EDUCATION SYLLABUS (CCF)

PROGRAM OUTCOME

2024

Semester 1

EDC/H/CC – 1/1 (For Major)

Introduction and Philosophical Foundation of Education

Program Outcomes (POs):

PO 1: Demonstrate knowledge of various educational philosophies and their applications.

PO 2: Show ability to analyze and interpret different educational theories and practices.

PO 3: Implement educational strategies that reflect both narrow and broader concepts of education.

PO 4: Understanding the aims of education

PO 5: Developing an understanding of factors of Education.

PO 6: Understand and articulate the objectives of modern education.

PO 7: Develop curricula and educational programs that align with the aims of modern education.

PO 8: Assess and critique educational policies based on the principles set forth by the Delor's Commission.

PO 9: Demonstrate knowledge of Indian educational philosophies and their historical contexts.

PO 10: Integrate philosophical insights into educational practices and theories.

PO 11: Engage in critical thinking and discussions about the implications of Vedic and Buddhist philosophies in modern education.

PO 12: Demonstrate an understanding of Naturalism and Pragmatism.

PO 13: Innovate and adapt educational practices based on Western philosophical principles.

PO 14: Analyze educational theories and practices through the lens of Naturalism and Pragmatism.

PO 15: Understand the complex interplay between genetic and environmental factors in shaping a learner's development.

PO 16: Analyze how heredity and environment contribute to individual differences in learning and behaviour.

PO 17: Recognize the essential qualities and responsibilities required for effective teaching and positive student outcomes.

PO 18: Comprehend the role and significance of curriculum and co-curricular activities in holistic student development.

PO 19: Understand the characteristics and functions of different types of educational institutions and their interrelationships in the learning ecosystem.

PO 20: Develop an understanding of child-centric approaches in education.

PO 21: Identify and apply characteristics of child-centric methodologies in various educational settings.

PO 22: Recognize the significance of integrating play and work in early childhood education.

PO 23: Analyze and implement play-way methods in Kindergarten, Montessori, and Project-based learning environments.

PO 24: Design and evaluate educational activities that align with the principles of child centricism and play-way approaches.

EDC/H/SEC/1/1 (Semester – 1)
Communication Skill

Program Outcomes

PO 1: Develop a comprehensive understanding of communication principles and processes.

PO 2: Demonstrate effective listening and speaking skills in various contexts.

PO 3: Identify and overcome barriers to communication and listening.

PO 4: Apply strategies for enhancing verbal and non-verbal communication.

PO 5: Engage effectively in public speaking and group discussions.

Introduction and Philosophical Foundation of Education

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Semester 2

EDC/H/CC/2/2 (For Major)

Psychological Foundation of Education

Program Outcomes

PO 1: Understand and articulate the relationship between psychology and education.

PO 2: Apply psychological concepts to enhance educational practices and learning outcomes.

PO 3: Analysing the relation between education and psychology.

PO 4: Understanding different aspects of growth and development of a child.

PO 5: Analyze human development theories and their implications for educational strategies.

PO 6: Evaluate and apply different theories of intelligence to assess and improve student learning.

PO 7: Recognize and utilize various intelligence tests and understand the role of emotional intelligence in education.

EDC/H/SEC/2/2 (Semester – 2)

Aspect of Democratic Citizenship

Program Outcomes

PO 1: Understand and articulate the fundamental rights and duties of citizens within a democratic framework.

PO 2: Recognize and implement measures for the protection and rights of children, including legal frameworks and child protection needs.

PO 3: Comprehend and apply knowledge of domestic violence and legal protections to promote domestic harmony and ensure safety for all individuals.

For Minor
EDC/M/1/2 (Semester – 2)
Psychological Foundation of Education

Program Outcomes

PO 1: Understand and articulate the relationship between psychology and education.

PO 2: Apply psychological concepts to enhance educational practices and learning outcomes.

PO 3: Analyze human development theories and their implications for educational strategies.

PO 4: Evaluate and apply different theories of intelligence to assess and improve student learning.

PO 5: Recognize and utilize various intelligence tests and understand the role of emotional intelligence in education.

<p align="center">**Semester – 3**</p>

<p align="center">**EDC/H/CC/3/3 (For Major)**</p>

<p align="center">**Guidance and Counselling**</p>

Program Outcomes

PO 1: Understand and articulate the principles, functions, and need for guidance and counselling in educational settings.

PO 2: Developing an understanding of the concept of Guidance

PO 3: Learning the significance of Guidance at different stages of Education.

PO 4: Apply guidance and counselling techniques to support educational, vocational, and personal development for students.

PO 5: Design and implement effective guidance programs and counselling strategies tailored to individual and group needs.

PO 6: Evaluate and adapt various counselling techniques to address diverse student issues and promote overall well-being.

<p align="center">**EDC/H/CC/4/3 (For Major)**</p>
<p align="center">**Sociological Foundation of Education**</p>

Program Outcomes

PO 1: Understand and articulate the foundational concepts of the sociology of education and its relation to broader social dynamics.

PO 2: Analyze the role of social groups, socialization processes, and the impact of family and school in shaping educational experiences.

PO 3: Examine the interplay between social change, social stratification, and communication within educational contexts.

EDC/H/SEC (Semester – 3)

Computer Application

Program Outcomes

PO 1: Understand and apply fundamental computer concepts, including the evolution, classification, and components of computer systems.

PO 2: Utilize office tools effectively for file management, data storage, and creating presentations.

PO 3: Implement cyber safety practices, including safe browsing, understanding cyber threats, and recognizing malware.

PO 4: Demonstrate practical skills in using word processing and presentation software for creating and formatting documents and presentations.

