**Polba Mahavidyalaya**

***Affiliated to The University of Burdwan***

***COURSE AND PROGRAMME OUTCOMES***

***Of***

**{UG Programme in Education as per NEP-2020 (Honours with Research or Honours}**

***[Abbreviations Used: Core Course (CC); Skill Enhancement Course (SEC); Course Outcome (CO); Program Outcome (PO); Major/DS Course (Core); Minor course; Multidisciplinary course (MDS)]***

(Session 2023-24)

***SEMESTER- I***

***Major/DS Course (Core)***

***Educational Philosophy-I***

***Course Objectives:***

1. To understand the meaning, nature, and scope of Education.

2. To explore the various functions and factors influencing Education.

3. To examine the aims of Education from both individualistic and socialistic perspectives.

4. To introduce the Philosophy of Education and to be acquainted with the relationship of Education and Philosophy.

5. To familiarize students with different schools of Indian Philosophy and their epistemological and ethical aspects.

6. To Analyze the educational implications of specific Indian philosophical schools such as Sankhya, Yoga, Nyaya, Charvak, Buddhist, and Jain.

7. To comprehend the concept of child-centric education and its meaning and characteristics.

8. To explore the aims of modern child-centric education.

9. To examine different approaches to child-centric education.

10. To understand the features and significance of life-centric education.

11. To understand the concept of freedom and discipline in the context of education.

12. To recognize the need for discipline and its application in educational institutions.

13. To understand the concept of free discipline and self-discipline

**Course Outcomes:**

1. Define Education and understand its various dimensions and purposes.

2. Develop an understanding of the factors that influence education and the role they play in shaping the educational process.

3. Compare and contrast individualistic and socialistic aims of education.

4. Gain insights into the relationship between Education and Philosophy and its implications for educational practices.

5. Comprehensive understanding of different schools of Indian philosophy and their relevance to education.

6. Analyze the educational implications of specific Indian philosophical schools.

7. Explain the concept of child-centric education and its significance in modern educational contexts.

8. Familiarize with different approaches to child-centric education and their respective strengths and weaknesses.

9. Recognize the features and significance of life-centric education and its impact on holistic development.

10. Understand the concepts of freedom and discipline in the educational setting.

11. Discuss the importance of discipline and its application in maintaining a conducive learning environment.

12. Understand the concept of free discipline and its role in fostering independent learning.

13. Develop an understanding of self-discipline and its significance in personal and academic growth.

**SEMESTER- I**

***Skill Enhancement Course (SEC)-1***

***SEC-1: Computer Application in Education***

***Course Objectives:***

1. To familiarize students with the essential components and functionalities of MS Office applications, including MS Word, MS PowerPoint, and MS Excel.

2. To provide an understanding of the concepts of information and communication technology (ICT) and its relevance in education.

3. To explore the issues and initiatives related to universal access and the digital divide in the context of ICT.

4. To examine the challenges involved in integrating ICT into the school system and understand the aims and objectives of the National Policy on ICT in School Education in India.

5. To introduce students to the components and objectives of the National Mission on Education through ICT (NMEICT) and various related platforms such as Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, e-GyanKosh, virtual laboratory, and haptic technology.

6. To enable students to effectively utilize internet resources for different disciplines, including natural sciences, social sciences, humanities, and mathematics.

7. To provide a general introduction to various forms of e-learning, such as mobile learning, distance learning, online learning, virtual universities, and Massive Open Online Courses (MOOCs).

8. To explore the potential of social networking platforms in education and their role in facilitating collaborative learning and knowledge sharing.

***Course Outcomes:***

1. Demonstrate proficiency in using MS Office applications, including MS Word, MS PowerPoint, and MS Excel, for creating documents, presentations, and spreadsheets.

2. Understand the importance of information and communication technology (ICT) in education and its impact on learning outcomes.

3. Analyze the issues and initiatives related to universal access and the digital divide, and propose strategies to bridge the gap.

4. Identify and address the challenges involved in integrating ICT into the school system, considering the objectives of the National Policy on ICT in School Education in India.

5. Utilize various components of the National Mission on Education through ICT (NMEICT), such as Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, eGyanKosh, virtual laboratory, and haptic technology, to enhance teaching and learning experiences.

6. Effectively utilize internet resources for different disciplines, including natural sciences, social sciences, humanities, and mathematics, to gather information and enhance subject knowledge.

7. Evaluate the advantages and limitations of different forms of e-learning, such as mobile learning, distance learning, online learning, virtual universities, and MOOCs, and select appropriate approaches for specific educational contexts.

8. Understand the role of social networking platforms in education and employ them for collaborative learning, knowledge sharing, and professional networking purposes

***SEMESTER- II***

***Major/DS Course (Core)-2***

***Course - Educational Psychology-I***

***Course Objectives: -***

1.Introduce students to the field of psychology and its relevance to education

2. Understand the nature and scope of educational psychology.

3. Explore the relationship between education and psychology.

4. Familiarize students with the methods used in educational psychology research.

5. Examine the concepts of growth and development and their significance in educational psychology.

6. Understand the determinants of development, including heredity and environment.

7. Identify the principles that underlie human development.

8. Study the stages of physical development and recognize the characteristics of each stage.

9. Explore the different areas of development, including emotional, intellectual, and social aspects.

10. Understand individual differences, including the concept, types, and their implications in an educational context.

11. Introduce the concept of learning and its importance in education.

12. Identify the factors associated with learning and their impact on educational outcomes.

13. Examine various theories of learning, including trial and error, classical conditioning, operant conditioning, insightful learning, and Gagne's theory of learning.

14. Understand the concept of transfer of learning and its relevance in educational settings.

15. Explore different theories and models related to transfer of learning.

16. Discuss the practical applications of transfer of learning in educational contexts.

***Course outcomes: -***

Upon completion of this course, students will be able to:

1. Define and explain the field of psychology and its connection to education.

2. Describe the nature and scope of educational psychology and its role in enhancing teaching and learning processes.

3. Analyze the relationship between education and psychology and recognize their mutual influences.

4. Apply appropriate research methods in conducting educational psychology studies.

5. Explain the concepts of growth and development and their significance in educational psychology.

6. Identify and compare the roles of heredity and environment in human development.

7. Apply the principles of development to understand the patterns and processes of growth.

8. Describe the stages of physical development and recognize the characteristics associated with each stage.

9. Analyze the emotional, intellectual, and social aspects of human development and their implications in education.

10. Recognize and accommodate individual differences in educational settings.

11. Define learning and its significance in educational contexts.

12. Identify and evaluate the factors that influence learning outcomes.

13. Compare and contrast different theories of learning, such as trial and error, classical conditioning, operant conditioning, insightful learning, and Gagne's theory of learning.

