JATINDRA RAJENDRA MAHAVIDYALAYA
DEPARTMENT OF EDUCATION
EDUCATION HONOURS
CURSE OUTCOMES & PROGRAMME OUTCOMES

CBCS CURRICULUM FOR SEMESTERIZED UNDER-GRADUATE COURSE IN EDUCATION HONOURS

INTRODUCTION

❧ **Outline of the Choice Based Credit System being introduced:**

1. Core Course (CC) : A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course:** Generally, a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the student's proficiency/skill is termed as an Elective Course.

    2.1 **Discipline Specific Elective Course (DSEC):** Elective courses that are offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may alsooffer discipline related elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

    2.2 **Generic Elective Course (GEC):** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

3. **Skill Enhancement Courses (SEC):** These courses may be chosen from a pool of courses designed to providevalue-based and/or skill-based instruction.

COURSE CODE & COURSE TITLE

A. Core courses (CC)
1. EDU-H-CC-T-1: Philosophical Foundation of Education-I
2. EDU-H-CC-T-2: Sociological Foundation of Education
3. EDU-H-CC-T-3: Psychological Foundation of Education
4. EDU-H-CC-T-4: History of Education in Colonial India
5. EDU-H-CC-T-5: Educational Evaluation & Statistics
6. EDU-H-CC-T-6: Philosophical Foundation of Education-II
7. EDU-H..:cc-T-7: Inclusive Education
8. EDU-H-CC-T-8: History of Education in Ancient and Medieval
9. EDU-H-CC-T-9: Psychological foundation of Education-II
10. EDU-H-CC-T-1O: Introduction to Educational Research
11. EDU-H-CC-T-11: Educational Management
12. EDU-H-CC-T-12: Contemporary issues in Education
13. EDU-H-CC-T-B: Curriculum Studies
14. EDU-H-CC-T-14: Educational Technology

B. Discipline specific elective course (DSE)
1. EDU-H-DSE-T-1/2(A): Value and Peace Education
2. EDU-H-DSE-T-l/2(B): Population Education
3. EDU-H-DSE-T-l/2(c): Distance Education
4. EDU-H-DSE-T-1/2(D): Teacher Education
5. EDU-H-DSE-T-3/4(A): Guidance & Counseling
6. EDU-H-DSE-T-3/4(B): Comparative Education
7. EDU-H-DSE-T-3/4(C): Women Education
8. EDU-H-DSE-T-3/4(D): Human. Rights Education

C. Generic elective courses (GE):
1. EDU-H-GE-T-1: Philosophical &Psychological foundations of Education
2. EDU-H-GE-T-2: Historical & Sociological foundations of Education
3. EDU-H-GE-T-3: Philosophical &Psychological foundations of Education
4. EDU-H-GE-T-4: Historical & Sociological foundations of Education

D. Skill enhancement courses (SEC)
1. EDU-H-SEC-T-l(A): Statistical Analysis
2. EDU-H-SEC-T-l(B): Achievement Test
3. EDU-H-SEC-P-2(A): Institutional Survey (Practical course)
4. EDU-H-SEC-P-2(B): Document/Curriculum analysis (Practical course)
5. EDU-H-SEC-P-2(C): Application of Educationa:1/Psychological Tools (Practical course)
6. EDU-H ... SEC-P-2(D): Project Work (Practical course)

SEMESTER & COURSEWISE COURSE CODE & COURSE TITLE IN B.A.(Hons.)

SEMESTER I

Course Code	Course title	Nature of Course
EDU-H-CC-T-1	Philosophical Foundation of Education - I	Core
EDU-H-CC-T-2	Sociological Foundation of Education	Core
EDU-H-GE-T-1	Philosophical &Psychological foundations ofEducation	Generic Elective

SEMESTER II

Course Code	Course title	Nature of Course
EDU-H-CC-T-3	Psychological foundation of Education- 1	Core
EDU-H-CC-T-4	History of Education in Colonial India	Core
EDU-H-GE-T-2	Historical & Sociological Foundations of Education	Generic Elective