For Minor

EDC/M/2/3 (Semester – 3)

Introduction and Philosophical Foundation of Education

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<p style="text-align:center">Semester – 4</p>

<p style="text-align:center">EDC/H/CC/5/4 (For Major)</p>

<p style="text-align:center">Educational Organization and Planning</p>

Program Outcomes

PO 1: Understand and articulate fundamental concepts related to organization, including its nature, characteristics, and institutional aspects.

PO 2: Developing the concept of an ideal Organization in educational institutions

PO 3: Analysing the different aspects of planning

PO 4: Analyze and apply organizational principles in the educational field, focusing on institutional plants, libraries, timetables, medical services, workshops, and laboratories.

PO 5: Comprehend the principles of educational planning, including its meaning, aims, objectives, steps, types, and significance.

PO 6: Evaluate and implement effective organizational and planning strategies to enhance educational management and institutional efficiency.

<p style="text-align:center">EDC/H/CC/6/4 (For Major)</p>

<p style="text-align:center">History of Education</p>

Program Outcomes

PO 1: Understand and articulate the evolution of education in India across ancient, medieval, pre-independence, and post-independence periods.

PO 2: Analyze the contributions of key historical figures and legislative acts in shaping the educational landscape of India.

PO 3: Evaluate the objectives, structures, and impacts of major educational commissions and policies on contemporary education in India.

PO 4: Apply knowledge of historical and policy contexts to assess and propose improvements in current educational practices and systems.

EDC/H/CC/7/4 (For Major)

Technology in Education

Program Outcomes

PO 1: Understand and apply foundational concepts of technology, educational technology, and system approaches to enhance teaching and learning processes.

PO 2: Analyze and implement various instructional techniques, both mass and personalized, and understand their application in educational settings.

PO 3: Comprehend and utilize ICT and e-learning tools and approaches to support and enhance the educational experience.

EDC/H/CC/8/4 (For Major)
Great Educators

Program Outcomes

PO 1: Understand and analyze the contributions of key Western and Indian educators, as well as contemporary educators of the 21st century, to educational theory and practice.

PO 2: Evaluate the impact of various educational philosophies and approaches on modern educational systems and practices.

PO 3: Apply insights gained from historical and contemporary educational thinkers to improve educational practices and address current educational challenges.

For Minor

EDC/M/2/4 (Semester – 4)

Psychological Foundation of Education

Program Outcomes

PO 1: Understand and articulate the relationship between psychology and education.

PO 2: Apply psychological concepts to enhance educational practices and learning outcomes.

PO 3: Analyze human development theories and their implications for educational strategies.

PO 4: Evaluate and apply different theories of intelligence to assess and improve student learning.

PO 5: Recognize and utilize various intelligence tests and understand the role of emotional intelligence in education.

Semester – 5

EDC/H/CC/9/5 (For Major)

Women Education

Program Outcomes

PO 1: Understand the historical development and key influences on women's education in India, including contributions from missionaries, government roles, and notable reformers.

PO 2: Analyze the impact of educational policies, committees, and commissions on the advancement of women's education.

PO 3: Identify and evaluate the major constraints affecting women's education and empowerment, and understand the role of women's empowerment in modern society.

EDC/H/CC/10/5 (For Major)

Curriculum Studies

Program Outcomes

PO 1: Understand and apply the principles of curriculum development, including the concept, functions, and types of curriculum.

PO 2: Analyze the bases and approaches to curriculum development to effectively plan and implement curricula in educational settings.

PO 3: Evaluate and select content for curricula based on various determinants and instructional objectives.

PO 4: Assess and reform curricula through evaluation methods and address factors and obstacles influencing curriculum reform.

EDC/H/CC/11/5 (For Major)

Measurement and Evaluation in Education – 1

Program Outcomes

PO 1: Understand the fundamental concepts of test, measurement, and evaluation in the context of education, including their need and scope.

PO 2: Apply different scales of measurement to effectively assess and interpret educational data.

PO 3: Implement and evaluate various processes and methods of assessment, including formative and summative evaluation, and understand grading and credit systems.

PO 4: Developing an understanding of the concept of evaluation and measurement.

PO 5: Critically analysing its application in the field of education.

EDC/H/CC/12/5 (For Major)
Statistics In Education

Program Outcomes

PO 1: Understand the fundamental concepts of statistics and their applications in educational settings.

PO 2: Understanding the concept of statistics.

PO 3: Examining the application of statistics in the field of education.

PO 4: Organize, present, and interpret data using various statistical methods and graphical representations.

PO 5: Apply measures of central tendency and variability to analyze and interpret educational data effectively

PO 6: Understand and apply the concept of normal distribution and its uses in educational and statistical contexts.

PO 7: Analyze deviations from normality using skewness and kurtosis, and apply derived scores for standardized assessment.

PO 8: Evaluate and interpret measures of relationship, including correlation coefficients, to understand and utilize data relationships effectively.

For Minor

EDC/M-1/M-2/5 (Semester – 5)

Guidance and Counselling

Program Outcomes

PO 1: Develop a comprehensive understanding of the meanings, functions, and importance of guidance and counseling.

PO 2: Analyze the roles of guidance in educational, vocational, and personal contexts.

PO 3: Recognize the significance of individual and group guidance and its applications.

PO 4: Implement effective guidance strategies in educational settings, including secondary schools.

PO 5: Design and evaluate guidance programs tailored to the needs of diverse student populations.

PO 6: Apply various counselling techniques to address individual and group needs effectively.

PO 7: Demonstrate proficiency in different counselling techniques such as directive, non-directive, and eclectic methods.

PO 8: Apply appropriate counselling methods to support clients in educational, vocational, and personal contexts.

PO 9: Evaluate the effectiveness of counselling techniques and make necessary adjustments.

PO 10: Assess the needs for guidance in different educational stages and develop strategies for improvement.

PO 11: Create and refine school guidance programs based on evaluative feedback and emerging needs.

PO 12: Promote the continuous development of guidance programs to enhance their impact and effectiveness.