14. Apply the principles of Gagne's theory of learning in designing instructional strategies.

15. Explain the concept of transfer of learning and its relevance to educational practices.

16. Compare and contrast different theories and models related to transfer of learning.

17. Apply the principles of transfer of learning in designing effective instructional materials and strategi

***SEMESTER- II***

***Skill Enhancement Course (SEC)-2***

***SEC-2: Education of Children with Special Needs***

***Course Objectives:***

1. To provide an understanding of the education needs of children with visual impairments, including their identification, intervention, education, and prevention.

2. To develop knowledge and skills related to the education of children with hearing impairments, including their identification, intervention, education, and prevention.

3. To explore the challenges and strategies involved in educating children with speech and language disorders, including their identification, intervention, education, and prevention.

4. To understand the unique needs and educational approaches for children with physical disabilities, including their identification, intervention, education, and prevention.

5. To develop an understanding of learning disabilities in children, including their identification, intervention, education, and prevention.

***Course Outcomes:***

Upon completion of this course, students will be able to:

1. Identify the specific educational needs of children with visual impairments and implement appropriate intervention strategies to support their learning.

2. Recognize the challenges faced by children with hearing impairments and employ effective educational techniques to enhance their communication and learning skills.

3. Evaluate and apply appropriate intervention strategies for children with speech and language disorders to promote their communication and language development.

4. Design inclusive educational environments and accommodations to support the learning and participation of children with physical disabilities.

5. Identify the signs and symptoms of learning disabilities in children and develop individualized educational plans to address their specific needs.

6. Collaborate with parents, teachers, and other professionals to provide comprehensive support and resources for children with special educational needs.

7. Advocate for inclusive practices and policies in educational settings to ensure equal opportunities and access for children with diverse abilities.

8. Demonstrate sensitivity, empathy, and understanding towards children with special educational needs, fostering an inclusive and supportive learning environment.

9. Continuously engage in professional development and stay updated with the latest research and best practices in special education.

10. Reflect on personal attitudes and beliefs towards individuals with disabilities and develop a more inclusive and inclusive mindset.

**SEMESTER- I**

***Minor course -1***

***Course: Principles of Education***

***Course Objectives:***

1. Understand the meaning, nature, and scope of education.

2. Identify the functions and factors that influence the field of education.

3. Examine the aims of education from individualistic and socialistic perspectives.

4. Define the concept of curriculum and its significance in education.

5. Differentiate between different types of curriculum and their applications.

6. Understand the principles involved in curriculum construction.

7. Recognize the importance of co-curricular activities in enhancing overall education.

8. Explore child-centric education, its characteristics, and its aims in modern education.

9. Analyze the significance of play and play-way methods in education, including various approaches.

10. Understand the concepts of freedom and discipline and their application in educational institutions.

***Course Outcome:***

Upon completion of this course, students will be able to:

1. Demonstrate a clear understanding of the meaning, nature, and scope of education.

2. Evaluate the functions and factors that shape the field of education.

3. Critically analyze the aims of education from both individualistic and socialistic perspectives.

4. Apply the concept of curriculum to design effective educational programs.

5. Select and justify appropriate types of curriculum for specific educational contexts.

6. Develop curriculum construction skills based on established principles.

7. Recognize the value and integration of co-curricular activities in educational planning.

8. Implement child-centric education principles to promote holistic development.

9. Apply play and play-way methods in educational practices, drawing from different approaches.

10. Promote a balanced approach between freedom and discipline in educational institutions, fostering a conducive learning environment.

***SEMESTER-II***

***Minor course -2***

***Course: Educational Psychology***

***Course Objectives:***

1. Develop a comprehensive understanding of the field of educational psychology, including its meaning, nature, and scope.

2. Explore the relationship between education and psychology, and how psychological principles can inform educational practices.

3. Familiarize with the various research methods used in educational psychology and develop skills in conducting educational research.

4. Understand the concept of growth and development and its significance in the context of child development.

5. Identify and analyze the different stages of child development, including infancy, childhood, and adolescence.

6. Examine the various aspects of child development, including physical, intellectual, emotional, and social aspects.

7. Gain knowledge about personality development and understand the factors that influence its development.

8. Explore different approaches to understanding personality, such as types and traits.

9. Recognize and appreciate the individual differences among learners and understand their implications for education.

10. Gain insights into the concept of intelligence, including its definition, theories, and assessment methods.

***Course Outcomes:***

Upon completion of this course, students will be able to:

1. Demonstrate a clear understanding of the field of educational psychology, including its key concepts and theories.

2. Apply psychological principles and theories to educational contexts, enhancing instructional practices and student learning outcomes.

3. Utilize various research methods and techniques to investigate educational phenomena and contribute to the field of educational psychology.

4. Analyze and interpret the different stages of child development, recognizing the unique characteristics and needs of each stage.

5. Assess and support the various aspects of child development, promoting holistic growth in educational settings.

6. Understand the factors that contribute to personality development and apply this knowledge to support students' socio-emotional development.

7. Evaluate and utilize different approaches to understanding personality, considering their practical implications for educational settings.

8. Adapt instructional strategies to accommodate and address the diverse learning needs and individual differences among students.

9. Employ appropriate assessment methods to measure and assess students' cognitive abilities and intelligence.

10. Apply the principles and findings of educational psychology to design effective teaching strategies, create inclusive learning environments, and enhance student motivation and engagement.

11. Critically analyze and reflect on educational practices and policies through the lens of educational psychology, advocating for evidence-based approaches to education.

12. Demonstrate effective communication and collaboration skills with students, parents, and colleagues, promoting positive relationships and a supportive learning community.