SEMESTER- III

Course Code	Course title	Nature of Course
EDU-H-CC-T-5	**Educational Evaluation & Statistics**	Core
EDU-H-CC-T-6	Philosophical foundation ofEducation-II	Core
EDU-H-CC-T-7	Philosophical foundation ofEducation-II	Core
ED U-H-G E-T-3	Philosophical &Psychological foundations ofEducation	Generic Elective
EDU-H-SEC-T-1 (any one)	A. Statistical Analysis B. Achievement Test	Skillenhancement

SEMESTER – IV

Course Code	Course title	Nature of Course
EDU-H-CC-T-8	History of Education inAncient and Medieval	Core
EDU-H-CC-T-9	Psychological foundation ofEducation-II	Core
EDU-H-CC-T-10	Introduction to Educational Research	Core
EDU-H-GE-T-4	Historical & Sociological Foundations of Education	Generic Elective
EDU-H-SEC-P-2 (any one) (Practical)	Institutional survey Document/Curriculum analysis Application ofEducational/Psychological Tools Project Work	Skillenhancement

SEMESTER V

Course Code	Course title	Nature of Course
EDU-H-CC-T-11	Educational Management	Core
EDU-H-CC-T-12	Contemporary issues in Education	Core
EDU-H-DSE-T-1 (A & B any one) EDU-H-DSE-T-2 {C & D any one)	Value and Peace Education Population Education	Discipline Specific elective

SEMESTER VI

Course Code	Course title	Nature of Course
EDU-H-CC-T-13	Curriculum Studies	Core

EDU-H-CC-T-14	Educational Technology	Core
EDU-H-DSE-T-3	Guidance and Counseling Comparative Education	Discipline Specific elective
EDU-H-DSE-T-4(C & D any one)	Women Education Human Rights Education	

COURSE OUTCOMES

A . CORE COURSE (CC)

Course code & Title : EDU-H-CC-T-1; Philosophical Foundation of Education-I

Introduction : "Philosophical Foundation of Education examines the fundamental beliefs and theories that underpin educational systems worldwide. It delves into inquiries concerning the nature of knowledge, the role of teachers and learners, and the societal aims and values inherent in the educational process, shaping future pedagogical approaches.

Course Learning Outcome :

After completion of the course the learners will be able to:

CO 1 - Discuss the meaning, nature, scope and aims of education ..

CO 2 - Discuss different aspects of Education and Educational Philosophy.

CO 3 - Discuss different aspects of factors of education.

CO 4 - Discuss the meaning and branches of Philosophy.

CO 5 - Explain concepts, nature and role of Metaphysics, Epistemology and Axiology on education.

CO 6 - Explain the nature and concept of Indian philosophy .

CO 7 - Describe the knowledge, reality and value of different Indiat"1 schools of philosophy namelyBuddhism, Jainism and Charvaka.

CO 8 - Explain the nature and concept of Western philosophy.

CO 9 - Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism.

Course code & Title: EDU-H-CC-T-2; Sociological Foundation of Education

Introduction : Sociological Foundation of Education explores the intricate relationship between education and society. It analyzes how social structures, norms, and dynamics influence educational institutions, policies, and outcomes. Understanding these foundations is crucial for designing equitable, inclusive, and effective educational systems that address the needs of diverse communities.

Course Learning Outcome :

After completion of the course the learners will be able to:

CO 1 - Discuss the meaning, nature and scope of Educational Sociology and relation between Education and Sociology.

CO 2 - Describe the social factors and their relation to education.

CO 3 - Define social group, socialization and social institution and agencies of education.

CO 4 - Explain the social change and its impact on education.

EDU-H-CC-T-3: Psychological Foundation of Education – I

Introduction : The Psychological Foundation of Education investigates the psychological principles that inform learning, teaching, and human development within educational settings. Exploring topics such as cognition, motivation, and socio-emotional development, it provides insights crucial for designing instructional strategies, curriculum development, and fostering optimal learning environments for all learners.

Course Learning Outcome:

After completion of this course the learners will be able to –

CO 1 - Discuss the concept, nature, scope and uses of Psychology in education.

CO 2 - Explain the influence of growth and development in education.

CO 3 - Describe the meaning and concept of learning, its theories and factors.
CO 4 - Explain the application of learning theories in classroom situation.
CO 5 - Discuss the concept and theories of intelligence and creativity.
CO 6 - Explain the concept and development of personality.

