

PROGRAMME OUTCOME, PROGRAMME SPECIFIC OUTCOME AND COURSE OUTCOME

DEPARTMENT OF EDUCATION

GOALPARA COLLEGE, GOALPARA, ASSAM

PROGRAMME OUTCOME(Pos):

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|  |  **PROGRAM OUTCOME** |
| **PO1** | **Critical Evaluation**: Students able to critically analyse 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, techniques of data collection, application of relevant statistical techniques to represent and analyse the data. |
| **PO2** | **Discovery and Exploration**: Students 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** | **Holistic Experience**: Students 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 analysing, 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. |
| **PO8** | **National Integration and International Understanding**: Develop concern for the society, nation, as well as promote the feelings of internationalism |
| **PO9** | **-Inculcating Values, Peace 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. |
| **PO10** | **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. |
| **PO11** | **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. |

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**PROGRAMME SPECIFIC OUTCOME (PSOs):**

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| **Sl No** |  **PSO** |
| **PSO1** | 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. |
| **PSO 2** | Students gather knowledge about Educational Psychology, theories of psychology and their role and importance & impact in the field of education and education system |
| **PSO 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 |
| **PSO 4** | 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. |
| **PSO 5** | Students develop knowledge about the details history of Ancient and Modern Indian Education system |
| **PSO 6** | Students develop knowledge about the details history of Ancient and Modern Indian Education system get acquainted with the instructional techniques, different models of teaching and teaching practice.  |
| **PSO 7** | Students understand the concept of value and peace education, and its importance in human life. They also identify the strategies and skills in building a value-based society and promoting peace education at institutional level national and international level. |
| **PSO 8** | Students 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 |
| **PSO 9** | Students develop the concept of guidance and counselling, various types of Guidance and basic data necessary for Guidance. |
| **PSO10**  | 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.  |
| **PSO11** | 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 administration, scoring and interpretation of the psychological test- behaviour.  |
| **PSO12** |  Learners understand the concept of adjustment, maladjustment and some commonly found problems, mental disorders, different coping strategies for stressful situation.  |
| **PSO13** | Students develop a concept of educational research, various steps to be followed for conducting a research and write a research report.  proposal and review research papers.  |
| **PSO14** | The learners develop knowledge about Open and Distance Learning, Human Right Education and women Education |