***SEMESTER-I***

***Multidisciplinary course (MDS-1)***

***Great Educators***

***Course Objectives:***

1. Gain an in-depth understanding of the life and teachings of Swami Vivekananda.

2. Explore the contributions of Sri Aurobindo to philosophy and Education.

3. Examine the life and works of Rabindranath Tagore, including his philosophy of Education.

4. Analyze the educational philosophy and principles of Mahatma Gandhi.

5. Study the ideas and theories of Jean-Jacques Rousseau regarding Education.

6. Understand the educational approach and philosophy of Friedrich August Froebel.

7. Explore the educational theories and principles proposed by John Dewey.

8. Analyze the educational approach and methods developed by Maria Montessori.

9. Compare and contrast the philosophies and educational ideas of the mentioned educators.

10. Reflect on the relevance and applicability of the educational philosophies in contemporary educational contexts.

***Course Outcomes:***

Upon completion of this course, students will be able to:

1. Demonstrate a comprehensive understanding of the life, teachings, and contributions of Swami Vivekananda.

2. Evaluate the impact of Sri Aurobindo's philosophy on Education and personal development.

3. Critically analyze the educational philosophy and works of Rabindranath Tagore, and their implications for Education.

4. Assess the educational principles and practices advocated by Mahatma Gandhi, and their relevance in today's world.

5. Explain the key ideas and theories of Jean-Jacques Rousseau related to Education and child development.

6. Apply the principles and practices of Friedrich August Froebel's educational approach in instructional settings.

7. Evaluate the educational theories and ideas of John Dewey and their impact on progressive education.

8. Analyze the educational methods and principles developed by Maria Montessori and their application in early childhood education.

9. Compare and contrast the philosophies and approaches of the mentioned educators, identifying their similarities and differences.

10. Critically reflect on the educational philosophies studied and their implications for personal teaching practices and educational policy-making.

11. Develop a broader perspective on educational philosophies and their significance in shaping educational systems and practices.

12. Engage in critical discussions and debates on educational philosophies, fostering intellectual curiosity and a deeper understanding of diverse educational perspectives.

***SEMESTER-II***

***Multidisciplinary course (MDS-2)***

***Value Education***

***Course Objectives:***

1. Understand the meaning and concept of values in education.

2. Recognize the importance and significance of value education in the overall development of individuals.

3. Explore the concept of morality and its relationship with values in education.

4. Analyze the role of parents in facilitating children's moral development and fostering positive values.

5. Gain knowledge about social values and their impact on individuals and society.

6. Understand the role of values in the classroom environment and its influence on students' behavior and learning outcomes.

7. Explore strategies for inculcating values among students and promoting a values-based culture in educational settings.

8. Examine the meaning and aims of peace education and its role in fostering positive values.

9. Identify the values inherent in peace education and their significance in promoting harmony and conflict resolution.

10. Understand the connection between values and human rights education, and the role of values in upholding and promoting human rights.

***Course Outcomes:***

Upon completion of this course, students will be able to:

1. Demonstrate a comprehensive understanding of the concept of values in education and their importance in personal and societal development.

2. Evaluate the need for value education in educational settings and recognize its impact on individuals and communities.

3. Analyze the concept of morality and its relevance to values in education, and reflect on its implications for personal and professional conduct.

4. Recognize the role of parents in promoting children's moral development and understand strategies to facilitate the transmission of positive values.

5. Critically examine social values and their influence on individual behavior and societal norms.

6. Apply knowledge of values in creating a positive classroom environment and fostering ethical behavior among students.

7. Design and implement strategies for inculcating values among students, considering their developmental stage and individual needs.

8. Understand the meaning and objectives of peace education, and its role in promoting values such as empathy, tolerance, and cooperation.

9. Evaluate the impact of values in peace education on conflict resolution, social justice, and building a peaceful society.

10. Recognize the importance of values in human rights education, and its role in promoting equality, respect, and dignity for all individuals.

11. Reflect on personal values and develop a deeper understanding of their influence on teaching practices and interactions with students.

12. Engage in critical discussions on values in education, exploring different perspectives and their implications for educational policies and practices.

13. Demonstrate ethical behavior and integrity in personal and professional interactions, reflecting the values learned during the course.

14. Foster a sense of responsibility towards creating a positive and inclusive learning environment that promotes and upholds core values.

15. Advocate for the integration of value education in educational policies and curriculum, recognizing its long-term impact on individuals and society.

**COURSE AND PROGRAM OUTCOMES**

**OF**

**CBCS**

***[Abbreviations Used: Core Course (CC); Skill Enhancement Course (SEC); Discipline Specific Elective (DSE): Generic Elective (GE); Course Outcome (CO);***

***Program Outcome (PO); Program Specific Outcome (PSO)]***

**Semester-3**

***CC-5 : Educational Sociology-I***

After the completion of this course, students can:

**CO1:** acquire detail knowledge about Sociological Foundation of Education and relate the theories to real life.

**CO2:** also learn about social sub-system & its specific characteristic, The Components of Education and community, Relation between Education and Community, Education for Indian Society

**CO3:** develop knowledge about Social Change, Factors and problems of social change in India, Education with Special Reference to Social Change

**CO4:** also learn about Social Stratification, Education with reference to social stratification, Social equity and equality of educational opportunities

***CC-6: Education in Ancient &Medieval India***

After the completion of this course, students can:

**CO1:** develop detail knowledge about Education in Vedic period with special reference to curriculum, Method of teaching, role of teachers and salient features

**CO2:** learn about in Bramanic period Education, its Aims, Curriculum,Method of teaching and Role of Teachers.

**CO3:** learn about Education in Buddhistic Period, its Concept, Aims, Curriculum, Methodof teaching, Role of Teachers and Comparison between Bramanic and Buddhistic education.

**CO4:** construct knowledge aboutEducation in Medieval India: Under Sultanate and Mughal Rulers, with special reference to Objectives, Curriculum, Method of teaching, Role of Teachers and Salient features.

***CC-7: Education in British India***

After the completion of this course, students can:

**CO1:** develop detail knowledge aboutIndian Education during early British Period, Missionary educational activities in India during early19th century, Serampore Mission, Fort William College, Bengal Renaissance-Educationalcontributions, Charter Act of 1813.