Semester – 6

EDC/H/CC/13/6 (For Major)

Aspect of Teaching

Program Outcomes

PO 1: Develop a clear understanding of what teaching entails, including its definition, purpose, and fundamental nature.

PO 2: Identify and analyze various factors that influence the effectiveness of teaching, such as student characteristics, teaching environment, and instructional materials.

PO 3: Differentiate between teaching and training, and understand their interconnections and applications in educational settings.

PO 4: Recognize and effectively implement the three phases of teaching—pre-active, inter-active, and post-active—to enhance instructional effectiveness.

PO 5: Understand and apply the principles of micro-teaching and micro-lessons to practice and refine teaching techniques on a small scale.

PO 6: Utilize simulated teaching scenarios to develop and test instructional strategies and skills in a controlled environment.

PO 7: Implement integrated teaching approaches that combine various teaching methods and content areas to foster a more holistic learning experience.

PO 8: Master key teaching skills including lesson introduction, effective questioning, use of teaching aids, illustration, and reinforcement to enhance student engagement and learning.

PO 9: Grasp the concept of learning design and its relevance in creating effective teaching plans and materials.

PO 10: Appreciate the critical role of learning design in improving educational outcomes and ensuring that teaching methods align with learning objectives.

PO 11: Follow a structured approach to learning design, including planning, implementation, and evaluation to optimize teaching effectiveness.

PO 12: Identify and apply the characteristics of effective learning design, such as clarity, coherence, and adaptability, to enhance teaching and learning experiences.

Management in Education

Program Outcomes

PO 1: Gain a comprehensive understanding of educational management, including its concept, scope, and fundamental principles.

PO 2: Developing the concept of Management in educational institutions.

PO 3: Analysing the different types of Management process

PO 4: Identify and apply the traits and practices that contribute to effective management within educational settings.

PO 5: Distinguish between organizational structures and management processes, understanding their roles and functions in educational institutions.

PO 6: Understand the meaning and core functions of management, including planning, organizing, staffing, directing, coordinating, controlling, motivating, and communicating.

PO 7: Recognize and apply the key elements of the managerial process to effectively manage educational institutions.

PO 8: Appreciate and articulate the significance of the managerial process in enhancing the efficiency and effectiveness of educational administration.

PO 9: Develop an understanding of leadership, including its definition, scope, and importance in educational settings.

PO 10: Identify and differentiate between various types of leadership styles and their impact on educational institutions.

PO 11: Explore and apply leadership theories, particularly Trait and Behaviour theories, to understand different leadership approaches and their applications in educational management.

EDC/H/CC/15/6 (For Major)

Measurement and Evaluation in Education – 2

Program Outcomes

PO 1: Develop a foundational understanding of various evaluation tools and techniques, including their purposes and applications in educational and psychological contexts.

PO 2: Aquainting with varied measuring instruments and their uses.

PO 3: Critically analysing its application in the field of education.

PO 4: Understand and apply essay and objective-type tests for evaluating educational outcomes.

PO 5: Utilize personality tests (e.g., Rorschach Ink Blot Test) and intelligence tests (e.g., Stanford-Binet Scale) for psychological assessment.

PO 6: Implement non-testing evaluation tools such as Cumulative Record Cards and Anecdotal Record Cards for comprehensive student assessment.

PO 7: Apply techniques such as interviews and observations to gather qualitative data and insights about individuals' performance and behaviour.

PO 8: Understand the fundamental principles of what constitutes a test and its role in evaluation.

PO 9: Ensure tests are objective and free from bias.

PO 10: Determine and apply methods to measure and ensure the reliability of tests.

PO 11: Understand and apply various types of validity (content, construct, criterion) to ensure tests measure what they are intended to.

PO 12: Develop and interpret test norms to provide a context for evaluating test results.

PO 13: Ensure tests are practical and easy to use in various settings.

PO 14: Follow systematic steps to construct and standardize achievement tests to ensure they are effective and reliable.

PO 15: Assess and evaluate the effectiveness of curriculum design and implementation.

PO 16: Evaluate educational programs to determine their effectiveness, impact, and areas for improvement.

PO 17: Combine rational, formative, and summative evaluation methods to provide a comprehensive assessment of educational processes and outcomes.

For Minor

EDC/M-1/M-2/6 (Semester – 6)

Educational Organization and Planning

Program Outcomes

PO 1: Understand and articulate fundamental concepts related to organization, including its nature, characteristics, and institutional aspects.

PO 2: Analyze and apply organizational principles in the educational field, focusing on institutional plants, libraries, timetables, medical services, workshops, and laboratories.

PO 3: Comprehend the principles of educational planning, including its meaning, aims, objectives, steps, types, and significance.

PO 4: Evaluate and implement effective organizational and planning strategies to enhance educational management and institutional efficiency.

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Semester – 7

EDC/H/CC/16/7 (For Major)

Research Methodology – 1

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Program Outcomes

PO 1: Develop a clear understanding of what constitutes research, including its definition, meaning, and fundamental concepts.

PO 2: Developing the concept of Educational Research.

PO 3: Understanding the elements of Educational Research.

PO 4: Understand the nature of educational research and identify its key characteristics, including its focus on educational settings and processes.

PO 5: Gain knowledge of various types of educational research, including descriptive, experimental, and correlational studies, and their applications in educational contexts.

PO 6: Understand the importance of conducting a literature review to inform research, identify gaps in existing knowledge, and build a theoretical framework.

PO 7: Develop skills in selecting and defining research problems that are relevant and significant in the field of education.

PO 8: Learn to formulate clear research objectives, research questions, and hypotheses to guide the research process and inquiry.

PO 9: Understand the concept and definition of a population in research, including its relevance to the study's scope and focus.

PO 10: Gain knowledge of sampling concepts and definitions, including how samples are selected from populations for research purposes.