EDU-H-CC-T-4: History of Education in Colonial India

Introduction : The history of education in colonial India reflects the complex interplay of imperial agendas, indigenous traditions, and evolving educational philosophies. From the East India Company's early initiatives to the development of missionary schools and the spread of modern education, this history sheds light on enduring legacies and ongoing challenges.

Course Learning outcome:
After completion of this course the learners will be able to:

CO 1 - Discuss the development of education in Colonial India in historical perspectives
CO 2 - Elaborate the contributions of various Education Commissions for the development of Education System in colonial India.
CO 3 - Discuss the Educational Policy in Colonial India.
CO 4 - Discuss Bengal Renaissance and its influence on Indian Education
CO 5 - Discuss National Education Movement and its impacts on Education.
CO 6 - State different educational reforms under colonial rule.
CO 7 - Explain the nature of basic education.
CO 8 - Discuss the impact of the colonial rule on the development of Indian Education-

EDU-H-CC-T-5: Educational Evaluation & Statistics

Introduction : Educational Evaluation & Statistics examines the methods and tools used to assess learning outcomes and educational effectiveness. From traditional tests to modern data analysis techniques, it empowers educators to make evidence-based decisions, improve instructional strategies, and enhance student achievement in diverse educational settings.

Course Leaming outcome:
After completion of the course the learners will able to:

CO 1 - Discuss the concepts, scope and need of measurement and evaluation
CO 2 - Explain the relation between Evaluation & Measurement and scale of Measurement
CO 3 - Describe basic concept of Statistics
CO 4 - Organize and tabulate data
CO 5 - Calculate the central tendency
CO 6 - Explain different types of measuring scales and their uses in education
CO 7 - Describe different types of Tools and Techniques m the field of Education.
CO 8 - Elaborate the concept and methods of validity, reliability and norms and their importance in educational measurement.
CO 8 - Explain different type of Evaluation process

EDU-H-CC-T-6: Philosophical foundation of Education – II

Introduction : Philosophical Foundation of Education - II delves deeper into the philosophical underpinnings shaping educational practices and policies. It explores advanced concepts such as existentialism, postmodernism, and critical theory, examining their implications for curriculum design, pedagogy, and the broader socio-cultural context of education in the modern world.

Course Learning outcome:
After completion of the course the learners will be able to:

CO 1 – Discuss Vedanta, Nyaya and SanKhya philosophy in terms of knowledge, reality and value
CO 2 - Explain principle of Humanism and influence of Humanism on different aspects of Education
CO 3 - Explain principle of Realism and influence of Realism on different aspects of Education
CO 4 - Discuss educational philosophy and contribution of Great educators including Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Shri Aurobindo, Rousseau, Dewey, Froebe Montessori

CO 5 - Explain different aspects of Discipline and freedom

EDU-H-CC-T-7: Inclusive Education

Introduction : Inclusive Education advocates for the equal participation and success of all learners, regardless of their differences or disabilities. It emphasizes creating supportive learning environments that accommodate diverse needs, promote accessibility, and foster belonging. This approach aims to empower every student to thrive academically, socially, and emotionally.

Course Learning outcome:

After completion the course the learners will be able to:

CO 1 - Discuss the concept, nature, historical perspectives, principles, need of inclusive education.

CO 2 - Discuss major provisions of PWD Act (1995}, National Policy for person with Disabilities 2006, The Rights of Person with Disabilities Bill(RPWD Bill)-2016

CO 3 - Discuss on RCI,NIOH, NJMH, NNH

CO 4 - Discuss the barriers of Inclusive Education.

CO 5 - Explain the development of competencies for Inclusive Education and measures needed for putting inclusion in practice

CO 6 - Discuss on Differentiated Instruction and Inclusive Instructional Strategies at school level

CO 7 - Discuss the practices of Inclusive Education

CO 8 - Discuss the Inclusive School Environment

EDU-CC-T-8: History of Education in Ancient and Medieval India

Introduction : The history of education in ancient and medieval India unveils a rich tapestry of learning traditions spanning millennia. From the ancient gurukul system to the flourishing of Nalanda and Takshashila universities, it reflects diverse philosophies, pedagogies, and educational practices that shaped society, culture, and knowledge transmission in the region.