**CO2:** learn about Western Education, Oriental and Occidental Controversy, Macaulay’sMinute, Adam’s Report and its recommendations, Wood’s Despatch-1854.

**CO3:** learn about Recommendations of Indian Education Commission (1882), Educational reforms of LordCurzon, National Education Movement, Gokhale’s compulsory primary education bill.

**CO4:** construct knowledge aboutCalcutta University Commission (1917-1919), Education under Diarchy, HartogCommittee Report (1929), Education under Provincial autonomy, Abbot Wood Report, Gandhiji’s Basic Education, Sargeant Report (1944)

***GE – 3 : Educational Sociology (For other Disciplines)***

After the completion of this course, students can:

**CO1:** develop detailed knowledge abouteducational Sociology, relation between sociology and education, education-as a social sub-system.

**CO2:** learn about social change and social stratification in India.

**CO3:** construct knowledge aboutsocialization, social Control and agencies of social control.

**CO4:** learn about social Agencies and their educative role:Family, School, State, Mass media.

***SEC-1: Value Education***

After the completion of this course, students can:

**CO1:** gain theoretical and practical knowledge about value education and its needs.

**CO2:** construct knowledge about values in a pluralist society, morality, morality & value, role ofparents to facilitate children’s moral development.

**CO3:** develop knowledge about values in the classroom, value from the pupil’s perspective, Inculcation of Values among thestudents, role of the teachers to facilitate moral development among the pupils.

**CO4:** learn about Peace Education, Values in Peace Education, values and human rights education.

**Semester-4**

***CC-8: Educational Sociology-II***

After the completion of this course, students can:

**CO1:** develop detail knowledge aboutSocialization, Role of the Patents and the Teachers inthe process of socialization, Social Control: Meaning and types of Social control, Agencies of SocialControl

**CO2:** develop knowledge about Social Mobility: Meaning, Types, Causes and factors of Social Mobility, Mobility in Indian Society

**CO3:** develop their knowledge about Concept of Culture, Cultural Change & Cultural Lag, Education as Cultural Determinants,Education for Multicultural Society

**CO4:** develop their knowledge about Social Institution and Agencies of Education: Family, School, State, Mass media, Educative role of the above social agencies.

***CC-9 : Development of Education in Post-Independence Period***

After the completion of this course, students can:

**CO1:** develop detail knowledge aboutUniversity Education Commission (1948-49): Aims, Curricula, Rural University and OtherRecommendations, Mudaliar Commission (1952-53): Aims, Structure, Curricula and Other Recommendations,

**CO2:** learn about Kothari Commission (1964-66): Objectives, Structure, Curricula, Technical and ProfessionalEducation, Recommendations on different areas of education.

**CO3:** construct knowledge about Universal elementary education: Free, Compulsory & Universal Education in India, Present Positionof Elementary Education, Language Policy in Education as recommend by different Commissions&Committees

**CO4:** learn about National Policy on Education (1986), Programme of Action (P.O.A.)-(1982), Constitutional Reforms Relating to Education.

***Core Course (CC-10): Educational Management and Administration***

After the completion of this course, students can:

**CO1:** internalize the concept of Educational Organization, Management and Planning. They also understand educational planning and the essential functions of educational management.

**CO2:** learn about Educational organization: Meaning and Principles, School Organization and its Principle, School plant, Buildings, Equipments, Playground, Workshop, Library, Computer room etc.

**CO3:** construct knowledge about Educational Supervision: meaning, need and functions, Factors influencing supervision, Difference between inspection and supervision, Styles of leadership

**CO4:** learn about Educational Planning: meaning, scope, and significance, Educational Planning: types & strategies, Manpower Planning: meaning, nature, and characteristics, Steps and Strategies in Manpower Planning.

***GE - 4 : History of Education in India***

After the completion of this course, students can:

**CO1:** internalize the concept of Missionary educational activities in India: Characteristics and significance, Serampore Mission: Contributions of the Trio to Education, Charter Act of 1813, Macaulay’s Minute, Adam’s Report and its recommendations, Woods Despatch (1854).

**CO2:** construct knowledge about Indian Education commission -1882, Indian University Commission (1902), National Education Movement.

**CO3:** learn about Sadler Commission -1917**,** Hartog Committee Report, Wardha Schame, The Sargent Plan (1944)

**CO4:** construct knowledge about Radhakrishnan Commission-1948, with special reference to rural university, Mudaliar Commission (1952-53): Reports and Recommendations, Kothari Commission (1964-66): Reports and Recommendations, National Education Policy1986 and Revised Educational Policy of 1992.

***SEC-2: Educational Thoughts and Ideas of Great Indian Educators***

After the completion of this course, students can:

**CO1:** develop knowledge about Raja Rammohan Roy (1772-1883): Philosophy of life, Activities, Ideas on Education and WomenEducation, Iswar Chandra Vidyasagar (1820-1891): Educational Philosophy, Aims of Education, Method of Instruction, Activities & Ideas on Women Education.

**CO2:** construct knowledge about Swami Vivekananda (1863-1902): Educational Philosophy, Aims of Education, Method ofInstruction, Curriculum of Education, Women Education & Concept of Teacher Sri Aurobindo (1872-1950): Educational Philosophy, Aims of Education, Method of Instruction,Curriculum of Education, & Concept of Teacher

**CO3:** learn about Rabindranath Tagore (1861-1941): Educational Philosophy, Aims of Education, Method ofInstruction, Curriculum of Education, & Santiniketan School, Mahatma Gandhi (1869-1948): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Basic Education.

**Semester-5**

***CC-11: Educational Guidance and Counselling***

After the completion of this course, students can:

**CO1:** develop detail knowledge aboutEducational Guidance: Meaning, Definition Concept, Scope, Needs and Importance of Guidance, Essentials of good Guidance programme

**CO2:** construct knowledge about Different forms of Guidance: Educational, Vocational and Personal, Organization of Guidance serviceat different levels of education, Basic data necessary for guidance: data about pupils, courses,vocations, Tools and techniques of Guidance

**CO3:** learn about Counselling: Meaning, Nature, & Scope, Types of counselling, Tools and techniques ofCounselling.

**CO4:** construct knowledge about Difference between Guidance and Counselling, Counselling process-relationships & its characteristics, Role of parent, teacher & counselor in guidance programme

***CC-12: Educational Technology***

After the completion of this course, students can:

**CO1:** develop detail knowledge aboutEducational Technology: concept and meaning, Educational Technology: nature, scope, needs andlimitations, Components of Educational Technology-Hardware & Software.

