p>CO1. understand the nature of curriculum and its relation to syllabi, text books and class room practices;</p> <p>CO2. understand the nature of knowledge, moral values and skills;</p> <p>CO3. examine the place of work in education;</p> <p>CO4. understand the implications of constructivism for education; and</p> <p>CO5. develop and apply a framework for studying curriculum documents.</p> |
| ELECTIVE GROUP - I VI (A) EDUCATIONAL AND MENTAL MEASUREMENT | <p>CO1. To acquaint the student teacher with the basic scientific concepts and practices in educational and mental measurement;</p> <p>CO2. To enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures;</p> <p>CO3. To develop skills and competencies in the student teacher for the use of the techniques in the field;</p> <p>CO4. To enable the student teacher to interpret the result of educational measurement; and</p> <p>CO5. To enable the student understand about various educational and mental measurement tools.</p> |
| ELECTIVE GROUP - I VI (B) EDUCATIONAL TECHNOLOGY AND MANAGEMENT | <p>CO1. To obtain a total perspective of the role of technologies in modern educational practices;</p> <p>CO2. To equip the student-teacher with his various technological applications available to him/her for improving instructional practices;</p> <p>CO3. To help the teacher to obtain a total gender of his role of scientific management in education;</p> <p>CO4. To provide the teacher the skills required for effective instructional and institutional management; and</p> <p>CO5. To develop the professional skills required for guiding pupils in the three initial areas educational, penal and victual</p> |

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| ELECTIVE GROUP - I VI (C) EDUCATIONAL ADMINISTRATIO N & MANAGEMENT | <p>CO1. To acquaint the student teachers with the concept and concerns of educational administration;</p> <p>CO2. To develop an understanding of the role of headmaster and the teacher in school management;</p> <p>CO3. To enable the students to understand to concept of importance of communication and its possible barriers in educational administration;</p> <p>CO4. To enable the student teacher to critically analyse the administrative scenario in relation to the functioning of the other secondary schools of the area.</p> <p>CO5. To acquaint the student teacher with the scientific practices of educational management and keep him to apply it in work situation</p> |
| ARTS EDUCATION | <p>CO1. To work together on small and large projects;</p> <p>CO2. To encourage students to free expression and creativity;</p> <p>CO3. To acquaint students with basic elements of design;</p> <p>CO4. To develop an insight towards sensibility and aesthetic appreciation;</p> <p>CO5. Joyful experience; and</p> <p>CO6. To develop a perspective of artistic and creative expression.</p> |
| ASSESSMENT IN LEARNING | <p>- After completion of course the students will be able to-</p> <p>CO1. gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm) become cognizant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination;</p> <p>CO2. be exposed to different kinds and forms of assessment that aid student learning;</p> <p>CO3. become the use of a wide range of assessment tools, and learn to select and construct these appropriately; and</p> <p>CO4. evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.</p> |

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**GENDER, SCHOOL
AND SOCIETY**

- CO1.** Understanding the role of culture (apart from biology) as determinants of gender distinction in social living;
- CO2.** Awareness of factors that shape gendered roles in Indian society;
- CO3.** Understand the problems of girl child education in our society;
- CO4.** Developing a critical perspective on gender-based discrimination and its effects;
- CO5.** To provide an introduction to and the development of an understanding of feminist approaches to the social and cultural construction of gender;
- CO6.** To develop a critical understanding of intersectionality, including an awareness of gender and its complex intersections with other social and cultural categories, including but not limited to caste, tribe, class, sexuality and ability; and
- CO7.** To equip the teacher with the ability to create more meaningful and gender just experiences for her students.

**ELECTIVE
GROUP - II XII (D)
COMPUTER
EDUCATION**

- To enable the teacher-trainees:
- 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; and
- CO6.** To develop skills of creating and managing simple databases and handling of computers.