Course Learning Outcomes:

After Com of this course the learners will be able to:

CO 1 - Discuss the features, aims, objectives, curriculum, teaching methods, teacher-pupil relationship and evaluation system of Vedic system of Education.

CO 2 - Discuss the features, aims, objectives, curriculum, teaching methods, teacher-pupil relationship and evaluation system of Brahminic system of Education.

CO 3 - Explain the education system of different educational institutions of Brahminic system of education.

CO 4 - Discuss the features, aims, objectives, curriculum, teaching methods, teacher-pupil relationship and evaluation system of Buddhistic system of Education.

CO 5 - Explain the education syst⬚.m of different educational institutions of Buddhistic system of Education

CO 6 - Compare between Buddhistic and Buddhistic system of Education.

CO 7 - Discuss the features, aims, objectives, curriculum, teaching methods, teacher-pupil relationship and evaluation system of Medieval system of Education.

CO 8 - Discuss t.11e educational contribution of Akbar, Urlanguage.

EDU-H-CC-T-9: Psychological Foundation of Education-II

Introduction : The Psychological Foundation of Education explores the intricate relationship between psychological theories and educational practices. From cognitive development to motivation and socio-emotional learning, it delves into how psychological principles inform teaching methods, curriculum design, and the creation of supportive learning environments to enhance student growth and achievement.

Course Learning Outcomes:

After Com of this course the learners will be able to:

CO 1 - Explain meaning, nature and scope of Neuropsychology.

CO 2 - Explain the structure and function of human brain and nervous system.

CO 3 - Describe Moral development theory, Pocha-social development theory and Psychoanalysis theory.

CO 4 - Describe Social development theory and social learning theory.

CO 5 - Explain the concept of Pedagogy and difference.

EDU-H-CC-T-10: Introduction to Educational Research

Introduction : Introduction to Educational Research provides a foundational understanding of research methodologies and their application in educational contexts. It equips educators with the skills to critically evaluate existing research, design studies, and contribute to evidence-based practices, fostering innovation, improvement, and informed decision-making in the field of education.

Course Learning Outcomes:

After Com of this course the learners will be able to:

CO 1 - Define and explain the meaning, and nature of Research.
CO 2 - Discuss the meaning and nature of Education research.
CO 2 - Identify sources of data for Research.
CO 3 - Describe different types of Research.
CO 4 - Describe the meaning of Research Problem, Review of Related Literature.
CO 5 - Explain the concept of Hypothesis, Variables, and Research data, Population, Sample and Sampling
CO 6 - Analyze the Qualitative and Quantitative data.
CO 7 - Describe the process of collecting data and t.es 11g Hypothesis.
CO 8 - Understand the meaning of Research Ethics.
CO 9 - Apply basic statistics and graphical presentation in real life problem.

EDU-H-CC-T-11: Educational Management

Introduction : Educational Management encompasses the principles and practices of effectively organizing, leading, and coordinating educational institutions. It involves strategic planning, resource allocation, personnel management, and fostering a conducive learning environment to achieve institutional goals. Through efficient management, educational leaders ensure the optimal functioning and continuous improvement of educational institutions.

Course Learning Outcomes:

After Com of this course the learners will be able to:

CO 1 - Explain the meaning, nature, scope, function, needs and types of Educational Management.
CO 2 - Explain TQM and SWOT analysis
CO 3 - Explain the meaning and function of Educational Administration.
CO 4 - Explain the meaning, purpose of Supervision and distinguish between Supervision and Inspection.
CO 5 - Illustrate Educational Planning and types of Educational Planning.
CO 6 - Illustrate last Five-Year Plan in Primary and Secondary Education.
CO 7 - Discuss the functions of some selected administrative bodies.

EDU-H-CC-T-12: Contemporary issues in Education

Introduction : Contemporary Issues in Education explores the complex challenges and debates shaping the educational landscape today. From equity and access to technology integration and globalization, it addresses diverse issues influencing teaching, learning, and policy. Understanding these issues is crucial for educators and policymakers striving to create inclusive, effective educational systems.