PO 11: Identify and apply various types of sampling methods, such as random, stratified, and convenience sampling, to ensure representative and valid research outcomes.

EDC/H/CC/17/7 (For Major)

Psychology of Adjustment

Program Outcomes

PO 1: Understand and apply the concepts of adjustment and adaptability in various contexts, including how individuals respond to changes and challenges.

PO 2: Explore and apply psychodynamic theories of adjustment and identify the criteria for good adjustment in individuals.

PO 3: Recognize and analyze maladjustment, including its causes and manifestations such as aggressiveness, delinquency, and substance abuse.

PO 4: Understand and differentiate between the sections of DSM-5 (Section I, Section II, and Section III) and their roles in diagnosing mental disorders.

PO 5: Identify and describe the concepts and symptoms of major mental disorders, including schizophrenia, anxiety disorders, depressive disorders, and personality disorders.

PO 6: Gain a foundational understanding of psychoanalysis and cognitive therapy concepts and their applications in treating mental disorders.

PO 7: Understand the nature of stress and identify various types of stressors affecting individuals.

PO 8: Learn and apply effective coping strategies to manage stress and mitigate its impact on well-being.

PO 9: Develop and implement healthy approaches for managing life stressors to maintain mental and emotional health.

- o **KNPI (Kundu Neurotic Personality Inventory)**: Administer, score, and interpret the KNPI to assess neurotic personality traits and understand its implications.

- o **KIEI (Kundu Introversion Extroversion Inventory)**: Administer, score, and interpret the KIEI to evaluate introversion and extroversion traits and apply the findings in relevant contexts.

- o **Effect of Learning Material on Memorization**: Conduct practical assessments to determine the impact of learning materials on memorization and apply strategies to enhance learning and retention.

EDC/H/CC/18/7 (For Major)

Peace and Value Education

Program Outcomes

PO 1: Understand and articulate the fundamental concepts, scope, and objectives of peace education, and its importance in fostering a culture of peace.

PO 2: Comprehending the concept of Peace and Value Education.

PO 3: Understanding the relation between Peace and Non -violence.

PO 4: Identify and implement effective strategies that teachers can use to promote peace education within the classroom and school environment.

PO 5: Analyze and apply the guidelines and recommendations of the National Curriculum Framework for Teacher Education (NCFTE) 2009 related to peace education.

PO 6: Examine the underlying causes and factors contributing to violence, and understand their impact on individuals and communities.

PO 7: Explore how promoting peace can contribute to the prevention of violence and the promotion of non-violent behaviour.

PO 8: Develop strategies for educational institutions to effectively incorporate and promote peace education within their programs and practices.

PO 9: Understand the concept of value education, classify different types of values, and identify their sources.

PO 10: Articulate the importance of value education in contemporary society and its role in addressing modern challenges.

PO 11: Develop strategies to foster values through collaboration among home, educational institutions, and society.

Gender Studies

Program Outcomes

PO 1: Understand and articulate the definition of gender, differentiating it from biological sex, and recognize how gender is a social construct.

PO 2: Analyze and apply concepts related to gender identity, gender roles, and gender stereotypes, and understand their impact on individuals and society.

PO 3: Explore and evaluate how gender is socially constructed and influenced by cultural, social, and historical factors.

PO 4: Understand and apply the Gender Roles and Relationships Matrix to analyze how gender roles influence relationships and societal expectations.

PO 5: Examine how work is divided and valued based on gender, and understand its implications for gender equality in the workplace.

PO 6: Investigate and reflect on various attitudes towards gender and how they impact gender roles and expectations.

PO 7: Identify and analyze instances of gender inequality in the structure of knowledge, including biases and gaps in educational content.

PO 8: Evaluate how gender is represented in the development of curriculum and textbooks, and identify ways to address and rectify gender biases.

PO 9: Understand and address the dynamics of gender in various educational settings, including girl-friendly institutions, coeducation, and single-sex institutions.

EDC/H/Dissertation/7 (For Major)
Research Work

Program Outcomes

PO 1: Understand and apply the concepts, types, and procedures of data collection in research to gather accurate and relevant data.

PO 2: Develop a comprehensive understanding of data analysis concepts and approaches, and apply appropriate techniques to analyze research data effectively.

PO 3: Learn to write a research report, including understanding its essential components, chapterization, and proper referencing (bibliography) to ensure clarity and academic rigor.

EDC/H/DSC - 1/7 (For Major)

Life Skill Education

Program Outcomes

PO 1: Develop a clear understanding of what constitutes life skills, including their definition and importance in personal and professional contexts.

PO 2: Trace the evolution and development of the concept of life skills, including historical perspectives and contemporary applications.

PO 3: Explore the origins and integration of life skills in educational systems, and understand their role in enhancing student development and learning.

PO 4: Identify and categorize generic life skills, including survival skills, negotiating skills, and coping skills, and understand their applications in various situations.

PO 5: Recognize and apply skills tailored to addressing specific problems or challenges encountered in different contexts.

PO 6: Understand and implement skills designed for development in specific areas, such as personal, social, or professional domains.

PO 7: Understand the concepts of training and techniques used in life skill education, and their importance in effective skill development.

PO 8: Explore and apply various types of training methods for teaching life skills, including workshops, seminars, and experiential learning.

PO 9: Identify and implement the different stages of life skill education, from planning and development to execution and evaluation.

Semester – 8

EDC/H/CC/20/8 (For Major)

Research Methodology – 2

Program Outcomes

PO 1: Understand the fundamental meaning and importance of research design in structuring and guiding research effectively.

PO 2: Identify and apply the key features of a good research design, including validity, reliability, and feasibility.

PO 3: Differentiate between various types of research designs and select appropriate ones based on research objectives and questions.

PO 4: Grasp the meaning, characteristics, and sources of data, and understand their relevance to the research process.

