

COURSE, PROGRAM OUTCOMES & PROGRAM SPECIFIC OUTCOMES OF EDUCATION

Programme Outcome:

PO1: Opting Education as a Major subject at the U. G. level will provide students with the basic concept of Education and education system in India.

PO2: The students will be able to understand the relation between education and society.

PO3: They will also know the importance of philosophy, psychology, and sociology in education.

PO4: Students will be able to understand the interdisciplinary nature of the subject.

PO5: Programme will be helpful in conceptualization and synthesis of knowledge of lifeskills and sustainable education.

PO6: The students will be able to know the glorious history of Education.

Programme Specific Outcomes:

UG I & II Semester

PSO1: This course provides basic ideas regarding the concept of education and role of society in education.

PSO2: This course attempts to introduce students to the philosophical basis of education explaining how the constitutional system of nation contributes to the field of education.

PSO3: This course intends to clarify the educational aims and functions.

PSO4: This course also enables the students to know the educational aspects in relation to human development, human behavior, teaching learning, measurement.

Unit wise course outcomes of UG I semester

Unit I	<ul style="list-style-type: none"> • The learner will be able to understand the meaning, nature and aims of Education. • The learner will be able to understand the role of education as a social process and how education leads to the overall development of child.
Unit II	<ul style="list-style-type: none"> • The learner will be able to understand the different agencies of education and their role in providing formal and informal education.
Unit III	<ul style="list-style-type: none"> • The learner will be introduced to the meaning and nature of sociology. • The learner will be able to understand the meaning, nature and scope of educational sociology. • The learner will be able to understand how education is related to society and as a social responsibility.
Unit IV	<ul style="list-style-type: none"> • The learner will be able to compare how education is related to society. • The learner will be able to understand how education can be a process of social change. • The learner will be able to understand the concept of social mobility social stratification.

Unit wise course outcomes of UG II semester

Unit I	<ul style="list-style-type: none"> • The learner will be able to understand the meaning and concept of philosophy, relation between education and philosophy, functions of philosophy and the importance of philosophy in education.
Unit II	<ul style="list-style-type: none"> • The learner will be able to understand major schools of philosophy, compare different schools of philosophy with special reference to aims, curriculum, teaching methods, teacher, student, schools, and discipline and understand the impact of different schools of philosophy on education.
Unit III	<ul style="list-style-type: none"> • The learner will be able to understand the basis of education, knowledge, reason and belief and the importance of values, ideas and morals in life.
Unit IV	<ul style="list-style-type: none"> • The learner will be able to explore educational thoughts of different Indian and western educational thinkers and their contribution to the field of education with special reference to different components of education.

U G II year

- The course aims at acquainting students with characteristic features of ancient Medieval and British educational system and educational commissions set up from time to time.
- The students will be able to explain the glorious history of education.

- This course will help students understand constitutional values and provision for education and their rights.
- It explores the process of development and learning through ICT.

Unit wise course outcomes of U G II year

Paper I

Unit I	To build up an understanding of different educational systems viz. Vedic education system, Buddhist education system, Muslim education system, and British education system.
Unit II	To critically analyze the recommendations of various education commissions like Macaulay minute, Adams Report, Woods Dispatch, and Hunter commission.
Unit III	The students will be able to know the recommendations of university education commission, Indian University Act and Sadler commission.
Unit IV	The students will be able to explore the importance and utility of educational heritage in past scenario of education.
Unit V	To critically analyze the recommendations of various educational commissions set up to reform the education system of independent India.
Unit VI	To promote sensitivity towards present educational reforms in India.
Unit VII	To familiarize the students with the ongoing functions of different modern educational agencies of India.

Paper II

Unit I	To explore the role of administration in education, to understand the meaning, nature, scope, need and importance of educational administration.
Unit II	To understand the functions of different control management in education.
Unit III	To understand the meaning of educational management and the different aspects of

	educational management.
Unit IV	To understand the meaning, concept nature, scope and types of guidance.
Unit V	To identify the potential role of guidance in career advancement of students.
Unit VI	To know the relationship between educational, vocational and personal guidance.
Unit VII	To understand the meaning of counseling, nature and scope of counselling, and to develop the analytical ability to interpret various records for assessing the students, strengths and weaknesses. To explore the role of teacher as a counsellor and guide.

U G III year

- This course enables students to understand the basic concept of psychological foundation of education and research in education.
- The course enables the students to conceptualize and synthesize knowledge of educational aspects in relation to human development, human behavior or various psychological phenomena.
- This course aims at enhancing ability of students to interpret the design and conduct of basic research in education.
- This course enables the students to understand concept and need of statistics, measurement and evaluation in education.

Unit wise Course outcomes of U G III year

Paper 1

Unit I	<ul style="list-style-type: none"> ● To promote reflective thinking among students. ● To develop understanding about physical, physiological, psychological, educational, sociological, cultural and interpersonal issues related to the process of growing up. ● To make the students understand the role of various stages in education.
Unit II	<ul style="list-style-type: none"> ● To make the students understand the various stages of development ● To sharpen their perception of the concept involved in educational practice. ● To explore the role of heredity & environment in learning.
Unit III	<ul style="list-style-type: none"> ● To make the students understand the meaning, nature, scope of educational

	<p>psychology.</p> <ul style="list-style-type: none"> ● To make the students understand the relation between education and psychology.
Unit IV	<ul style="list-style-type: none"> ● To make the students understand the learning theories and laws of learning. ● To explore the importance of transfer of learning.
Unit V	<ul style="list-style-type: none"> ● To make the students understand the concept of intelligence, theories of intelligence and the role of memory and forgetting in learning.
Unit VI	<ul style="list-style-type: none"> ● To make the students understand the concept of personality and the theories of personality. ● To make the students aware of different assessment techniques of personality measurement. ● To make the students acquainted with the relation between personality, motivation and creativity.

Paper II

Unit I	<ul style="list-style-type: none"> ● To explore the role of research in education. ● To understand the meaning, nature, characteristics, types and steps of educational research.
Unit II	<ul style="list-style-type: none"> ● To understand the meaning, functions, characteristics and types of Research designs.
Unit III	<ul style="list-style-type: none"> ● To develop a critical understanding of the measurement and evaluation on the basis of statistics. ● To draw comparison between measurement and evaluation.
Unit IV	<ul style="list-style-type: none"> ● To acquaint the students with the use of statistics.
Unit V	<ul style="list-style-type: none"> ● To develop a critical understanding of measures of central tendencies and their importance in the analysis of data.
Unit VI	<ul style="list-style-type: none"> ● To develop a critical understanding of measures of deviation and their importance in statistics and education.