Course Learning Outcomes:

After Com of this course the learners will be able to:

CO 1 - Explain constitutional provisions with special reference to RTE Act. DPEP, SSA-SSM ofUniversalization ofElementary Education (UEE).
CO 2 - Describe the meaning, aims & objectives, significance of Universalization of Secondary Education and Role ofRMSA.
CO 3 - Explain the concept, role of Higher Education and National Knowledge Commission and RUSA.
CO 4 - Explain the concept of social inequality, equality and equity.
CO 5 - Illustrate the problems of socially disadvantaged group.
CO 6 - Explain the recommendations and educational importance of various Education Commission and committee in Post Independent India.

EDU-H-CC-T-13: Curriculum Studies

Introduction : Curriculum Studies examines the theory, design, implementation, and evaluation of educational curricula. It explores how curricula reflect societal values, educational goals, and pedagogical approaches, shaping what and how students learn. Through critical analysis and innovation, curriculum studies seek to optimize learning experiences and outcomes for diverse learners in varied contexts.

Course Learning Outcomes:
After Com of this course the learners will be able to:

CO 1 - Illustrate the meaning, nature, scope, determinants and functions of Curriculum.
CO 2 - Discuss the types and bases of Curriculum.
CO 3 - Explain the concept of Curriculum Framework and NCF-2005.
CO 4 - Discuss the principles of Curriculum construction.
CO 5 - Describe the different types of Curriculum Mode].
CO 6 - Explain the concept and importance of Curriculum Evaluation.
CO 7 - Describe the concept and types of Curriculum change.

EDU-H-CC-T-14: Educational Technology

Introduction : Educational Technology explores the integration of technology into teaching and learning processes. It encompasses the use of digital tools, resources, and platforms to enhance instruction, facilitate collaboration, and personalize learning experiences. Understanding educational technology fosters innovation and prepares educators to navigate the evolving landscape of modern education.

Course Learning Outcomes:
After Com of this course the learners will be able to:

CO 1 - Discuss the concept, nature and scope of Educational Technology.
CO 2 - Explain the System Approach in education and curriculum.
CO 3 - Explain the role of Communication & Multimedia approach in the :field of education.
CO 4 - Discuss the role of Seminar, Panel Discussion and Team teaching in the field of education.
CO 5 - Describe the role of Technology in modem teaching-learning process.
CO 6 - Explain the concept, components and families of model of teaching.

B . DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE)

EDU-H-DSE-T-1/2(A): Value and Peace Education

Introduction : Value and Peace Education promotes the cultivation of ethical values, social responsibility, and conflict resolution skills in educational settings. It aims to foster a culture of peace, tolerance, and empathy, equipping learners with the tools to address societal challenges and contribute to a more harmonious and just world.

Course Learning Outcomes:
After Com of this course the learners will be able to:

CO 1 - Understand the concept and meaning of Value and Value Education.
CO 2 - Become aware about the role of Educational Institutions in building a value-based society.
CO 3 - Understand the meaning and concept of Peace and its importance in human life.
CO 4 - Understand the meaning and importance of Peace Education and its relevance at national and international level.
CO 5 - Identify the different issues/ challenges in imparting Peace Education.
CO 6 - Identify the strategies and skills in promoting Peace Education at Institutional level.
CO 7 - Illustrate the role of different organizations for promoting Peace Education

EDU-H-DSE-T-1/2(B): Population Education

Introduction : Population Education addresses the interdisciplinary study of population dynamics, demographic trends, and their implications for sustainable development. It aims to increase awareness of

population issues, promote responsible reproductive behavior, and empower individuals to make informed decisions about family planning, resource allocation, and environmental conservation.

Course Learning Outcomes:
After Com of this course the learners will be able to:
CO 1 - Explain the meaning, concept, scope & objectives of Population Education.
CO 2 - Discuss the historical development of Population Education.
CO 3 - Describe the concept, factors, causes and prevention of population growth.
CO 4 - Explain the Population Education curriculum and policies.

EDU-H-DSE-T-1/2(C): Distance Education

Introduction : Distance Education, also known as distance learning or online learning, utilizes technology to deliver educational content to students who are geographically separated from instructors or traditional classrooms. It provides flexibility and accessibility, allowing learners to pursue education remotely, often balancing studies with work or other commitments.