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**ELECTIVE
GROUP - II
XII (E)
INCLUSIVE
EDUCATION**

- The students will be able to-
- CO1.** demonstrate knowledge of different perspectives in the area of education of children with disabilities;
 - CO2.** reformulate attitudes towards children with special needs;
 - CO3.** identify needs of children with diversities;
 - CO4.** plan need-based programmes for all children with varied abilities in the classroom;
 - CO5.** use human and material resources in the classroom;
 - CO6.** use specific strategies involving skills in teaching special needs children in inclusive classrooms;
 - CO7.** modify appropriate learner-friendly evaluation procedures;
 - CO8.** incorporate innovative practices to respond to education of children with special needs;
 - CO9.** contribute to the formulation of policy; and
 - CO10.** implement laws pertaining to education of children with special needs.

**ELECTIVE
GROUP - II XII (F)
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.** To appreciate educational values like democratic, secular, and socialist.

**Field Work /
Practicum**

- Visits to schools and other field sites, and the analysis of a variety of records of learning and teaching. Examples of children's work records that capture a variety of images of learning and teaching.
- Measuring Intelligence of the pupil's by use of Intelligence tests. Preparation of lesson plans in terms of Micro, Simulated and Mega lessons.

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School Internship

- The Student teachers will be equipped to cater to diverse needs of learners in schools.
- To know about real situation in classroom teaching and familiars about schoolenvironment.
- To Writing a reflective journal on observation of regular class room teaching with respect to pedagogical practices and class room management techniques used by theteachers.
- To Reflection on roles and responsibilities of different school staff and Critical study of the infrastructural facilities, namely Library , Laboratories, Playground, Canteen, Sports facilities, Seminar Halls, Auditorium etc which are available in theschool.
- To undertake the field activities pertaining to the practicals during internship.

Viva-Voce

- To share reflections about their learning and their growth in the Habits of Mind.
- A teacher can interview a student, or students can interviewclassmates.
- To Set aside time at the end of a learning sequence of lesson, a unit, a school day, or a school year to question each other about what has been learned.
- To Guide students to look for ways they can apply their learning to future settings.
- Interviews also provide teachers and students with opportunities to model and practice a variety of habits: listening with understanding and empathy, thinking and communicating with clarity and precision, and questioning and posingproblems.

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M.Ed. TWO YEAR COURSE

On successful completion of the two-year M.Ed. programme, pupil teachers will be able to develop-

Programme Outcomes

| Programme Name | Programme Outcomes |
|-----------------------|---|
| PO 1 | Professional Capacity Building: Apply the knowledge of Philosophy, Sociology, Psychology Management, and ICT to set the context of teaching profession and advances the capacities in teaching, research and extension work in the field of education in general and Teacher Education Institutes in particular. |
| PO 2 | Academic Integrity and Professional Ethics: Demonstrate academic integrity and professional ethics by keeping self-abiding to rules, regulations, values and high standards in teaching, research, administration at diversified educational setting and Teacher Education Institutes. |
| PO 3 | Resilience and cope up with Complex issues: Demonstrate spirit of work in diversified situations and apply knowledge & skills to cope up educational issues in complex situations with appropriate consideration for the rules, norms and the Social, cultural, and environmental context. |
| PO 4 | Academic Administration and Management Capacities: Apply the knowledge of Educational administration & management and other allied subjects like Philosophy, Sociology, Psychology etc. in academic planning, organization, evaluation, decision making, resource management according to predetermined goals, norms and standards |
| PO 5 | Continuous Academic Development: Identify own educational needs and requirements, keep academic development and learning in an independent way in the context of change in different aspects of education and teacher education. |
| PO 6 | Commitment towards Society and National Goals: Recognize areas of commitment, accountability, constitutional values, and |

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| | national goals and perform accordingly. |
| PO 7 | Sensitivity for Emerging Issues: Apply the knowledge & skills to deal with Issues related to population, environment, gender equality, different literacy, Yoga & Health Education etc. and respond to emerging issues by applying critical, constructive and creative thought process. |
| PO 8 | Research and Knowledge Creation: Involve in knowledge dissemination, knowledge creation, research and innovative educational practices related to different stakeholders of education |
| PO 9 | Independent and Team Work Capacities: Perform Function effectively either in the role of member or leader in diversified educational settings and Institutions of Teacher Education. |
| PO 10 | Professional Communication Skills: Use diversified tools & technologies of communications and communication Skills to serve the professional purpose and standards expected from classroom to broader zone of educational activities. |

Programme Specific Outcomes

On successful completion of the two-year M.Ed. programme, pupil teachers will be able to develop-

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| PSO 1 | • To build perspective and understanding of concepts, theories, ideas and practices across various fields of Education |
| PSO 2 | • To understand the historical, political and economical aspect of education. |
| PSO 3 | . • To provide research related experiences with the competency to independently develop dissertation and research work. |
| PSO 4 | • To interpret the schools of philosophy and their educational significance. |
| PSO 5 | . • To get an insight into various educational policies and practices. |

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PSO 6 . • To enable proper understanding and critical perspective about specialized areas of Education.