PO 5: Familiarize with various methods of data collection (e.g., surveys, interviews) and data processing techniques.

PO 6: Understand the meaning of data analysis and the different types of analysis methods (e.g., quantitative, qualitative).

PO 7: Recognize the importance of data interpretation and apply various techniques to derive meaningful insights from research data.

PO 8: Understand what constitutes a research report, its significance, and the essential characteristics of effective report writing.

PO 9: Follow the established methods and steps for writing a research report, from drafting to finalizing the document.

EDC/H/CC/21/8 (For Major)

Human Rights Education

Program Outcomes

PO 1: Understand the fundamental nature and concept of human rights, including their definitions, scope, and importance in ensuring basic freedoms and protections.

PO 2: Identify and apply key human values such as dignity, liberty, equality, justice, and unity in diversity in the context of human rights.

PO 3: Recognize the meaning and importance of human rights education in promoting awareness and fostering a culture of respect for human rights.

PO 4: Understand the brief history of human rights from both national and international perspectives, and how historical events have shaped current human rights standards.

PO 5: Summarize the Universal Declaration of Human Rights, including its key provisions and its role in shaping international human rights norms.

PO 6: Analyze the role of the United Nations in human rights promotion, including its duties and limitations in enforcing human rights globally.

PO 7: Understand the Human Rights Act of 1993, its provisions, and its impact on human rights protection in India.

PO 8: Analyze the role and objectives of the Human Rights Commission in India, including its functions and effectiveness in protecting human rights.

PO 9: Recognize the role of the Supreme Court and High Courts in India in the enforcement and protection of human rights.

EDC/H/CC/22/8 (For Major)

Teacher Education

Program Outcomes

PO 1: Understand the fundamental concepts and the broad scope of teacher education, including its goals and significance in the educational system.

PO 2: Developing an understanding of concept and scope of teacher education.

PO 3: Comprehending the development of teacher education in India.

PO 4: Differentiate between teacher training and teacher education, highlighting their respective roles and purposes in professional development.

PO 5: Analyze the role of the National Council for Teacher Education (NCTE) in regulating, accrediting, and improving teacher education programs in India.

PO 6: Explore the historical development of teacher education in India, including key milestones and changes over time.

PO 7: Understand and evaluate the recommendations of the Kothari Commission and the National Policy on Education (NPE) regarding teacher education, and their impact on the field.

PO 8: Examine the current system of teacher education in India, including its structure, challenges, and recent reforms.

PO 9: Identify and differentiate between pre-service and in-service teacher education programs, and understand their importance in the professional growth of teachers.

PO 10: Recognize the role of orientation and refresher courses in continuous teacher development and their contribution to keeping educators updated with current practices.

PO 11: Understand the significance of internships in teacher education programs, including their role in providing practical experience and bridging the gap between theory and practice.

EDC/H/DSC - 2/7 (For Major)

Open and Distance Education

Program Outcomes

PO 1: Understand and articulate the meaning and definition of open and distance education.

PO 2: Identify the objectives and key characteristics of open and distance education.

PO 3: Evaluate the merits and demerits of open and distance education, considering its impact on learners and educational institutions.

PO 4: Familiarize with various modes and strategies used in open and distance education.

PO 5: Understand the relationships among non-formal, correspondence, distance, and open education.

PO 6: Propose and evaluate measures for strengthening open and distance education in India.

PO 7: Review and analyze the current status of open and distance education in India.

PO 8: Understand and assess the role of multi-media in enhancing open and distance education.

PO 9: Identify and address the problems associated with the use of multi-media in open and distance education.

EDC/H/DSC - 3/7 (For Major)

Population Education

Program Outcomes

PO 1: Understand and articulate the meaning and objectives of population education.

PO 2: Identify and analyze the sociological, economic, and psychological factors that influence population dynamics.

PO 3: Comprehend and explain key concepts related to population education, including birth rate, death rate, morbidity, and migration.

PO 4: Assess the relationship between population growth and environmental changes, and understand the implications for sustainable development.

PO 5: Evaluate the effectiveness and scope of population education programs implemented in India.

PO 6: Identify problems associated with population education and propose suggestive measures to address these challenges.

PO 7: Analyze the scope and importance of population education within educational institutions.

PO 8: Define the role of teachers in raising awareness about population issues and promoting effective population education.

PO 9: Understand and evaluate the roles of mass media (newspapers, radio, TV) and youth in advancing population education and addressing population problems.

MDC

Semester 1

EDC/MD/CC/1/1

Introduction and Philosophical Foundation of Education

Program Outcomes (POs):

PO 1: Demonstrate knowledge of various educational philosophies and their applications.

PO 2: Show ability to analyze and interpret different educational theories and practices.

PO 3: Implement educational strategies that reflect both narrow and broader concepts of education.

PO 4: Understanding the aims of education

PO 5: Developing an understanding of factors of Education.

PO 6: Understand and articulate the objectives of modern education.

PO 7: Develop curricula and educational programs that align with the aims of modern education.

PO 8: Assess and critique educational policies based on the principles set forth by the Delor's Commission.

PO 9: Demonstrate knowledge of Indian educational philosophies and their historical contexts.

PO 10: Integrate philosophical insights into educational practices and theories.

PO 11: Engage in critical thinking and discussions about the implications of Vedic and Buddhist philosophies in modern education.

PO 12: Demonstrate an understanding of Naturalism and Pragmatism.

PO 13: Innovate and adapt educational practices based on Western philosophical principles.

PO 14: Analyze educational theories and practices through the lens of Naturalism and Pragmatism.

PO 15: Understand the complex interplay between genetic and environmental factors in shaping a learner's development.

PO 16: Analyze how heredity and environment contribute to individual differences in learning and behaviour.

PO 17: Recognize the essential qualities and responsibilities required for effective teaching and positive student outcomes.

