

JATINDRA RAJENDRA MAHAVIDYALAYA

DEPARTMENT OF EDUCATION

EDUCATION HONOURS

COURSE 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 also offer 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 provide value-based and/or skill-based instruction.

COURSE CODE & COURSE TITLE

- | | |
|---|---|
| A. Core courses (CC) | 10. EDU-H-CC-T-10: Introduction to Educational Research |
| 1. EDU-H-CC-T-1: Philosophical Foundation of Education-I | 11. EDU-H-CC-T-11: Educational Management |
| 2. EDU-H-CC-T-2: Sociological Foundation of Education | 12. EDU-H-CC-T-12: Contemporary issues in Education |
| 3. EDU-H-CC-T-3: Psychological Foundation of Education | 13. EDU-H-CC-T-B: Curriculum Studies |
| 4. EDU-H-CC-T-4: History of Education in Colonial India | 14. EDU-H-CC-T-14: Educational Technology |
| 5. EDU-H-CC-T-5: Educational Evaluation & Statistics | B. Discipline specific elective course (DSE) |
| 6. EDU-H-CC-T-6: Philosophical Foundation of Education-II | 1. EDU-H-DSE-T-1/2(A): Value and Peace Education |
| 7. EDU-H-cc-T-7: Inclusive Education | 2. EDU-H-DSE-T-1/2(B): Population Education |
| 8. EDU-H-CC-T-8: History of Education in Ancient and Medieval | 3. EDU-H-DSE-T-1/2(c): Distance Education |
| 9. EDU-H-CC-T-9: Psychological foundation of Education-II | 4. EDU-H-DSE-T-1/2(D): Teacher Education |
| C. Generic elective courses (GE): | 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 |

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-I(A): Statistical Analysis
 2. EDU-H-SEC-T-I(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 Educational/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 of Education	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 of Education-II	Core
EDU-H-CC-T-7	Philosophical foundation of Education-II	Core
ED U-H-G E-T-3	Philosophical & Psychological foundations of Education	Generic Elective
EDU-H-SEC-T-1 (any one)	A. Statistical Analysis B. Achievement Test	Skill enhancement
SEMESTER – IV		
Course Code	Course title	Nature of Course
EDU-H-CC-T-8	History of Education in Ancient and Medieval	Core
EDU-H-CC-T-9	Psychological foundation of Education-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)	A. Institutional survey B. Document/Curriculum analysis C. Application of Educational/Psychological Tools D. Project Work	Skill enhancement
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)	A. Value and Peace Education B. 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	A. Guidance and Counseling B. Comparative Education	Discipline Specific elective
EDU-H-DSE-T-4 (C & D any one)	A. Women Education B. Human Rights Education	

COURSE OUTCOMES

SEMESTER-I

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

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 Indian schools of philosophy namely Buddhism, 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.

SEMESTER-I

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

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.

SEMESTER-I

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

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.

SEMESTER-II

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

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.

SEMESTER-II

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

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-

SEMESTER-II

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

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, nature, 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.

SEMESTER-III

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

Course Learning 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 in 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

SEMESTER-III

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

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

SEMESTER-III

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

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

SEMESTER-III

EDU-H-GE-T-1/3: Philosophical and Psychological foundation of Education

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

SEMESTER-III

ED U-H-SEC-T-I(A): Statistical Analysis

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

SEMESTER-III

EDU-H-SEC-T-I(B): Achievement Test

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

SEMESTER-IV

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

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 system of different educational institutions of Buddhistic system of Education

CO 6 - Compare between Buddhistic and Brahminic 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 the educational contribution of Akbar, Urdu language.

SEMESTER-IV

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

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, Piaget-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.

SEMESTER-IV

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

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 testing Hypothesis.

CO 8 - Understand the meaning of Research Ethics.

CO 9 - Apply basic statistics and graphical presentation in real life problem.

SEMESTER-IV

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

Course Learning Outcomes:

After Com of this 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 Group, Socialization and Social Agencies of Education.

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

SEMESTER-IV

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

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

SEMESTER-IV

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

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.

SEMESTER-IV

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

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.

SEMESTER-V

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

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.

SEMESTER-V

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

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 of Universalization of Elementary Education (UEE).
- CO 2 - Describe the meaning, aims & objectives, significance of Universalization of Secondary Education and Role of RMSA.
- 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.

SEMESTER-V

EDU-H-DSE-T-1/4(A): Value and Peace Education

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

SEMESTER-V

EDU-H-DSE-T-2/4(B): Population Education

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.

SEMESTER-V

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

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.

SEMESTER-V

EDU-H-DSE-T-4/4(D): Teacher Education

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.

SEMESTER-VI

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

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.

SEMESTER-VI

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

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 modern teaching-learning process.

CO 6 - Explain the concept, components and families of model of teaching.

SEMESTER-VI

EDU-H-DSE-T-1/4 (A): Guidance & Counselling

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.

SEMESTER-VI

EDU-H-DSE-T-2/4(B): Women Education

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.

SEMESTER-VI

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

Course Learning Outcomes:

After Com of this course the learners will be able to

CO 1 - Discuss the meaning, nature, scope, importance, and methods of Comparative Education.

CO 2 - Explain the different factors of Comparative Education.

CO 3 - Explain the concept of Universalization of Elementary and Secondary Education in UK & USA.

CO 4 - Compare Indian Education system with USA. Compare Indian Education system with UK.

SEMESTER-VI

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

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.

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 their 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.