**CO2:** construct knowledge about System approach: concept and characteristics, components of instructional system, uses andlimitation of system approach, Programmed Learning: concept, nature and scope of programmedlearning, Principles of programming.

**CO3:** learn about Communication: meaning, nature, types and process, Barriers of Communication, Significance ofCommunication, components of communication process, Communication in teaching-learningsituation.

**CO4:** construct knowledge about Multimedia approach in educational technology, Visual, audio and audio-visual types and their usesin education, Computer and its role in education, Personalized Instructional Techniques, Mass Instructional Techniques

***DSE-1: Current Issues in Indian Education***

After the completion of this course, students can:

**CO1:** develop detail knowledge aboutConstitutional provision in education, Development of Education under Five Year Plans – Pre-Primary Education, Primary Education, Secondary Education, Higher Education, and Women Education - last two five years plans

**CO2:** acquire detail knowledge about Equal opportunity in Education: OBC, SC, ST, Women and Minorities, Education for all and SarvaSiksha Mission.

**CO3:** learn about Functions of following Educational Organizations: UGC, NAAC, NCERT, NUEPA, NCTE, DIET, SCERT.

**CO4:** learn about modern trends and Contemporary Issues in Education, Privatization in Education, Globalization and its impact on Education, Education as a Human Right, Adult and Non-formal Education.

***DSE-2: Teacher Education***

After the completion of this course, students can:

**CO1:** develop detail knowledge aboutmeaning and scope of Teacher Education, Need for Education of the Teachers, Aims and

Objectives of Teacher Education: Elementary, Secondary and Higher Secondary levels

**CO2:** learn about development of Teacher Education in India before and after independence, Agencies of TeacherEducation – NCTE, NCERT, SCERT, DIET

**CO-3:** construct knowledge about role of student teaching in Teacher Education programme, Organization of Student Teaching,Various Patterns: Internship, Teaching Practice, Supervision and Evaluation of Student Teaching

**CO-4:** learn about Teaching as a professional ethics of a teacher, Characteristics of a Good Teacher, Professional Organizations for various levels and their roles,

**Semester-6**

***CC-13: Measurement and Evaluation in Education***

After the completion of this course, students can:

**CO-1:** develop detail knowledge about **c**oncept of Measurement and Evaluation, Difference between Measurement and Evaluation, Types of Evaluation: Formative & Summative, Norm referenced & Criterion referenced

**CO-2:** construct knowledge about Different Tools and Techniques of Assessment: Tests, Observation, Assignment, and Project, Generalprinciples of test construction and standardization, Teacher Made test and Standardized test.

**CO-3:** learn about Characteristics of a good test, Reliability: Concept, and Methods of determination, Validity –concept and methods of determination

**CO-4:** construct knowledge about Types of Educational data; Collection and processing of data; Tabulation of data, Graphicalrepresentation of data; Frequency Polygon, Histogram, Bar Diagram, Pie chart, Ogive: Computation of diagrams and Uses

**CO-5:** learn, analyze and evaluate about Measures of Central tendency and its uses, Measures of Variability and its uses, Correlation,Computation of Correlation Co-efficient by Product moment and Rank difference Methods and interpretation of results

***CC-14: Comparative Education***

After the completion of this course, students can:

**CO-I:** develop detail knowledge aboutComparative Education-Meaning and Concept, Scope and Objectives, Factors of ComparativeEducation -Geographical, Economic, Cultural, Philosophical, Sociological, Linguistic

**CO2:** learn about Study in Comparative Education - Descriptive, Historical, Sociological, Analytical and Synthetic

**CO3:** construct knowledge about basic structure of the Formal Education System of U.S.A, U.K and India

**CO4:**  learn about Educational Objectives and curriculum of Primary & Secondary Education of U.S.A, UK and India

***DSE-3: Distance Education***

After the completion of this course, students can:

**CO1:** develop detail knowledge aboutDistance Education: Meaning, Characteristics and Significance, Present status of Distance Education, Growth of Distance Education

**CO2:** learn about Designing and preparing self-learning materials (SLM; Role of electronic media) in Distance Education, ICT and their applications in Distance Education

**CO3:** construct knowledge about Self – support service in Distance Education, Technical and Vocational Programmes through DistanceEducation, Distance Education in rural development

**CO4:** learn about Quality assurance of Distance Education, Mechanism for maintenance of standards in Distance Education, Role of Distance Education Council, & IGNOU

***DSE-3: Educational Thoughts and Ideas of Great Western Educators***

After the completion of this course, students can:

**CO1:** develop detail knowledge aboutJean Jacques Rousseau (1712-1778): Educational Philosophy, Aims of Education, Curriculumof Education, Method of Instruction & Negative Education and Johann Heinrich Pestalotzzi (1748-1827): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction & Concept of Teacher

**CO2:** construct knowledge about F.W. August Froebel (1782-1852): Educational Philosophy, Aims of Education, Curriculum ofEducation, Method of Instruction & Kindergarten and Herbert Spencer (1820-1903): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction & Concept of Teacher

**CO3:** learn about John Dewey (1859-1952): Educational Philosophy, Aims of Education, Curriculum of Education,Method of Instruction, Concept of Teacher & Project Method and Madam Maria Montessori (1870-1952): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction, Concept of Teacher & Child Centric Education

***DSE-3: Basics of Educational Research and Statistics***

After the completion of this course, students can:

**CO1:** develop detail knowledge aboutResearch in Education: Meaning, nature and scope of Educational Research, Types of Research:Fundamental, Applied and Action research, Qualitative and Quantitative Research, Research-Problems, Objectives and Hypotheses

**CO2:** construct knowledge about Major Approaches of Research: Historical; Descriptive; Experimental; Survey

**CO3:** construct knowledge, analyze and evaluate about Basic Statistics and their uses, Central tendency and Dispersion, Graphical representation of data,Correlation and its uses, Co-efficient of Correlation Computation by Product moment and RankDifference