**COURSE OUTCOME:**

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| **SL NO** | **PAPER CODE/ PAPER NAME** | **SEMESTER** | **UNIT NO & NAME** | **COURSE OUTCOME** | **BLOOM’S TAXONOMY LEVEL** |
| 1 | EDU-HC-1016PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION | BA Ist SEMESTER | Unit 1: Meaning and Concept of Education | After the completion of the course-Learners able to **describe** the meaning, nature, scope, agencies and sound principles of education | Understanding |
|  |  |  | Unit 2: Aims of Education | Learners able to **explain** the aims of education with special reference to determinants and types as well as able to interpret the aim of education in our country. | Remembering,UnderstandingAnalysing |
|  |  |  | Unit 3: Curriculum, Correlation of studies |  Learners define and interpret the concept of curriculum, correlation of studies. | Remembering, Understanding |
|  |  |  | Unit 4: Discipline and Freedom |  Learners able to describe, carry out and differentiate between freedom and discipline | Remembering, Understanding,Analyse & Apply |
|  |  |  | Unit 5: Democracy and Education | Learners able to find out and analyse the influence of democratic principles on educational theory and practice. | Remembering,Understanding |
| 2 |  EDU- HC-1026Psychological Foundations of Education & Laboratory Practical:  |  | Unit 1: Psychology and Education | Learners able to explain the relation between psychology and education, nature, scope and significance of educational psychology and its importance. | Understanding |
|  |  |  | Unit 2: Learning and Motivation |  Learners able to explain about nature, and compare various theories and laws of learning and educational implications and role of motivation in learning.  |  RememberingUnderstandingApplying |
|  |  |  | Unit 3: Memory, Forgetting, Interest and Attention | Learners able to recall and explain the basic concept of some psychological components of human being i.e., memory, forgetting, attention, interest, intelligence, personality traits etc and interpret them in relation to their educational significance. | RememberingUnderstandingAnalyse |
|  |  |  | Unit 4: Intelligence, Creativity and Personality |  |  |
|  |  |  | Unit 5: Laboratory Practical | Learners learn to conduct some psychological test by formulating reasonable hypotheses for assessing the levels of learning, memory and span of attention of an individual. | Understanding,ApplyingEvaluating |
| 3 | EDU-HC-2016 PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION  | BA 2nd SEM | Unit 1: Philosophy and Education | Learners develop the ability to describe of concept of philosophy and its relationship with education. | Remembering |
|  |  |  | Unit 2: Various Indian Schools of Philosophy and Education |  Learners develop the ability to compare and evaluate the implications of Indian and Western philosophy on today’s education system of our country. | UnderstandingAnalyseEvaluating |
| Unit 3: Various Western Schools of Philosophy and Education |
|  |  |  | Unit 4: Sociology and Education  | Learners describe about sociology, educational sociology, social groups, social change, socialisation, culture and able to justify their educational implications. | RememberingUnderstandingAnalyseEvaluating |
|  |  |  | Unit 5: Socio-cultural Context of Education | Learners able to explain the concept of social change, culture and classify organisations of society and judge the role of education. | RememberingUnderstandingApplyingEvaluating |
| 4 | EDU-HC-2026 DEVELOPMENT OF EDUCATION IN INDIA-I:  |  | .Unit 1: Education in Ancient and Medieval India   |  Learners able to recount, compare and appraise the history of Indian Education System from Ancient to Medieval India. | Remembering UnderstandingEvaluating |
| Unit 2: Education in British India: The Beginning |
| Unit 3: Education in British India: In 19th Century |
|  |  |  | Unit 4: Rise of Nationalism and its impact on Education Remember, understanding apply, evaluate. |  Learners able to interpret and appraise the Education in British India and rise of Nationalism and its impact on Indian Education. | UnderstandingEvaluating |
| Unit 5. Education in British India: A Period of Experiment |
| 5 | EDU-HC-3016 DEVELOPMENT OF EDUCATION IN INDIA-II | BA 3rd Semester | 1.Development of Indian Education- the post- Independence period | Learners able to evaluate the development of Indian Education system after Independence and Learners able to analyse the role of different Commissions and policies in developing the standard of Education (afterwards) in the country. | AnalysingRememberingUnderstandingEvaluating |
| 2. Development of Secondary Education in the post-Independence period |
| 3.Indian Education Commission-1964-66  |
| 4.National Policy on Education in post- Independence period |
|  |  |  | 5.Recent Developments and Programs in Indian Education | The learners develop the ability to analyse and assess the National Education Policies of different times and also interpret the recent Development of Education in India i.e., NKC, NCF-2005, SSA, RMSA, RUSA, RTE, NAAC etc. | Remembering, UnderstandingAnalysing Evaluating |
| 6 | EDU-HC-3026 EDUCATIONAL TECHNOLOGY AND TEACHING METHOD  |  | 1. Educational Technology | Learners able to describe the concept, objectives and various components of Educational Technology and also able to differentiate between educational technology and instructional technology. Learners able to describe and interpret the role of ICT in education | Remembering UnderstandingAnalysing |
| 2.Information and Communication Technology in Teaching-Learning |
