Introduction and Philosophical Foundation of Education

Program-Specific Outcomes (PSOs):

PSO 1: Gain a clear understanding of the narrow and broader concepts of education.

PSO 2: Apply these concepts to analyze and improve educational strategies and practices.

PSO 3: Develop the ability to critically assess educational policies and practices based on the scope of educational concepts.

PSO 4: Comprehend the aims of modern education as outlined by the Delor's Commission.

PSO 5: Integrate these aims into contemporary educational practices and policies.

PSO 6: Evaluate educational programs and curricula based on the aims highlighted by the Delor's Commission.

PSO 7: Gain a thorough understanding of Vedic and Buddhist philosophies and their impact on Indian education.

PSO 8: Apply insights from these philosophies to contemporary educational contexts.

PSO 9: Compare and contrast the Indian philosophical perspectives with other educational philosophies.

PSO 10: Understand the principles of Naturalism and Pragmatism in the context of Western educational philosophy.

PSO 11: Apply these philosophical principles to educational practice and policy.

PSO 12: Compare Western philosophies with other educational philosophies and practices.

PSO 13: Demonstrate an understanding of Naturalism and Pragmatism.

PSO 14: Innovate and adapt educational practices based on Western philosophical principles.

PSO 15: Analyze educational theories and practices through the lens of Naturalism and Pragmatism.

PSO 16: Identify and evaluate the impact of hereditary traits and environmental conditions on cognitive, emotional, and social development.

PSO 17: Develop strategies to create supportive learning environments that account for both genetic predispositions and environmental influences.

PSO 18: Describe and exemplify the key qualities of a good teacher, such as empathy, communication skills, and adaptability.

PSO 19: Understand and implement the core duties of a teacher, including lesson planning, assessment, and fostering a positive classroom environment.

PSO 20: Differentiate between various types of curricula and co-curricular activities and their contributions to educational objectives.

PSO21: Evaluate the importance of integrating co-curricular activities into the educational process to enhance student learning and personal growth.

PSO 22: Compare and contrast informal, formal, and non-formal educational institutions and their roles in lifelong learning.

PSO 23: Analyze how these institutions interact and complement each other to provide a comprehensive educational experience.

PSO24: Define child centricism and its role in fostering a supportive learning environment.

PSO 25: Explain how child centricism shifts focus from teacher-led instruction to the needs and interests of the child.

PSO 26: Demonstrate how child centricism promotes active learning and emotional well-being.

PSO 27: Identify key characteristics such as individualized learning, student autonomy, and emotional support.

PSO28: Assess the impact of child centricism on student engagement, motivation, and overall development.

PSO 29: Illustrate how child centricism contributes to holistic educational experiences.

PSO 30: Differentiate between play and work in educational contexts and their respective benefits.

PSO31: Understand the role of play in cognitive, social, and emotional development.

PSO 32: Recognize how integrating work and play can enhance learning experiences.

PSO 33: Describe the principles of the play-way method and its application in early childhood education.

PSO 34: Explore the role of play in Kindergarten, Montessori, and Project-based learning environments.

PSO 35: Implement strategies for creating engaging, play-based learning activities that support developmental milestones.

Program Specific Outcomes

PSO 1: Define communication and understand its nature, including its dynamic and contextual aspects.

PSO 2: Identify and differentiate between verbal, non-verbal, visual, and electronic types of communication.

PSO 3: Apply key principles such as clarity, consistency, active listening, feedback, appropriateness, and empathy in various communication scenarios.

PSO 4: Explain the communication process, including the roles of sender, encoding, message, recipient, decoding, and feedback.

PSO 5: Illustrate how each component impacts effective communication.

PSO 6: Identify and analyze physical, psychological, language, cultural, emotional, and technological barriers.

PSO 7: Develop strategies to overcome these barriers to improve communication effectiveness.

PSO 8: Apply principles such as active engagement, empathy, non-judgmental listening, patience, clarification, reflection, and openness in listening.

PSO 9: Recognize and distinguish between active, passive, selective, critical, appreciative, and reflective listeners.

PSO 10: Develop skills to enhance personal listening style based on the context and goals.

PSO 11: Identify internal and external barriers to effective listening, including distractions, prejudices, emotional barriers, and poor listening habits.

PSO 12: Implement techniques to overcome these barriers and improve listening proficiency.

PSO 13: Understand and utilize verbal communication techniques such as clear articulation, appropriate language, and tone.

PSO 14: Apply non-verbal communication skills, including body language, facial expressions, and gestures, to complement and enhance verbal messages.

PSO 15: Develop and deliver effective extempore speeches with appropriate structure, clarity, and engagement.

PSO 16: Utilize strategies to manage nervousness and engage the audience during public speaking.

PSO 17: Participate in and facilitate group discussions, demonstrating skills such as clear articulation of ideas, active listening, and respectful interaction.