**CO4:** learn, analyze and evaluate about Inferential data Analysis, Normal probability curve, Standard Scores, CR-test (t-test)

***Course: DSE-4: Special Education***

After the completion of this course, students can:

**CO1:** develop detail knowledge aboutEducation of Children with Visual Impairment and Hearing Impairment (with special reference toprevalence, etiology, identification, intervention, education and prevention of each category)

**CO2:** learn about Education of Children with Speech and Language Disorders and Learning Disabilities (with specialreference to prevalence, etiology, identification, intervention, education and prevention of eachcategory)

**CO3:** learn about Education of Children with Multiple Disabilities (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)

**Program Outcomes (Education Honours)**

**PO1-Critical Evaluation:**

Critically analyze the recommendations of various committees and commissions, national policies of education. Students are also encouraged to evaluate the contribution of western and Indian great educators and national leaders. They gain mastery over ICT. They also demonstrate their critical thinking through comparing features of the system of education in UK& USA with that of India, techniques of data collection, application of relevant statistical techniques to represent and analyse the data.

**PO2-Discovery and Exploration:**

Explore new ideas and thoughts through the application of theoretical knowledge of Education subject and statistical techniques and pedagogical analysis.

**PO3-Effectual Communication:**

Students demonstrate their communicational skills through paper presentations on subject as well as various interdisciplinary themes. Students engage in research projects to demonstrate effective communication skills.

**PO4-Sense of time and space:**

Relate their understanding of the theories of educational psychology, philosophical and sociological foundations, ICT, Guidance and counselling, Peace and Value education in various classroom situations and societal experiences.

**PO5-Thinking Skills:**

Demonstrate thinking skills by analyzing, synthesizing, evaluating factual and conceptual educational information from multiple sources and verifying the relevance of various topics by applying them.

**PO6-Self-Sufficiency and Life-long Learning:**

Developing self-sufficiency, sincerity, independent thinking as education is a lifelong process for empowering the students to face all challenges in their future endeavors.

**PO7-Socio-Cultural-political Awareness:**

The students became aware of socio-cultural-political diversity through analysis of diverse social groups, schools of philosophy, religion, class, caste, culture, role of family and other institutions and agencies.

**PO-8-National Integration, International Understanding and Peace:**

Develop concern for the society, nation, as well as promote the feelings of internationalism by comparing our education system with that of UK, USA, philosophy of various educators, social and educational reformers. Various educational policies for the eradication of illiteracy, equalization of educational opportunity, UEE, inclusion, National Disintegration, population explosion and so on are taught in order to sensitize the students. Core Philosophy of Indian Constitution is also developed among the students.

**PO-9-Social Interaction:**

Encouraging students from diverse backgrounds are provided equal opportunity for fulfilment of their needs and interests. Differently Able students are encouraged to interact with other students in an Inclusive environment. To understand the society the students interact with the members of the society.

**PO-10-Solving current problems:**

Acquainting students with the diverse current educational problems and other related issues like SSA, Inclusive education Unemployment, Poverty, National Disintegration and Population explosion.

**PO-11-Inculcating Values and Ethics:**

Applying the knowledge of education in order to inculcate awareness among students concerning racial and gender equity; human rights issues, social justice and other values as enshrined in the Preamble of the Constitution.

**PO-12-Heritage Awareness, Environment Consciousness and Sustainability:**

Encouraging students to understand various issues related to environment and sustainable development by acquainting them with the diverse causes that lead to social change and progress. Sensitizing the students with the cultural heritage of India in education is another key issue.

**Program Specific Outcomes (Education Honours)**

**PSO1: (CC-1)** Students develop a clear idea about the subject Education, like nature, scope and aim of Education, factors, different agencies of education and child centric Education, Indian philosophy of education.

**PSO2:** **(CC-2)** Students gather knowledge about Educational Psychology, theories of psychology and their role and importance & impact in the field of education and education system.

**PSO3:** **(GE)** Students develop a clear idea about the subject Education, like nature, scope and aim of Education, factors, different agencies of education and child centric Education, Indian philosophy of education.

**PSO4:** **(CC-3)** Students develop knowledge about basic of Indian as well as Western Philosophy. They also develop knowledge about the importance of different schools of philosophy in the field of Education.

**PSO5:** **(CC-4)** Students gather knowledge about Educational Psychology, Theory of Intelligence.

**PSO6: (GE-2)** Students gather knowledge about Educational Psychology, growth and development, personality etc.

**PSO7:** **(CC-5)** Students internalize the basic of Sociology, relation between Sociology and Education, theories of Educational Sociology and importance of Educational Sociology in the field of Education.

**PSO8: (CC-6)** Students develop knowledge about the details of ancient and medieval history of Indian Education system.

**PSO9: (CC-7)** Students develop knowledge about the details of Indian Education during early British Period.

**PSO10: (GE-3)** Students internalize the basic of Sociology, relation between Sociology and Education, theories of Educational Sociology and importance of Educational Sociology in the field of Education.

**PSO11: (SEC-1)** Students develop understanding of the concepts of value, morality and peace education.

**PSO12: (CC-8)** Students understand the meaning of Socialization, Role of the Patents and the Teachers inthe process of socialization, Social Control: Meaning and types of Social control, Agencies of SocialControl

**PSO13: (CC-9)** Students develop understanding of the concepts of Education in Post-Independence Period

**PSO14: (CC-10)** Students develop understanding of the concepts of Educational Management and Administration

**PSO15: (GE-4)** Students develop a concept of History of Education in India

**PSO16: (SEC-2)** Students develop understanding of the concepts of Educational Thoughts and Ideas of Great Indian Educators

**PSO17: (CC-11)** Students develop the concept of guidance and counselling, various types of Guidance and basic data necessary for Guidance.

**PSO18: (CC-12)** Students develop an understanding of educational technology, use of computer in education and communication, develop an understanding of ICT & e-learning and they also get acquainted with the instructional techniques and different models of teaching.

**PSO19: (DSE-1)** The learners develop knowledge about Current Issues in Indian Education

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**PSO20: (DSE-2)** The learners develop knowledge about the concept of Teacher Education.