Course Learning Outcomes:
After Com of this course the learners will be able to:
CO 1 - Explain the meaning, characteristics, objectives, importance of Distance & Open Education.
CO 2 - Discuss the mode and strategies of Distance Education.
CO 3 - Describe the relationship among Non-formal, Correspondence, Distance and Open Education.
CO 4 - Discuss the present status of Distance and Open Education in India.
CO 5 - Explain the role of multi-media in Distance and Open Education.
CO 6 - Elaborate the concept of SWAY AM & MOOC.
CO 7 - Discuss the problems and remedies of Distance and Open Education in India.

EDU-H-DSE-T-1/2(D): Teacher Education

Introduction : Teacher Education focuses on preparing individuals to become effective educators in various educational settings. It encompasses theoretical knowledge, practical skills, and pedagogical strategies necessary for teaching. Through coursework, field experiences, and reflective practice, teacher education programs aim to cultivate competent, compassionate, and culturally responsive teachers committed to student success.

Course Learning Outcomes:
After Com of this course the learners will be able to:
CO 1 - Explain the concept, scope, aims & objectives and significance of teacher education.
CO 2 - Acquaint with the development of Teacher Education in India.
CO 3 - Acquaint with the different organizing bodies of Teacher Education in India and their functions in preparation of teachers for different levels of education.
CO 4 - Acquaint with the innovative trends and recent issues in teacher education, and be able to critically analyze the status of Teacher Education in India.
CO 5 - Understand and conceive the qualities, responsibilities and Professional Ethics of Teacher.

EDU-H-DSE-T-3/4 (A): Guidance & Counselling

Introduction : Guidance & Counselling is a vital support system in educational institutions that addresses students' academic, personal, social, and career needs. Through counseling sessions, assessments, and interventions, it aims to foster students' holistic development, enhance their well-being, and empower them to make informed decisions, navigate challenges, and achieve their goals.

Course Learning Outcomes:
After Com of this course the learners will be able to:
CO 1 - Explain the concept, nature, scope, types & importance of Guidance.
CO 2 - Discuss the concept, nature, scope, types & importance of Counselling.
CO 3 - Discuss different tools and techniques used in Guidance & Counselling.
CO 4 - Identify the characteristics of diverse learner.
CO 5 - Explain the need of Guidance for diverse learner.
CO 6 - Explain the need of counselling for diverse learner.

EDU-H-DSE-T-3/4(B): Comparative Education

Introduction : Comparative Education examines educational systems, policies, and practices across different countries and cultures. It explores similarities, differences, and influences among various educational systems, providing insights into societal values, educational philosophies, and approaches to curriculum, pedagogy, and educational administration globally.

Course Learning Outcomes:
After Com of this course the learners will be able to

CO 1 - Explain the basic concept, nature and scope of Human Rights

CO 2 - Describe the Human Rights education at different levels of Education.

CO 3 - Know the role of United Nations on Human ·Rights.

CO 4 - Understand enforcement mechanism in India.

CO 5 - Know the role of advocacy group.

EDU-H-DSE-T-3/4(C): Women Education

Introduction : Women's Education advocates for equitable access to educational opportunities and empowerment of women and girls through learning. It addresses historical barriers, societal norms, and gender inequalities in education, highlighting the importance of education in promoting gender equality, economic empowerment, and social progress for individuals and communities worldwide

Course Learning Outcomes:
After Com of this course the learners will be able to:

CO 1 - Know the changing role of Women in India.

CO 2 - Understand gender discrimination in Indian society.

CO 3 - Understand the constitutional provisions for Women and their rights.

CO 4 - Understand Women Empowerment.

CO 5 - Develop an awareness and sensitivity towards Women.

C . GENERIC ELECTIVE COURSE (GE)

Course code & Title: EDU-H-GE-T-1: Philosophical and Psychological Foundation of Education

Introduction : The Philosophical and Psychological Foundation of Education explores the intersection of philosophical theories and psychological principles in shaping educational practices and policies. It delves into fundamental questions about the nature of knowledge, human development, learning processes, and the societal aims and values inherent in educational endeavors, informing pedagogical approaches.

