

PROGRAMME OUTCOME AND COURSE OUTCOME

Course Outcome:

Paper Name	SEMESTER	Course Outcome
CC-1 (Introduction to Education)	1	Introduction to Education Have clear idea about the concept, method, application of education
CC-2 (History of Indian Education)	1	History of Indian Education Students will be able to know about ancient medieval, current education system in education.
CC-3 (Psychological Foundation of Education)	2	Psychological Foundation of Education Awareness of psychological importance, psychological theories in education fields.
CC-4 (Philosophical Foundation of Education)	2	Philosophical Foundation of Education From this course student will learn about the attitude and importance of education in philosophy
CC-5 (Sociological Foundation of Education)	3	Sociological Foundation of Education Brief idea role of education in social science
CC-6 (Educational Organization, Management and Planning)	3	Educational Organization, Management and Planning Students will be able to know about educational organizations, management, plans and what they mean.
CC-7 (Guidance and Counselling)	3	Guidance and Counseling They will be aware of the need for counseling and instruction in the student's life
CC-8 (Technology in Education)	4	Technology in Education Students will be informed about the use of technology (ICT).
CC-9 (Curriculum Studies)	4	Curriculum Studies Students will be informed about the concept of conceptualization, types, principles, evaluation etc in education.
CC-10 (Inclusive Education)	4	Inclusive Education Education system of special needs students in the current society.

CC-11 (Evaluation and Measurement in Education)	5	Measurement and Evaluation in Education To learn about the concept, process, technique of assessment and measurement in education.
CC-12 (Statistics in Education)	5	Statistics in Education Students will be able to know about the concept, measurement, and practical application of statistics.
CC-13 (Psychology of Adjustment)	6	Psychology of Adjustment Students will be aware of various behavioral problems and their educational needs.
CC-14 (Basic Concept of Educational Research)	6	Basic Concept of Educational Research Developing concept of educational research, gathering various information, analysis methods.
DES-A (Educational Thought of Great Educators)	5	The students develop an understanding of educational ideas of Indian (Vivekananda, Rabindranath, Gandhiji, Radhakrisnan, Begum Rokeya and Sister Nivedita) and Western Educators (Plato, Rousseau, Montessori, Pestalozzi Dewey and Ivan Illich).
DSE-A (Peace and Value Education)	5	Students gain theoretical and practical knowledge, concept, scope, aims of Peace and Value Education. They also gain knowledge about NCFTE 2009 on Peace Education and the role of teachers and educational institutes in promoting peace and value education. The learners come to know about Peace and Non-Violence, Role of Peace for Non-Violence, Gandhian principle of Non-Violence, classification of values and sources of values, need for value education in the 21st century, role of home, school and society to foster values among students and role of Value Education in resolving conflict.
DSE-A (Gender and Society)	6	The learners understand and internalize the basic terms, concepts used in gender studies like gender identity; gender role and gender stereotype and social construction of Gender. They also develop knowledge about socialization and gender biases in the family and school, Social Differentiation among women in educational context by caste, tribe, religion and region, Gender discrimination in the management of the school and education system, gender roles and relationships matrix, gender based division and valuation of Work, exploring attitudes towards Gender and Gender

		inequality in the schools and way to overcome it.
DSE-A (Population Education)	6	The learners are enlightened with the concepts like meaning, importance and objectives of Population Education, different factors influencing Population, different concepts related to population Education, population growth and responsibilities
DSE-B (Teacher Education)	5	The learners understand the basic concept, meaning, aims and objectives in different levels, historical perspectives and development of teacher education. The students also can differentiate teacher training and teacher education. They develop knowledge about various recommendations of different commission regarding teacher education, present system and role of the different agencies like NCERT, NCTE, NUEPA, University etc in teacher education, Pre service, Inservice teacher education, Orientation and Refresher courses.
DSE-B (Open and Distance Learning)	5	The students get acquainted with the concept, meaning, definition, objectives, characteristics, merits, demerits, mode, and strategies of open and distance education. They also develop knowledge about relationship among non-formal, correspondence, distance and open education, present status, role of multi-media, problems, measures for strengthening open and distance education in India.
DSE-B (Human Rights Education)	6	The learners develop in depth knowledge about the basic concept, nature, meaning, significance of human rights. They also learn about Human Values like dignity, liberty, equality, justice, unity in diversity. The learners gain knowledge about brief history of Human rights, role of United Nation, Human Rights Act – 1993, Human Rights Commission, Judicial organs, role of educational institutions, press, media, and NGOs.
DSE-B (Women Education)	6	The learners come to know about the historical perspectives of Women Education, contribution of Missionaries, role of British government, constitutional provision for women education, NPE - 1968, 1986, 1992, POA-1992, Radhakrishnan, Mudaliar, and Kothari Commission, Durgabai Deshmukh Committee, Hansraj Mehta Committee and

		Bhaktabatsalam Committee recommendations on Women education. The learners also gain knowledge about the role of Indian Thinkers Raja Rammohan Roy and Ishwar Chandra Vidyasagar in promoting Women Education and major constraints of Women Education and Women Empowerment and importance of Women Education and Women Empowerment.
SEC-A (Communication Skill)	3	Learners develop good command over Communication skill; develop in-depth knowledge about Principles, types and barriers to listening skill, Verbal and non-verbal communication, Public speaking: Extempore and Group discussion. The students also develop skill about Reading and Writing Skills.
SEC – B (Skill for Democratic Citizenship)	3	The learners develop knowledge about their duties as citizens, the rights and duties in Indian Constitution, Child protection and rights, POCSO, Domestic violence, Protection of Women from Domestic Violence Act, 2005, Protection of males in DVA 2005 and role of education to protect all the rights.
SEC – B (Teaching Skill)	4	The learners develop clear concept, definition, nature of teaching, importance of learning design in teaching, steps and good qualities of learning design. They also develop knowledge about factors affecting teaching, relation between teaching and training, Micro-teaching and Micro lesson, simulated teaching and integrated teaching.
SEC – B (Life Skill Education)	4	Learners develop the concept, meaning, origin, development, definitions, classification and techniques of Life Skills. The learners also come to know the importance of Life skills for leadership training.

Program Outcomes (Education Honours):

PO1-Critical Evaluation: Critically analyze the reports of various committees and commissions, national policies of education. Students are also encouraged to evaluate the contribution of western and eastern 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 endeavours.

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.