**PSO20: (CC-13)** Students develop understanding of the concepts of measurement and evaluation in education, process of Evaluation, types of measuring instruments and their uses, concepts of validity and reliability and their importance in educational measurement and principles of test construction. They also understand the criteria of constructing standardized tests and utility of statistics in the field of education.

**PSO20: (CC-14)** Students develop understanding of the concepts of Comparative Education of different countries.

**PSO21: (DSE-3)** Students develop understanding of the concepts of Distance Education and Open Education.

**OR**

**PSO21: (DSE-3)** Students develop understanding of the concepts of Educational Thoughts and Ideas of Great Western Educators.

**OR**

**PSO22: (DSE-3)** Learners develop the concept of statistics and to develop skill in analyzing descriptive measures, concept of Normal Probability Curve and its uses in education, measures of relationship and organize relevant educational data and to represent educational data through graphs and to develop skill in analyzing and displaying data.

**PSO23: (DSE-4)** Learners develop the concept of Special Education for special needs children. Education for visually, hearing and mentally challenged children and concept of inclusive education.

**Semester-3rd**

**(General)**

**CC-1C: Educational Sociology Full Marks: 75**

After end of the course –

**CO1:** learners will acquire detail knowledge about the Educational Sociology: Meaning, Nature and Scope, Relation between Sociology and Education, Education-as a social sub-system.

**CO2:** Students will understand about Social Change: Concept and nature, Factors and problems of social change in India, Social stratification: Meaning and Types.

**CO3:** Students will understand about Socialization: Meaning, process and factors of socialization, Social Control: Meaning and types of Social control, Agencies of Social Control.

**CO4:** Learners will acquire detail knowledge about Social Agencies of Education and their educative role:Family, School, State, Mass media.

**SEC-1: Measurement and Evaluation in Education**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Concept of Measurement and Evaluation, Difference between Measurement and Evaluation, Needs of Evaluation in Education.

**CO2:** Students will understand about Different tools and techniques of Evaluation, Teacher Made test and Standardized test, achievement tests and psychological tests Cumulative Record Card.

**CO3:** Students will understand and analyze about Reliability: Meaning and Method of Determining Reliability by Tests- Retest Method, Validity: Meaning and Method of Determining Content Validity.

**CO4:** Learners will acquire detail knowledge about Tabulation of Educational Data, Measurement of Central Tendency: Mean, Median, Mode (Computation and their uses), Measures of Dispersion: Range; Quartile Deviation; Standard Deviation (Computation and their uses)

**CO5:** Students will understand about Concept of Correlation, Rank Difference method and Product moment method for Computation of correlation,Co-efficient, Interpretation of results.

**Semester-4th**

**(General)**

**CC-1D : History of Education in India**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Missionary educational activities in India: Characteristics and significance, Serampore Mission: Contributions of the Trio to Education, Charter Act of 1813, Macaulay’s Minute, Adam’s Report and its recommendations, Woods Despatch (1854).

**CO2:** Students will develop their knowledge about Indian Education commission -1882, Indian University Commission (1902), National Education Movement.

**CO3:** Learners will acquire detail knowledge about Sadler Commission -1917**,** Hartog Committee Report, Wardha Schame, The Sargent Plan (1944).

**CO4:** Students will develop their knowledge about Radhakrishnan Commission-1948, with special reference to rural university, Mudaliar Commission (1952-53): Reports and Recommendations, Kothari Commission (1964-66): Reports and Recommendations, National Education Policy1986 and Revised Educational Policy of 1992.

**SEC-2: Value Education**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Value in Education: Meaning and Concept, Needs of Value Education

**CO2:** Students will develop their knowledge about Morality: Meaning & Concept, Morality and Values in Education, Role of Parents to Facilitate Children’s Moral Development

**CO3:** Learners will acquire detail knowledge aboutSocial Values, Values in Classroom, Inculcation of Values among the students

**CO4:** Students will develop their knowledge about Peace Education: Meanings and Aims, Values in Peace Education, Values and Human Rights Education

**Semester-5th**

**(General)**

**DSE-1A: Great Educators**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Swami Vivekananda (1863-1902), Sri Aurobindo (1872-1950).

**CO2:** Students will develop their knowledge about Rabindranath Tagore (1861-1941), Mahatma Gandhi (1869-1948).

**CO3:**  Learners will acquire detail knowledge about Jean Jacques Rousseau (1712-1778), F.W. August Froebel (1782-1852).

**CO4:** Students will develop their knowledge about John Dewey (1859-1952), Madam Maria Montessori (1870-1952).

**DSE-1A : Women Education**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Women Education: Meaning and Concept, Problems of Women Education.

**CO2:** Students will develop their knowledge about Literacy percentage of women, Existing prejudices against women education, Needs & Scope of Education for girls.

**CO3:** Learners will acquire detail knowledge about Role of Iswarchandra Vidyasagar, Mahatma Gandhi, and Rabindranath Tagore for

Women Education.

**CO4:** Students will develop their knowledge about Women Education as recommended by different commissions in Independent India, Measures taken by the Government for Women Education, Role of NGO’s for Women Education.

**GE-1: Current Issues in Indian Education**

After end of the course –

**COI:** Learners will acquire detail knowledge about Development of Education since 1947, Primary Education, Secondary Education, Higher Education, Technical and Vocational Education.

**CO2:** They will also learn about Equalization of educational opportunity, Education for the Backward Classes, Development and Problems of Women Education.

**CO3:** Learners will acquire detail knowledge about Development of Non-formal Education in India, Adult and Continuing Education, Sarbo Siksha Abhijan / Mission.

**CO4:** They will also learn about Functions of following Educational Organizations, CABE, UGC, NCERT, SECRT, and DIET.

**SEC-3 : Educational Guidance and Counselling**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Educational Guidance: Meaning, Definition, Scope, Needs and Importance of Guidance, Essentials of good Guidance programme.

**CO2:** They will also learn about Different forms of Guidance, Educational and Vocational Guidance, Organization of Guidance service at different levels of education, Tools and techniques of Guidance.

**CO3:** Learners will acquire detail knowledge about Counseling: meaning, nature, scope, Types of counseling, Tools and techniques of Counseling.