Course Outcomes

| Course Name | Course Outcomes |
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| PHILOSOPHICAL PERSPECTIVES OF EDUCATION | <p>CO1. To develop understanding of the interrelationship between Philosophy and</p> <p>CO2. To develop appreciation of the basic tenets, principles and developments of the Major Indian Schools of Philosophy and Educational thoughts of Indian</p> <p>CO3. To develop the appreciation of the basic tenets principles and development of the major Western Schools of Philosophy.</p> <p>CO4. To develop the understanding of interrelationship between Sociology and Education.</p> <p>CO5. To develop appreciation of education as a means of social reconstruction To understand the bearing of various Political & religious ideologies on Education.</p> |
| SOCIOLOGICAL PERSPECTIVES OF EDUCATION. | <p>CO1. Understand the relationship between society and education</p> <p>CO2. Apply the principals of sociology of education in learning process.</p> <p>CO3. Understand the role of new technology in the changing social content.</p> <p>CO4. Understand and analyze the changing nature of society and education in 21st century.</p> <p>CO5. Acquire the knowledge about the role of education in sustainable development.</p> <p>CO6. Creating a culture of peace in society.</p> |

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| ELECTIVE COURSE EDUCATIONAL TECHNOLOGY | <p>CO1. To enable the learner to become effective user of technology in Education</p> <p>CO2. To acquaint the learner with the challenges and opportunities emerging in integrating new technology in Educational process.</p> <p>CO3. To make the student familiar with new trends, techniques in education along with e learning.</p> <p>CO4. To enable the student to become good PR actioner of Educational technology and e-learning</p> |
| TEACHER EDUCATION | <p>CO1. To enable the students I. To understand the concept of teacher Education</p> <p>CO2. To develop necessary skills</p> <p>CO3. To develop insight into the problems of teacher Education at different levels.</p> <p>CO4. To understand new trends, and techniques in teacher Education.</p> |
| STRENGTHENIN G LANGUAGE PROFICIENCY (ENGLISH LANGUAGE) | <p>CO1. Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's facility in the language of instruction is thus a vital need of student teachers, irrespective of the subject areas that they are going to teach.</p> <p>CO2. This course is visualised as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction. It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course.</p> <p>CO3. It is also intended that the student teachers will develop a taste for and abilities in reading and making meaning of different kinds of texts.</p> <p>CO4. They will also learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts.</p> <p>CO5. Overall, areas of language proficiency which are emphasised are those that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals.</p> |

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Mansa College of Education
Kurud Bhilar (C.G.)

**INTRODUCTION
TO RESEARCH
METHODOLOGY
IN EDUCATION**

To enable the students to

CO1. To understand the concept of research and educational research.

CO2. To understand the types and methods of educational research,

CO3. To understand the steps involved in educational research,

CO4. To understand the use of different tools and techniques in educational research

CO5. To use the library, Internet services and other sources of knowledge for educational research Purposes.

CO6. To understand the procedure to conduct the research in the educational field.

CO7. To understand the nature of issues and problems faced by the State System of education and to find out the remedies to solve them.

CO8. To understand the role and use of statistics in educational research.

CO9. To select the appropriate statistical methods in educational research.

CO10. To review the educational research articles.

CO11. Use computers for data analysis

**PSYCHOLOGICAL
PERSPECTIVES
OF EDUCATION**

To enable students:

CO1. To develop understanding of the Psychological basis of Education

CO2. To understand the Cognitive, Affective and Psychomotor development of adolescents and youth.

CO3. To develop the understanding of the theories of Personality and their use in the development of learner's Personality, measurement of personality.