Course Learning Outcome:
After completion of the course the learners will be able to:

CO 1 - Discuss the meaning, nature, scope and aims of Education.

CO 2 - Discuss the meaning and scope of Educational Philosophy.

CO 3 - Explain the factors of education and their relationship.

CO 4 - Discuss the concept, nature, scope and uses of Psychology in Education.

CO 5 - Explain the influence of growth and development in Education.

CO 6 - Describe the meaning and concept of learning, its theories and factors.

CO 7 - Explain the application of learning theories in classroom situation.

CO 8 - Discuss the concept and theories of intelligence and creativity.

Edu-H-GE-T-2: Historical and Sociological foundations of Education

Introduction : The Historical and Sociological Foundations of Education investigate the historical development and societal influences on educational systems and practices. It examines how historical

events, cultural norms, social structures, and ideologies have shaped education over time, providing insights into the complexities of education within diverse cultural and historical contexts.

Course Learning outcome:

After completion of the course the learners will able to:

CO 1 - Explain the development of education in India in historical perspectives.

CO 2 - Discuss the Contribution of education commission in post independent India.

CO 3 - Explain the National policy on Education and National Education systems.

CO 4 - Discuss the meaning, natu.1""e, and scope of educational Sociology and Relation between Education and Sociology,

CO 5 - Define Social Group, Socialization and Social institution and Agencies of Education.

CO 6 - Explain the Social CHANGE and its impact on Education.

EDU-H-GE-T-3: Philosophical and Psychological foundation of Education

Introduction : The Philosophical and Psychological Foundation of Education delves into the theoretical underpinnings and psychological principles that shape educational theories and practices. It explores how philosophical perspectives on knowledge, ethics, and human nature intersect with psychological theories of learning, motivation, and development to inform educational goals, methods, and outcomes.

Course Learning outcome:

After completion of the course the learners will be able to:

CO 1 - Discuss the meaning, nature, scope and aims of education.

CO 2 - Discuss the meaning and scope of educational philosophy.

CO 3 - Explain the factors of education and their relationship.

CO 4 - Discuss the concept, nature, scope and uses of Psychology in education.

CO 5 - Explain the influence of growth and development in education.

CO 6 - Describe the meaning and concept of learning, its theories and factors.

CO 7 - Explain the application of learning theories ii-1 classroom situation.

CO – 8 - Discuss the concept and theories of intelligence and creativity

EDU-H-GE-T-4: Historical and Sociological Foundations of Education

Introduction : The Historical and Sociological Foundations of Education examine how historical events and societal structures have influenced educational systems and practices. It explores the role of culture, social norms, and institutions in shaping educational policies and ideologies, providing valuable insights into the evolution and complexities of education within diverse societies.

Course Learning outcome:

After completion of the course the learners will be able to:

CO 1 - Explain the development of education in India in historical perspectives.

CO 2 - Discuss the contribution of Education Commission in Post Independent India.

CO 3 - Explain the National Policy on Education and National Education systems.

CO 4 - Discuss the meaning, nature, and scope of Educational Sociology and relation between Education and Sociology.

CO 5 - Define Social Groups, Socialization and Social Agencies of Education.

CO 6 - Explain the concept of Social Stratification, Mobility and Role of education in it.

D . SKILL ENHANCEMENT COURSE (SEC)

EDU-H-SEC-T-1(A): Statistical Analysis

Introduction : Statistical Analysis involves the collection, organization, interpretation, and presentation of data to uncover patterns, trends, and relationships. It employs various statistical methods and techniques to make informed decisions, draw conclusions, and derive meaningful insights across disciplines such as science, economics, sociology, and beyond.

Course Learning outcome:

After completion of the course the learners will be able to:

CO 1 - Explain the concept of central tendency, variability and their properties

CO 2 - Discuss the concept of Percentile and Percentile Rank and its application.
CO 3 - Describe the concept of co-relation and their application
CO 4 - Explain the concept of Parametric and Non-Parametric Test
CO 5 - Apply the knowledge and calculate different statistical values

EDU-H-SEC-T1(B): Achievement Test

Introduction : An Achievement Test is a standardized assessment tool designed to measure a person's knowledge, skills, or abilities in a specific subject area. It aims to evaluate the level of mastery attained by individuals and is commonly used in educational settings to assess learning outcomes, inform instructional practices, and track academic progress.