**CO4:** They will also learn about Difference between Guidance and Counselling, Counseling process-relationships & its characteristics, Role of parent, teacher & counselor in guidance programme.

**Semester-6th**

**(General)**

**DSE-3: Educational Technology**

After end of the course –

**COI:** After end of the course learners will acquire detail knowledge about Educational Technology: Concept and Meaning, Educational Technology: Nature, Scope, Needs and Limitations, Components of Educational Technology-Hardware & Software.

**CO2:** They will also learn about System approach: Concept and Characteristics, Uses and limitation of system approach.

**CO3:** Learners will acquire detail knowledge about Communication: Meaning, Nature, Types and Process, Barriers of Communication, Significance of Communication.

**CO4:** They will also learn about Multimedia approach in educational technology, Visual, audio and audio-visual types and their uses in education, Computer and its role in education.

**GE-2 : Psychology of Mental Health and Hygiene ( For other disciplines)**

After end of the course –

**CO1:** Learners will acquire detail knowledge aboutMental Hygiene: Meaning and Concept, Mental Health: Meaning and Concept, Characteristics of Mental Health, Education and Mental Health & Hygiene.

**CO2:** They will also learn about Adjustment: Concepts, Need, and Areas of Adjustment, Mechanism of Adjustment, Role of Family and School in effective Adjustment.

**CO3:** Learners will acquire detail knowledge about Maladjustment: Meaning and Definition, Causes of Maladjustment, Different forms of Maladjustment, Role of Family and School in remedial measures.

**GE-2 : Education of Children with Special Needs**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Education of Children with Visual Impairment: identification, intervention, education and prevention, Hearing Impairment: identification, intervention, education and prevention.

**CO2:** They will also learn about Education of Children with Speech and Language Disorders: identification, intervention, education andprevention.

**CO3:** Learners will acquire detail knowledge about Education of Children with Physically Handicapped: identification, intervention, education and prevention.

**CO4:** They will also learn about Education of Children with Learning Disabilities: identification, intervention, education and prevention.

**SEC-4 : Distance Education**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Distance Education; Significance, Meaning and Characteristics, Growth and Development of Distance Education.

**CO2:** They will also learn about Designing and preparing self-learning materials in Distance Education, ICT and their applications in Distance Education

**CO3:** Learners will acquire detail knowledge about Self – support service in Distance Education, Technical and vocational Programmes through Distance Education.

**CO4:** They will also learn about Quality assurance in Distance Education, Maintaining of standards in Distance Education, Role of Distance Education Council.

**Program Outcomes (Education General)**

**PO1-Discovery and Exploration:**

Explore new ideas and thoughts through the application of theoretical knowledge of Education subject and statistical techniques and pedagogical analysis.

**PO2-Effectual Communication:**

Students demonstrate their communicational skills through paper presentations on subject as well as various interdisciplinary themes. Students engage in research projects to demonstrate effective communication skills.

**PO3-Sense of time and space:**

Relate their understanding of the theories of educational psychology, philosophical and sociological foundations, Guidance and counseling.

**PO4-Self-Sufficiency and Life-long Learning:**

Developing self-sufficiency, sincerity, independent thinking as education is a lifelong process for empowering the students to face all challenges in their future endeavors.

**PO5-Socio-Cultural-political Awareness:**

The students became aware of socio-cultural-political diversity through analysis of diverse social groups, schools of philosophy, religion, class, caste, culture, role of family and other institutions and agencies.

**PO-6-National Integration, International Understanding and Peace:**

Develop concern for the society, nation, as well as promote the feelings of internationalism by comparing our education system with that of UK, USA, philosophy of various educators, social and educational reformers. Various educational policies for the eradication of illiteracy, equalization of educational opportunity, UEE, inclusion, National Disintegration, population explosion and so on are taught in order to sensitize the students. Core Philosophy of Indian Constitution is also developed among the students.

**PO-7-Social Interaction:**

Encouraging students from diverse backgrounds are provided equal opportunity for fulfillment of their needs and interests. Differently Able students are encouraged to interact with other students in an Inclusive environment. To understand the society the students interact with the members of the society.

**PO-8-Inculcating Values and Ethics:**

Applying the knowledge of education in order to inculcate awareness among students concerning racial and gender equity; human rights issues, social justice and other values as enshrined in the Preamble of the Constitution.

**Program Specific Outcomes (Education General)**

**PSO1: (CC-1A)** Students develop a clear idea about the subject Education, like nature, scope and aim of Education, factors, different agencies of education and child centric Education, Indian philosophy of education.

**PSO2:** **(CC-1B)** Students gather knowledge about Educational Psychology, theories of psychology and their role and importance & impact in the field of education and education system.

**PSO3:** (**CC-1C)** Students internalize the basic of Sociology, relation between Sociology and Education, theories of Educational Sociology and importance of Educational Sociology in the field of Education.

**PSO4:** **(SEC-1)** Students develop understanding of the concepts of measurement and evaluation in education, process of Evaluation, types of measuring instruments and their uses, concepts of validity and reliability and their importance in educational measurement and principles of test construction.

**PSO5:** **(CC-1S)** Students develop understanding of the concepts of educational history of pre-independence.

**PSO6:** **(SEC-2)** Students develop understanding of the concepts of value, morality and peace education.

**PSO7:** **(DSE-1A)** Students develop understanding of the concepts of Educational Thoughts and Ideas of Great Indian Educators

**OR**

**PSO8:** **(DSE-1A)** Learners will acquire detail knowledge about Women Education.

**PSO9:** **(GE-1)** Students develop understanding of the concepts of current issues in Indian education.

**PSO10:** **(SEC-3)** Students develop the concept of guidance and counselling, various types of Guidance and basic data necessary for Guidance.

**PSO11:** **(DSE-3)** Students develop an understanding of educational technology, use of computer in education and communication, develop an understanding of ICT & e-learning and they also get acquainted with the instructional techniques and different models of teaching.

**PSO12: (GE-2)** Students develop an understanding of Psychology of Mental Health and Hygiene

**OR**

**PSO13: (GE-2)** Learners develop the concept of Special Education for special needs children. Education for visually, hearing and mentally challenged children and concept of inclusive education.

**PSO14: (SEC-4)** Students develop understanding of the concepts of Distance Education and Open Education.