CO4. To understand the Changing Concept of Intelligence and its application.

CO5. To understand the theories of Learning and their Utility in the Teaching Learning Process.

CO6. To understand the Concept and Process of teaching.

**EDUCATIONAL
GUIDANCE AND
COUNSELLING**

CO1. To acquire the students with the concepts, needs and viewpoints about Guidance and Counselling and the underlying principles in reference to normal children as well as in

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| | <p>reference to children with special needs.</p> <p>CO2. To acquire the students with the organizational framework and procedures of Guidance-Services in educational institutions.</p> <p>CO3. To acquire the students with the tools and techniques required for providing guidance and counselling services to students.</p> |
| EDUCATION FOR THE DIFFERENTLY ABLED | <p>CO1. To enable the learner to understand the concept of Inclusive, Integrated and special education, need of special education and its practices.</p> <p>CO2. To understand the various suggestions of recent commissions of education for the differently abled for realizing the concept of universalisation of education. To enable the learner with the new trends in education for the differently abled with respect to the curriculum.</p> <p>CO3. To enable the learner to identify the specific needs characteristics and modalities of identification of various types of differently abled.</p> <p>CO4. To enable the learner with the educational programmes, equipment's and aids for the differently abled</p> |
| HISTORY AND DEVELOPMENT OF EDUCATION IN INDIA | <p>CO1. To be acquainted with the salient features of education in India in Ancient & Medieval times.</p> <p>CO2. To be acquainted with the development of education in British India.</p> <p>CO3. To be acquainted with the development of education in Independent India, including significant points of selected Education.</p> <p>CO4. To be acquainted with current issues and trends in Education.</p> |

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| ECONOMIC & POLITICAL PERSPECTIVES OF EDUCATION | <p>CO1. Apply methods used by economists to evaluate education policies.</p> <p>CO2. Design and Model the Education Production Function.</p> <p>CO3. Evaluate the return to education and understand its empirical estimates.</p> <p>CO4. Participate and evaluate the debate regarding school accountability.</p> <p>CO5. Identify the externalities and financial effects in education.</p> <p>CO6. Evaluate and frame the various degrees of school choice and their economics.</p> |
| ELECTIVE II ADVANCED EDUCATIONAL STATISTICS | <p>- To enable the students</p> <p>CO1. To understand the role and use of advanced Statistics in educational research.</p> <p>CO2. Select appropriate statistical methods in educational research</p> <p>CO3. To understand various Statistical measures for interpretation of data.</p> <p>CO4. To interpret the Statistical data</p> |
| ELECTIVE COURSE II EDUCATIONAL ADMINISTRATION AND MANAGEMENT | <p>CO1. To enable the learner to become effective manager of teaching /Administration of Education.</p> <p>CO2. To enable learner to become & agents of change in various aspects of education i.e. classroom management, curriculum construction, examination systems, Educational policies.</p> <p>CO3. To acquaint the learner with the challenges and opportunities emerging in the management and administration in education.</p> <p>CO4. To acquaint the learner with the Central and State machinery for educational administration and management.</p> <p>CO5. To make the students understand about the finance, management of Education.</p> <p>CO6. To make the student familiar with the new trends and techniques of education.</p> <p>CO7. To enable the students to get some insight into supervision, inspection and know trends of development</p> <p>CO8. To development an understanding of the planning of</p> |

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| | education in India and its Socioeconomic context. |
| GENDER PERSPECTIVES AND EDUCATION | <p>This course will enable the students to</p> <p>CO1. develop basic understanding and familiarity with key concepts–gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;</p> <p>CO2. understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period;</p> <p>CO3. learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and</p> <p>CO4. Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy)</p> |
| CURRICULUM DEVELOPMENT | <p>CO1. To understand the concept and principles of curriculum development.</p> <p>CO2. To understand and appreciate curriculum as a means of development of the individual.</p> <p>CO3. To gain insight in to the development of new curriculum.</p> <p>CO4. To understand the Foundations of curriculum development.</p> <p>CO5. To appreciate the need for continuous Curriculum reconstruction.</p> <p>CO6. To help the student to develop skills in framing curriculum for subjects of teaching, analysing curriculum for teaching-learning process and developing course contents in the subjects of teaching.</p> |