PO 18: Comprehend the role and significance of curriculum and co-curricular activities in holistic student development.

PO 19: Understand the characteristics and functions of different types of educational institutions and their interrelationships in the learning ecosystem.

PO 20: Develop an understanding of child-centric approaches in education.

PO 21: Identify and apply characteristics of child-centric methodologies in various educational settings.

PO 22: Recognize the significance of integrating play and work in early childhood education.

PO 23: Analyze and implement play-way methods in Kindergarten, Montessori, and Project-based learning environments.

PO 24: Design and evaluate educational activities that align with the principles of child centricism and play-way approaches.

Introduction and Philosophical Foundation of Education

Program Outcomes (POs):

PO 1: Demonstrate knowledge of various educational philosophies and their applications.

PO 2: Show ability to analyze and interpret different educational theories and practices.

PO 3: Implement educational strategies that reflect both narrow and broader concepts of education.

PO 4: Understanding the aims of education

PO 5: Developing an understanding of factors of Education.

PO 6: Understand and articulate the objectives of modern education.

PO 7: Develop curricula and educational programs that align with the aims of modern education.

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PO 23: Analyze and implement play-way methods in Kindergarten, Montessori, and Project-based learning environments.

PO 24: Design and evaluate educational activities that align with the principles of child centricism and play-way approaches.

Inclusive Education

PO 1: Developing an understanding of the concept of Guidance

PO 2: Learning the significance of Guidance at different stages of Education

EDC/MD/SEC (Semester – 1)

Communication Skill

Program Outcomes

PO 1: Develop a comprehensive understanding of communication principles and processes.

PO 2: Demonstrate effective listening and speaking skills in various contexts.

PO 3: Identify and overcome barriers to communication and listening.

PO 4: Apply strategies for enhancing verbal and non-verbal communication.

PO 5: Engage effectively in public speaking and group discussions.

EDC/MD/CC/1/2

Psychological Foundation of Education

Program Outcomes

PO 1: Understand and articulate the relationship between psychology and education.

PO 2: Apply psychological concepts to enhance educational practices and learning outcomes.

PO 3: Analysing the relation between education and psychology.

PO 4: Understanding different aspects of growth and development of a child.

PO 5: Analyze human development theories and their implications for educational strategies.

PO 6: Evaluate and apply different theories of intelligence to assess and improve student learning.

PO 7: Recognize and utilize various intelligence tests and understand the role of emotional intelligence in education.

EDC/MD/CC/2/2

Psychological Foundation of Education

Program Outcomes

PO 1: Understand and articulate the relationship between psychology and education.

PO 2: Apply psychological concepts to enhance educational practices and learning outcomes.

PO 3: Analysing the relation between education and psychology.

PO 4: Understanding different aspects of growth and development of a child.

PO 5: Analyze human development theories and their implications for educational strategies.

PO 6: Evaluate and apply different theories of intelligence to assess and improve student learning.

PO 7: Recognize and utilize various intelligence tests and understand the role of emotional intelligence in education.

EDC/MD/IDC (Semester – 2)

Inclusive Education

PO 1: Developing an understanding of the concept of Guidance

PO 2: Learning the significance of Guidance at different stages of Education

EDC/MD/SEC (Semester – 2)

Communication Skill

Program Outcomes

PO 1: Develop a comprehensive understanding of communication principles and processes.

PO 2: Demonstrate effective listening and speaking skills in various contexts.

PO 3: Identify and overcome barriers to communication and listening.

PO 4: Apply strategies for enhancing verbal and non-verbal communication.

PO 5: Engage effectively in public speaking and group discussions.

Semester 3

EDC/MD/CC/1/3

Guidance and Counselling

Program Outcomes

PO 1: Understand and articulate the principles, functions, and need for guidance and counselling in educational settings.

PO 2: Developing an understanding of the concept of Guidance

PO 3: Learning the significance of Guidance at different stages of Education.

PO 4: Apply guidance and counselling techniques to support educational, vocational, and personal development for students.

PO 5: Design and implement effective guidance programs and counselling strategies tailored to individual and group needs.

PO 6: Evaluate and adapt various counselling techniques to address diverse student issues and promote overall well-being.

EDC/MD/CC/2/3

Guidance and Counselling

Program Outcomes

PO 1: Understand and articulate the principles, functions, and need for guidance and counselling in educational settings.

PO 2: Developing an understanding of the concept of Guidance

PO 3: Learning the significance of Guidance at different stages of Education.

PO 4: Apply guidance and counselling techniques to support educational, vocational, and personal development for students.

PO 5: Design and implement effective guidance programs and counselling strategies tailored to individual and group needs.

PO 6: Evaluate and adapt various counselling techniques to address diverse student issues and promote overall well-being.

Inclusive Education

PO 1: Developing an understanding of the concept of Guidance

PO 2: Learning the significance of Guidance at different stages of Education

EDC/MD/SEC (Semester – 3)

Communication Skill

Program Outcomes

PO 1: Develop a comprehensive understanding of communication principles and processes.

PO 2: Demonstrate effective listening and speaking skills in various contexts.

PO 3: Identify and overcome barriers to communication and listening.

PO 4: Apply strategies for enhancing verbal and non-verbal communication.

PO 5: Engage effectively in public speaking and group discussions.

For Minor

EDC/M/1/3 (Semester – 3)

Introduction and Philosophical Foundation of Education

Program Outcomes (POs):

PO 1: Demonstrate knowledge of various educational philosophies and their applications.

PO 2: Show ability to analyze and interpret different educational theories and practices.

PO 3: Implement educational strategies that reflect both narrow and broader concepts of education.

PO 4: Understanding the aims of education

PO 5: Developing an understanding of factors of Education.

PO 6: Understand and articulate the objectives of modern education.

PO 7: Develop curricula and educational programs that align with the aims of modern education.