|  |  |  |  3.Models of Teaching | Learners able to identify and compare various innovations, models, methods and techniques in the field of teaching and learning. | RememberingAnalysingEvaluating |
| 4.Methods and Techniques of Teaching |
|  |  |  | 5. Lesson Planning and Micro Teaching | Learners able to discuss and interpret the teaching effectiveness through lesson planning in micro and macro levels of teaching. | Remembering Analysing Applying  |
| 7 | HC-3036  VALUE AND PEACE EDUCATION: |  | 1.Value | Learners able to describe concepts, scope, aims of Value Education and interpret its importance in human life | Remembering &Understanding |
|  |  |  | 2. Types of Values, their characteristic, function and educational significance. | Learners able to describe and classify different types of Values, their functions and educational implications. |  |
|  |  |  | 3. Value Education | Learners develop awareness about the role of educational institutions in building value-based society and also able to find out different issues/challenges in imparting value education at different levels of education. | ValuingRememberingUnderstanding |
|  |  |  | 4. Peace Education | Learners able to describe concepts, aims of peace Education and interpret its importance in human life and also able to find out different issues/challenges in imparting peace- education at different levels of education. | RememberingUnderstandingEvaluation |
|  |  |  | 5. Challenges of Peace Education and Role of Different Organization |  Learners interpret the challenges of promoting peace education in the context of regional, national and international level through different agencies of peace education. | RememberingUnderstandingEvaluation |
| 8 | EDU-HC-4016 GREAT EDUCATIONAL THINKERS | BA 4th Semester  |  Unit 1. educational thoughts of Srimanta Sankardeva Unit 2. educational thoughts of mahatma Gandhi and Rabindranath Tagore |  Learners compare the philosophy of life of great personalities & educators i.e. Shrimanta Shankardev, A.P.J. Abdul Kalam, Mahatma Gandhi, Rabindranath Tagore and appraise its relevance in modern education- theory and practice. | RememberingUnderstandingEvaluation |
| UNIT 3. Educational thoughts of APJ Abdul Kalam |
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|  |  |   |  Unit 4. Educational thoughts of Rousseau and Frobel   | Learners compare the philosophy of life of great personalities and educators J. J. Rousseau, Friedrich Froebel, John Dewey and Maria Montessori and appraise its relevance in modern education- theory and practice. | UnderstandingAnalysingEvaluating |
| UNIT 5. Educational thoughts of john Dewey and Madam Maria Montessori |
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| 9 | EDU-HC-4026 EDUCATIONAL STATISTICS AND PRACTICAL: |  | Unit 1: Basics of educational statistics  |  Learners develop the basic concept of statistics  Learners able to understand different statistical procedures used in education Learners develop the ability to represent educational data through graphsLearners able to interpret and apply the normal probability curve and its application in education | Understanding Analysing Applying |
| Unit 2: Graphical presentation of data |
| Unit 3: Co-efficient of correlation and percentiles |
| Unit 4: Normal probability curve and its application |
|  |  |  | Unit 5: Statistical Practical | Learners able to organise, analyse and interpret educational data.Learners able to represent data through graph/ diagram for displaying data. | UnderstandingAnalysing Applying |
| 10 | EDU-HC-4036 EMERGING ISSUES INEDUCATION |  | Unit 1: Social Inequality in Education and Constitutional Safeguard | Learners able to identify and analyse the challenges of education in the context of LPG, student issues, Environment and Population issues, Multi-Cultural and Alternative Education related issues.Learners able to interpret the challenges of education in the context of LPG, Students Issues, Environmental and Population issues | RememberingUnderstandingAnalyse |
| Unit 2: Liberalization, Privatization and Globalization of Education. |
|  Unit 3: Issues related to Students |
| Unit 4: Environmental Education and Population Education |
|  |  |  | Unit 5: Multi-cultural Education Alternative Education | Learners able to identify and analyse the challenges of education in the context of Multi-Cultural and Alternative Education related issues. | RememberingUnderstandingAnalysing  |
| 11 | EDU-HC-5016 MEASUREMENT AND EVALUATION & PRACTICAL: | BA 5th Semester | Unit1. Measurement and evaluation in education  | Learners understand the concept and the nature of Measurement and evaluation and compare the types of measurement and evaluation in education. | Remembering Understanding |
|  |  |  | Unit 2. Test construction  | Learners able to interpret the principles and procedures of test construction, Item Analysis and its standardisation. | UnderstandingApplying |
|  |  |  | Unit3. Educational achievement test  | Learners able to prepare and use different types of educational or achievement test and personality test. | UnderstandingApplying |
| Unit 4. Personality test |
|  |  |  | Unit 5 Laboratory practical | Learners able to conduct some psychological test (by formulating reasonable hypotheses) for assessing the personality traits of an individual | UnderstandingApplyingOrganising (skill) |
| 12 | EDU-HC-5026 GUIDANCE AND COUNSELLING: |  | UNIT 1. Introduction to guidance  |  Learners able to define the concept of guidance and counselling and to interpret its functions, types and approaches/techniques. | RememberingUnderstanding |
| Unit.2 introduction to counselling |