Course Learning outcome:

After completion of the course the learners will be able to:

CO 1 - Define Test
CO 2 - Identify the Test item
CO 3 - Discuss the type of Test item
CO 4 - Define Achievement Test
CO 5 - Explain the characteristics of Achievement Test
CO 6 - State the objectives of Achievement Test
CO 7 - Discuss the functions of Achievement Test
CO 8 - Describe the functions of Test item
CO 9 - Construct Achievement test

EDU-H-SEC-P-2 (A): Institutional Survey (Practical Course)

Introduction : An Institutional Survey (Practical Course) introduces students to the practical aspects of conducting surveys within organizational settings. It covers survey design, data collection methods, sampling techniques, and data analysis. Students learn how to administer surveys, analyze results, and interpret findings to support decision-making and improve organizational processes and performance.

Course Learning Outcomes:

After Com of this course the learners will be able to:

CO 1 - Define the process of Institutional Survey
CO 2 - Identify and explain the areas of Institutional Survey
CO 3 - Analysis the different aspects of Institution with data
CO 4 - Prepare a comprehensive report on an Institution

EDU-H-SEC-P-2(B): Application of Educational/Psychological Tools (Practical Course)

Introduction : The Practical Course on Application of Educational/Psychological Tools equips students with hands-on experience in utilizing various tools and techniques within educational and psychological contexts. Through this course, students gain practical skills in assessment, intervention, and research, enabling them to address diverse educational and psychological challenges effectively.

Course Learning Outcomes:

After Com of this course the learners will be able to:

Explain the Study Habit Inventory and Test Anxiety Scale.
Apply the Study Habit Inventory and Test Anxiety Scale on sample group.

EDU-H-SEC-P-2(C): Project Work (Practical Course)

Introduction : The Project Work Practical Course provides students with an opportunity to apply theoretical knowledge and practical skills to real-world projects. It involves identifying, planning, executing, and presenting projects related to their field of study, fostering critical thinking, problem-solving, collaboration, and communication skills essential for professional development and academic success.

Course Learning Outcomes:

After Com of this course the learners will be able to:

Co 1 - Explain the process of conducting a Project.
CO 2 - Prepare a Project Report.

PROGRAMME OUTCOMES OF EDUCATION

PO1:
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.

PO2:
Students develop knowledge about the details history of Indian Education system.

PO3:
Students gather knowledge about Educational Psychology, theories of Psychology and their role and importance & impact in the field of education and education system.

PO4:

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.

PO5:

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.

PO6:

Students develop the concept of an ideal organization in educational institutions, the essential functions of educational management and they understand the different aspects of planning.

PO7:

Students develop the concept of guidance and counselling, various types of Guidance and basic data necessary for Guidance.

PO8:

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.

PO9:

Students develop an understanding about concept, nature, types and major approaches of curriculum, the relation among curriculum, pedagogy and assessment, understanding about curriculum development and national curriculum framework, 2005, get acquainted with content selection and selected theories in this regard and develop an understanding of evaluation & reform of curriculum.

PO10:

Justifying the difference between adjustment and maladjustment by citing suitable examples and their remedial measures

PO11:

Students understand the meaning of Inclusion and exclusion, types of exclusion and them causes, and how to bring about inclusion in different spheres.

PO12:

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.

PO13:

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.

PO14:

Learners understand the concept of adjustment, maladjustment and some commonly found problem, multi-axial classification of mental disorders, different coping strategies for stressful situation and administration, scoring and interpretation of the psychological tests behavior.

PO15:

Students develop a concept of educational research, various step to be followed for conducting a research and write a research proposal and review research papers.

PO16:

The learners also develop an excellent communication skill, Skill for Democratic Citizenship and related theories, teaching skills, life skill education, peace and value education.

PO17:

Develop consciousness about great educators and their thoughts, gender and society, population explosion and teacher education.

PO18:

The learners develop knowledge about Open and Distance Learning, Human Right Education and women Education.