PO 8: Assess and critique educational policies based on the principles set forth by the Delor's Commission.

PO 9: Demonstrate knowledge of Indian educational philosophies and their historical contexts.

PO 10: Integrate philosophical insights into educational practices and theories.

PO 11: Engage in critical thinking and discussions about the implications of Vedic and Buddhist philosophies in modern education.

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PO 13: Innovate and adapt educational practices based on Western philosophical principles.

PO 14: Analyze educational theories and practices through the lens of Naturalism and Pragmatism.

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PO 16: Analyze how heredity and environment contribute to individual differences in learning and behaviour.

PO 17: Recognize the essential qualities and responsibilities required for effective teaching and positive student outcomes.

PO 18: Comprehend the role and significance of curriculum and co-curricular activities in holistic student development.

PO 19: Understand the characteristics and functions of different types of educational institutions and their interrelationships in the learning ecosystem.

PO 20: Develop an understanding of child-centric approaches in education.

PO 21: Identify and apply characteristics of child-centric methodologies in various educational settings.

PO 22: Recognize the significance of integrating play and work in early childhood education.

PO 23: Analyze and implement play-way methods in Kindergarten, Montessori, and Project-based learning environments.

PO 24: Design and evaluate educational activities that align with the principles of child centricism and play-way approaches.

Semester 4

EDC/MD/CC/1.1/4

Educational Organization and Planning

Program Outcomes

PO 1: Understand and articulate fundamental concepts related to organization, including its nature, characteristics, and institutional aspects.

PO 2: Developing the concept of an ideal Organization in educational institutions

PO 3: Analysing the different aspects of planning

PO 4: Analyze and apply organizational principles in the educational field, focusing on institutional plants, libraries, timetables, medical services, workshops, and laboratories.

PO 5: Comprehend the principles of educational planning, including its meaning, aims, objectives, steps, types, and significance.

PO 6: Evaluate and implement effective organizational and planning strategies to enhance educational management and institutional efficiency.

EDC/MD/CC/1.2/4

History of Education

Program Outcomes

PO 1: Understand and articulate the evolution of education in India across ancient, medieval, pre-independence, and post-independence periods.

PO 2: Analyze the contributions of key historical figures and legislative acts in shaping the educational landscape of India.

PO 3: Evaluate the objectives, structures, and impacts of major educational commissions and policies on contemporary education in India.

PO 4: Apply knowledge of historical and policy contexts to assess and propose improvements in current educational practices and systems.

EDC/MD/CC/2.1/4

Educational Organization and Planning

Program Outcomes

PO 1: Understand and articulate fundamental concepts related to organization, including its nature, characteristics, and institutional aspects.

PO 2: Developing the concept of an ideal Organization in educational institutions

PO 3: Analysing the different aspects of planning

PO 4: Analyze and apply organizational principles in the educational field, focusing on institutional plants, libraries, timetables, medical services, workshops, and laboratories.

PO 5: Comprehend the principles of educational planning, including its meaning, aims, objectives, steps, types, and significance.

PO 6: Evaluate and implement effective organizational and planning strategies to enhance educational management and institutional efficiency.

History of Education

Program Outcomes

PO 1: Understand and articulate the evolution of education in India across ancient, medieval, pre-independence, and post-independence periods.

PO 2: Analyze the contributions of key historical figures and legislative acts in shaping the educational landscape of India.

PO 3: Evaluate the objectives, structures, and impacts of major educational commissions and policies on contemporary education in India.

PO 4: Apply knowledge of historical and policy contexts to assess and propose improvements in current educational practices and systems.

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For Minor

EDC/M/2/4 (Semester – 4)

Psychological Foundation of Education

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Program Outcomes

PO 1: Understand and articulate the relationship between psychology and education.

PO 2: Apply psychological concepts to enhance educational practices and learning outcomes.

PO 3: Analysing the relation between education and psychology.

PO 4: Understanding different aspects of growth and development of a child.

PO 5: Analyze human development theories and their implications for educational strategies.

PO 6: Evaluate and apply different theories of intelligence to assess and improve student learning.

PO 7: Recognize and utilize various intelligence tests and understand the role of emotional intelligence in education.

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Semester 5

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EDC/MD/CC/1.1/5

Women Education

Program Outcomes

PO 1: Understand the historical development and key influences on women's education in India, including contributions from missionaries, government roles, and notable reformers.

PO 2: Analyze the impact of educational policies, committees, and commissions on the advancement of women's education.

PO 3: Identify and evaluate the major constraints affecting women's education and empowerment, and understand the role of women's empowerment in modern society.

EDC/MD/CC/1.2/5

Curriculum Studies

Program Outcomes

PO 1: Understand and apply the principles of curriculum development, including the concept, functions, and types of curriculum.

PO 2: Analyze the bases and approaches to curriculum development to effectively plan and implement curricula in educational settings.

PO 3: Evaluate and select content for curricula based on various determinants and instructional objectives.

PO 4: Assess and reform curricula through evaluation methods and address factors and obstacles influencing curriculum reform.

Aspect of Teaching

Program Outcomes

PO 1: Develop a clear understanding of what teaching entails, including its definition, purpose, and fundamental nature.

PO 2: Identify and analyze various factors that influence the effectiveness of teaching, such as student characteristics, teaching environment, and instructional materials.

PO 3: Differentiate between teaching and training, and understand their interconnections and applications in educational settings.

PO 4: Recognize and effectively implement the three phases of teaching—pre-active, inter-active, and post-active—to enhance instructional effectiveness.

PO 5: Understand and apply the principles of micro-teaching and micro-lessons to practice and refine teaching techniques on a small scale.

PO 6: Utilize simulated teaching scenarios to develop and test instructional strategies and skills in a controlled environment.

PO 7: Implement integrated teaching approaches that combine various teaching methods and content areas to foster a more holistic learning experience.

