**Polba Mahavidyalaya**

**Affiliated to The University of Burdwan**

**COURSE AND PROGRAM OUTCOMES**

**OF**

**EDUCATION HONOURS ACADEMIC PROGRAMME**

**(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 – I**

***CC-1: Educational Philosophy-I***

After the completion of this course, students can:

**CO1:** acquire detail knowledge about the meaning, relation and significance of philosophy and education.

**CO2:** understand Indian schools of philosophy, western schools of philosophy and Philosophy for development of humanity.

**CO3:** understand about the importance of Educational philosophy in todays’ education system.

**CO4:** acquire detail knowledge about Child Centric Education, Life Centric Education: features and significance.

**CO5:** acquire detail knowledge about Contributions of Great Educators to Education, Rammohan Roy, Iswar Chandra Vidyasagar, Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi.

***CC-2: Educational Psychology-I***

After the completion of this course students can:

**CO1:** acquire detail knowledge about relation between psychology and education, nature, scope and significance of educational psychology,

**CO2:** understand the importance of Educational Psychology.

**CO3:** learn about stages, types and theories of human development and their educational significance, learning: concept and theories and Concept, types.

**CO4:** acquire detail knowledge about theories of intelligence Growth and Development: Meaning and Concepts, Determinants of Development- Heredity and Environment,

**CO5:** apply their Education based psychological knowledge in their daily life.

***GE – 1 : Principles of Education (For other Disciplines)***

After the completion of this course, students can:

**CO1:** acquire detail knowledge about Education: Meaning, Nature and Scope, Functions, Factors and Aims.

**CO2:** develop their knowledge about curriculum, types of curriculum, principles of curriculum construction and co-curricular activities.

**CO3:** acquire knowledge about child centric education, aims of modern child centric education, child centricism in education, play-way in education, Kindergarten, Montessori, Basic education and Project method.

**CO4:** acquire detail knowledge about Freedom and Discipline, Needs of discipline, Self-discipline, Application of Discipline in Educational Institution.

**Semester-2**

***CC-3: Educational Philosophy- II***

After the completion of this course, students can:

**CO1:** acquire knowledge about Western Schools of Philosophy and their Educational Implication, Idealism, Naturalism, Realism and Pragmatism; Their contribution to present day education.

**CO2:** develop their knowledge about Contribution of Great Educators to Education, Rousseau, Pestalozzi, Froebel, Dewey, Montessori

**CO3:** acquire knowledge about Current issues in Education: Education for Democracy, Education for National Integration, Education for International Understanding.

**CO4:** develop their knowledge about Education for empowerment of Deferent Categories of People, Education for Peace, Education for Leisure

 ***CC-4: Educational Psychology-II***

After the completion of this course, students can:

**CO1:** understand and develop skill about Intelligence, Intelligence Theory, Two-factor, Group-factor and Guilford’s theory of Intellect, Measurement of intelligence, Verbal, Non-verbal and Performance Test, Creativity: Meaning and nature, Characteristics of creative person.

**CO2:** construct knowledge about the Personality, its meaning and nature, development of personality, personality, its types and traits, Psychoanalytical theory of personality, humanistic approach and Assessment of Personality.

**CO3:** develop detail knowledge about Memory: Meaning and Concepts, Process of Memorization, Storage and reproduction of information, Types of Memory: Sensory Memory-short term and long term memory, Encoding of Memory, Economy in memorization, Remembering and Forgetting: Causes.

**CO4:** construct knowledge about cognitive development theory of Piaget, Burner & Vygotsky.

***GE – 2 : Educational Psychology (For other Disciplines)***

After the completion of this course, students can:

**CO1:** acquire knowledge about Educational Psychology, Relation between Education and Psychology and Methods of Educational Psychology.

**CO2:** develop detail knowledge about Growth and Development: Meaning and Concepts, Stages of Development of a Child: Infancy, Childhood and Adolescence, Aspects of Child Development : Physical, Intellectual, Emotional, Social

**CO3:** acquire knowledge about Personality: Concept and definition, Development of Personality, Types and Traits, Approaches to Personality, Individual Differences: Concepts and Types, Causes of Individual Differences.

**CO4:** develop detail knowledge about Intelligence: Concept and Definition, Theories of intelligence: Two-factor, Group-factors and Structure of Intellect, Intelligence Test: Verbal, Non-verbal test and their uses.

**CO5:** acquire knowledge about Learning: Meaning &Nature, Factors associated with learning, Theories of Learning: Trial & Error, Classical conditioning and Gestalt theory of learning, Learning relation to; Attention, Interest, Maturation and Motivation.

**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.

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**Semester-1st**

**CC-1A: Principles of Education**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Education: Meaning, Nature and Scope, Functions of Education**,** Factors of Education**,** Aims of Education: Individualistic and Socialistic.

**CO2:** Students will understand about Meaning of Curriculum.**,** Types of curriculum, Principles of curriculum construction, Co – curricular activities.

**CO3:** Students will understand aboutChild Centric Education: Meaning and Characteristics, Aims of modern child centric education, Child Centricism in Education: its significance, Play and play-way in education: Kindergarten, Montessori, Basic education and Projectmethod.

**CO4:** Learners will acquire detail knowledge about Freedom, Discipline, needs of discipline, Free discipline, Self-discipline, Application of Discipline in Educational Institution.

**Semester-2nd**

 **CC-1B : Educational Psychology Course Contents:**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Educational Psychology: Meaning, Nature and Scope**, r**elation between Education and Psychology, Methods of Educational Psychology.

**CO2:** Students will understand about Growth and Development: Meaning and Concepts, Stages of Development of a Child: Infancy, Childhood and Adolescence, Aspects of Child Development : Physical, Intellectual, Emotional, Social

**CO3:** Learners will acquire detail knowledge about Personality: Concept and definition, Development of Personality, Types and Traits Approaches to Personality, Individual Differences: Concepts and Types, Causes of Individual Differences.

**CO4:** Students will understand about Intelligence: Concept and Definition, Theories of intelligence: Two-factor, Group-factors and Structure of Intellect, Intelligence Test: Verbal, Non-verbal test and their uses.

**CO5:** Learners will acquire detail knowledge about Learning: meaning & nature, factors associated with learning, theories of learning: trial & error, classical conditioning and Gestalt theory of learning, learning relation to; attention, interest, maturation and motivation.

**Semester-3rd**

**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**

**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**

**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**

 **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.