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Name of Programme: B.P.Ed

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| Programme Outcome | PO- Define learning outcomes for Bachelor Physical Education which Encourages a holistic approach based on a socio-ecological perspective. promote greater integration and balance between the social and physical sciences . contextualize physical education with a set of attitudes and values that signify the importance of movement as a valued human practice . centralize and acknowledge that the individual, in his /her search for personal meaning, once Educated in Health and Physical Education, would be able to make positive contributions to the Enhancement of Society .Promote the learning of new skills . Enhance, extend, inform and critique the deliberate use of exercise, play, sport and other forms of physical activity within and individual and societal context. |
| Name of Course | Outcomes |
| Anatomy & Physiology | Students know about:- CO1- The anatomy, physiology and functions of various Tissues and cell, organization of cellular system. CO2- Classify different types of tissue and explain anatomy and physiology of skeletal system and joints CO3- Haemopoetic and lymphatic system homeostatic and its altered physiology CO4- The Anatomy and Physiology of cardiovascular and respiratory system and its disorders CO5- Anatomy and Physiology of digestive ,nervous, urinary and reproductive system and its disorders CO6- Anatomy and Physiology of endocrine system and sense organs and its disorders CO7- Physiology of muscle contraction and its disorders CO8- Sport physiology , drugs and athletics |
| Educational Technology and Methods of Teaching in Physical Education | CO- To provide opportunity to faculty and students of the department for their self-evaluations, accountability, autonomy and innovations in the area of physical education and sports. |
| Officiating and Coaching | CO- To generate employment in the fields of Health Fitness and Gym-Management, Physiotherapy, Journalism, Aquatics and Yoga. |
| Swimming, Gymnastics | CO1- Improve general and swimming fitness levels for maintaining lifelong health fitness. CO2- Develop apply and improve swimming skills and techniques for life long enjoyment of swimming. CO3- Apply knowledge and respect for universal water safety and rules around the pool environment. CO4- Students learn about practices foundation positions CO5- Students also learn about practices line exercise and walking exercise. |
| Track and Field (Sprints, | CO1- To provide opportunity to talented students to excel in sports |

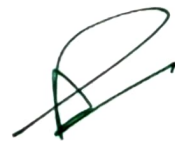

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| Shot-Put, Long Jump, Relays) | and become outstanding CO2- Sports persons. CO3- Explain running variations and motion skills. |
| Basketball, Football, Kabaddi, Kho-Kho | CO1- Understand basic basketball rules, terminology and safety concerns. CO2- Demonstrate the six basic basketball skills of Running, Jumping, Passing, Catching, Dribbling and shooting. CO3- Students Will be able to explain the basic features of soccer sport branch. CO4- Student will be able to explain the definition of football sports CO5- Student will be able to examine the development of football sport in Turkey. CO6- Student will be able to describe the development of football sport in the world. CO7- Kabbadi Course will helps players to enhance their pro activeness, presence of mind, multi-tasking skills, team spirit and crisis management. CO8- Kho -Kho Course will help to Students to gain requires endurance and speed. CO9- It's most important skill used in running. CO10- Dodging is given by jerky movement of the body. |
| Yoga Education | Yoga education helps in self -discipline and self-control, leading to immense amount of awareness, concentration and higher level of consciousness. Briefly the aims and objectives of Yoga education are: CO1- To enable the student to have good health. CO2- To practice mental hygiene. CO3- To possess emotional stability. CO4- To integrate moral values. CO5- To attain higher level of consciousness. |
| Health Education and Environmental Studies | After studying this course, you should be able to: CO1- Define and use, or recognize definitions and applications of, each of the terms in bold in the text CO2- Understand the complexity of the interdependence between organisms and their environment CO3- Describe some of the consequences for health of pollution CO4- Explain why it is difficult to gain international agreements to secure biodiversity and reduce pollution. |
| Sports Nutrition and Weight Management | Students will learn: CO1- What's new regarding sports nutrition and training information CO2- .How to understand the interactions between nutrition and exercise training CO3- Practical counseling tips you can immediately put into practice CO4- Insights into how to coach clients on weight and body image issues CO5- How to improve your business and professional activities |



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