PO 8: Master key teaching skills including lesson introduction, effective questioning, use of teaching aids, illustration, and reinforcement to enhance student engagement and learning.

PO 9: Grasp the concept of learning design and its relevance in creating effective teaching plans and materials.

PO 10: Appreciate the critical role of learning design in improving educational outcomes and ensuring that teaching methods align with learning objectives.

PO 11: Follow a structured approach to learning design, including planning, implementation, and evaluation to optimize teaching effectiveness.

PO 12: Identify and apply the characteristics of effective learning design, such as clarity, coherence, and adaptability, to enhance teaching and learning experiences.

For Minor

EDC/M/3/5 (Semester – 5)

Guidance and Counselling

Program Outcomes

PO 1: Understand and articulate the principles, functions, and need for guidance and counselling in educational settings.

PO 2: Developing an understanding of the concept of Guidance

PO 3: Learning the significance of Guidance at different stages of Education.

PO 4: Apply guidance and counselling techniques to support educational, vocational, and personal development for students.

PO 5: Design and implement effective guidance programs and counselling strategies tailored to individual and group needs.

PO 6: Evaluate and adapt various counselling techniques to address diverse student issues and promote overall well-being.

For Minor

EDC/M/4/5 (Semester – 5)

Educational Organization and Planning

Program Outcomes

PO 1: Understand and articulate fundamental concepts related to organization, including its nature, characteristics, and institutional aspects.

PO 2: Developing the concept of an ideal Organization in educational institutions

PO 3: Analysing the different aspects of planning

PO 4: Analyze and apply organizational principles in the educational field, focusing on institutional plants, libraries, timetables, medical services, workshops, and laboratories.

PO 5: Comprehend the principles of educational planning, including its meaning, aims, objectives, steps, types, and significance.

PO 6: Evaluate and implement effective organizational and planning strategies to enhance educational management and institutional efficiency.

Semester 6

EDC/MD/CC/1/6

Aspect of Teaching

Program Outcomes

PO 1: Develop a clear understanding of what teaching entails, including its definition, purpose, and fundamental nature.

PO 2: Identify and analyze various factors that influence the effectiveness of teaching, such as student characteristics, teaching environment, and instructional materials.

PO 3: Differentiate between teaching and training, and understand their interconnections and applications in educational settings.

PO 4: Recognize and effectively implement the three phases of teaching—pre-active, inter-active, and post-active—to enhance instructional effectiveness.

PO 5: Understand and apply the principles of micro-teaching and micro-lessons to practice and refine teaching techniques on a small scale.

PO 6: Utilize simulated teaching scenarios to develop and test instructional strategies and skills in a controlled environment.

PO 7: Implement integrated teaching approaches that combine various teaching methods and content areas to foster a more holistic learning experience.

PO 8: Master key teaching skills including lesson introduction, effective questioning, use of teaching aids, illustration, and reinforcement to enhance student engagement and learning.

PO 9: Grasp the concept of learning design and its relevance in creating effective teaching plans and materials.

PO 10: Appreciate the critical role of learning design in improving educational outcomes and ensuring that teaching methods align with learning objectives.

PO 11: Follow a structured approach to learning design, including planning, implementation, and evaluation to optimize teaching effectiveness.

PO 12: Identify and apply the characteristics of effective learning design, such as clarity, coherence, and adaptability, to enhance teaching and learning experiences.

EDC/MD/CC/2.1/6

Women Education

Program Outcomes

PO 1: Understand the historical development and key influences on women's education in India, including contributions from missionaries, government roles, and notable reformers.

PO 2: Analyze the impact of educational policies, committees, and commissions on the advancement of women's education.

PO 3: Identify and evaluate the major constraints affecting women's education and empowerment, and understand the role of women's empowerment in modern society.

EDC/MD/CC/2.2/6

Curriculum Studies

Program Outcomes

PO 1: Understand and apply the principles of curriculum development, including the concept, functions, and types of curriculum.

PO 2: Analyze the bases and approaches to curriculum development to effectively plan and implement curricula in educational settings.

PO 3: Evaluate and select content for curricula based on various determinants and instructional objectives.

PO 4: Assess and reform curricula through evaluation methods and address factors and obstacles influencing curriculum reform.

EDC/M/5/6 (Semester – 6)

Management in Education

Program Outcomes

PO 1: Gain a comprehensive understanding of educational management, including its concept, scope, and fundamental principles.

PO 2: Developing the concept of Management in educational institutions.

PO 3: Analysing the different types of Management process

PO 4: Identify and apply the traits and practices that contribute to effective management within educational settings.

PO 5: Distinguish between organizational structures and management processes, understanding their roles and functions in educational institutions.

PO 6: Understand the meaning and core functions of management, including planning, organizing, staffing, directing, coordinating, controlling, motivating, and communicating.

PO 7: Recognize and apply the key elements of the managerial process to effectively manage educational institutions.

PO 8: Appreciate and articulate the significance of the managerial process in enhancing the efficiency and effectiveness of educational administration.

PO 9: Develop an understanding of leadership, including its definition, scope, and importance in educational settings.

PO 10: Identify and differentiate between various types of leadership styles and their impact on educational institutions.

PO 11: Explore and apply leadership theories, particularly Trait and Behaviour theories, to understand different leadership approaches and their applications in educational management.

EDC/M/6/6 (Semester – 6)

History of Education

Program Outcomes

PO 1: Understand and articulate the evolution of education in India across ancient, medieval, pre-independence, and post-independence periods.

PO 2: Analyze the contributions of key historical figures and legislative acts in shaping the educational landscape of India.

PO 3: Evaluate the objectives, structures, and impacts of major educational commissions and policies on contemporary education in India.

PO 4: Apply knowledge of historical and policy contexts to assess and propose improvements in current educational practices and systems.