|  |  |  | Unit: 3 organization of guidance services  |  Learners able to identify and analyse needs and challenges of organisation of guidance and counselling services in schools and able to justify the solutions of the psycho-social, educational and vocational problems faced by the students. | RememberingUnderstandingAnalysingEvaluation |
|  |  |  | Unit.4 guidance needs of the students |  Learners able to identify the guidance needs of students and to interpret CWSN and the role of school guidance clinic. | RememberingUnderstanding |
|  |  |  | Unit5. School guidance programme | Learners able to understand the challenges faced by the teacher as guidance worker in School guidance programme. |  |
| 13 | EDU-HE-5026 DEVELOPMENTAL PSYCHOLOGY: |  | UNIT1. Introduction to Developmental Psychology |  Learners able to define the basic concepts of human growth and development.Learners able to explain and exemplify various environmental and hereditary factors affecting pre-natal development of the child. | RememberingUnderstandingAnalysing |
|  |  |  | Unit 2. Infancy | Learners able to interpret about various aspects of development during infancy, childhood and adolescence period and also able to identify the problems associated with the adolescence stage. | UnderstandingAnalysing |
| Unit 3Childhood |
| Unit 4. Adolescence |
|  |  |  | Unit 5. Social, Emotional and personality development of Adolescence |  Learners able to understand the problems associated with Social, Emotional and personality development of Adolescence | Understanding |
| 14 | EDU-HE-5046 TEACHER EDUCATION IN INDIA: |  | UNIT 1: Conceptual framework and historical perspectives of teacher education in India.  |  Learners able to describe about Concepts, Scope, Aims & Objectives, the significance and also able to outline the historical development of teacher education in India. | RememberingUnderstanding |
|  |  |  | Unit 2: Teacher education for different levels of education. |  Learners able to discuss about different organising bodies of teacher education and their functions in preparing teachers of different levels of education. | RememberingUnderstanding |
| Unit 3: Structure and organization of teacher education in India |
|  |  |  | Unit 4: Status of teacher education in India |  Learners able to interpret various innovative trends and recent issues in teacher education and also able to critically evaluate the present status of teacher education in India.  | Understanding Evaluating  |
|  |  |  | Unit 5: Education and developing political awareness |  Learners able to find out the qualities, responsibilities and valuing the professional ethics of teachers. | UnderstandingValuing |
| 15 | EDU-HC-6016 EDUCATION AND DEVELOPMENT | BA 6th Semester | Unit 1-Basic concepts of education and development  |  Learners able to interpret Education and Development in relation to indicators of educational and national development in post-globalisation era. | Understanding |
|  |  |  | unit 2-Education and community development | Learners able to integrate Education and Human Resource Development and compare the role various organisations of education: UGC, NCERT, MHRD, CBSE etc. | Understanding Analysing  |
| unit 3-Education and human resource development  |
|  |  |  | Unit 4-Education and economic development Understanding Unit5- Education and developing political awareness |  Learners able to integrate education and economic development and also able to find out the political awareness of students/people through education. | Analysing Understanding |
| 16 | EDU-HC-6026 PROJECT (RESEARCH) |  |   Project Report | After completion of the course the learners able to: -Understand the procedure of conducting a project, data analysis and interpretation.-Able to prepare and present a Project Report. | UnderstandingApplyEvaluationSkill |
| 17 | EDU-HE-6016 MENTAL HEALTH AND HYGIENE: |  | UNIT 1. Fundamentals of Mental Health |  Learners able to describe the fundamentals and development of Mental Health and the characteristics of a mentally healthy person. | Remembering |
|  |  |  | Unit2. Mental Hygiene- meaning and definitions | Learners able to define and explain the concept and importance of Mental Hygiene and its relationship with mental health. | Remembering |
|  |  |  | Unit 3. Education and Mental Health | Learners able to interpret the principles and factors in promoting mental health and analyse the role of home, school and society in maintaining proper mental health. | UnderstandingAnalyse |
|  |  |  | Unit 4. Preservation of Mental Health and Hygiene |  Learners able to interpret the concept and issues of Positive Psychology, mental health of women, Role of WHO and also able to justify the significance of Stress Management and Yoga & Pranayama in maintaining Mental Health.  | Remembering UnderstandingEvaluating |
| Unit 5. Mental Health and Yoga |
| 18 | EDU-HE – 6036 EDUCATIONAL MANAGEMENT |  | Unit 1- Introduction to Educational Management  |  Learners are able to describe and interpret the basic concept, scope, purpose and functions of Educational Management along with Classroom Management | RememberingUnderstanding  |
|  |  |  | Unit 2- Resources in education  |  Learners able to identify and compare various educational resources, educational and institutional planning along with its various aspects. | RememberingUnderstanding |
| Unit3- Educational Planning  |
| Unit 4- Institutional planning |
|  |  |  | Unit 5- Financial education and recent trends in management | Learners able to interpret financial resources and financial management in education and also appraise the role of MHRD, UGC, NCERT, SCERT.  | Understanding  AnalysingEvaluation |