PSO 18: Apply techniques for effective group communication and collaboration.

For Minor

EDC/M/1/1 (Semester – 1)

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Semester 2

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

Psychological Foundation of Education

Program Specific Outcomes

PSO 1: Define education and psychology, and describe their interrelationship and impact on teaching and learning processes.

PSO 2: Explain how psychological principles can be applied to educational settings to improve teaching methods and learning outcomes.

PSO 3: Understand and define the concept of learning and identify its key characteristics.

PSO 4: Apply psychological theories of learning to enhance educational practices and address diverse learning needs.

PSO 5: Describe the process of memorization and the causes of forgetting.

PSO 6: Implement strategies for effective memorization and recall, and use economical methods to improve memory retention in educational contexts.

PSO 7: Define personality and explain its role in educational settings.

PSO 8: Identify and describe various personality traits and their influence on learning and teaching dynamics.

PSO 9: Explain Piaget's stages of cognitive development and their implications for educational practices.

PSO 10: Apply Piagetian principles to design age-appropriate learning activities and assessments.

PSO 11: Describe Erikson's stages of psycho-social development and their relevance to educational settings.

PSO 12: Use Erikson's theory to address developmental challenges and support students' socio-emotional growth.

PSO 13: Understand Kohlberg's stages of moral development and their educational significance.

PSO 14: Implement strategies to foster moral reasoning and ethical behavior in educational environments.

PSO 15: Explain Vygotsky's theory of social development and its impact on learning.

PSO 16: Apply Vygotskian principles, such as the zone of proximal development and scaffolding, to support student learning and collaboration.

PSO 17: Define intelligence and understand its role in learning and educational achievement.

PSO 18: Recognize different perspectives on intelligence and their applications in educational settings.

PSO 19: Describe Spearman's theory of general intelligence, Thorndike's theory of multiple intelligences, and Guilford's model of intellectual abilities.

PSO 20: Compare and contrast these theories and apply them to assess and support diverse learning needs.

PSO 21: Identify various types of intelligence tests and their purposes.

PSO 22: Evaluate and use intelligence tests effectively to measure cognitive abilities and inform educational interventions.

PSO 23: Define emotional intelligence (E.Q.) and its components.

PSO 24: Understand the role of emotional intelligence in education and apply strategies to develop students' emotional and social competencies.

EDC/H/SEC/2/2 (Semester – 2)

Aspect of Democratic Citizenship

Program Specific Outcomes

PSO 1: Define and explain democratic rights and their importance in a democratic society.

PSO 2: Apply knowledge of democratic rights to participate effectively in civic activities and uphold democratic values.

PSO 3: Identify and describe fundamental rights as enshrined in the constitution.

PSO 4: Understand the scope and limitations of fundamental rights and their impact on individuals and society.

PSO 5: Explain the responsibilities and duties of citizens in contributing to societal welfare and maintaining democratic integrity.

PSO 6: Promote civic engagement and responsible behavior through understanding and fulfilling citizenship duties.

PSO 7: Define child protection and understand its significance in safeguarding children's well-being.

PSO 8: Recognize the necessity of child protection mechanisms to address and prevent abuse and neglect.

PSO 9: Describe the concept of child rights, including their classification into civil, political, economic, social, and cultural rights.

PSO 10: Understand the need for child rights and advocate for their implementation to ensure children's safety and development.

PSO 11: Explain the provisions and objectives of the Protection of Children from Sexual Offences (POCSO) Act.

PSO 12: Implement knowledge of POCSO in addressing and reporting cases of child sexual abuse and ensuring legal protection for children.

PSO 13: Define domestic violence and identify its various forms, including physical, emotional, sexual, and economic abuse.

PSO 14: Recognize the impact of domestic violence on individuals and families and advocate for support and intervention.

PSO 15: Describe the key features of the Protection of Women from Domestic Violence Act, 2005.

PSO 16: Understand the legal provisions and support mechanisms available under the Act for protecting women from domestic violence.

PSO 17: Understand the provisions of the Domestic Violence Act, 2005 as they pertain to protecting males who are victims of domestic violence.

PSO 18: Apply knowledge of the Act to ensure that protection and support are available to all individuals, regardless of gender.

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

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PSO 14: Implement strategies to foster moral reasoning and ethical behavior in educational environments.

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PSO 16: Apply Vygotskian principles, such as the zone of proximal development and scaffolding, to support student learning and collaboration.

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PSO 20: Compare and contrast these theories and apply them to assess and support diverse learning needs.

PSO 21: Identify various types of intelligence tests and their purposes.

PSO 22: Evaluate and use intelligence tests effectively to measure cognitive abilities and inform educational interventions.

PSO 23: Define emotional intelligence (E.Q.) and its components.

PSO 24: Understand the role of emotional intelligence in education and apply strategies to develop students' emotional and social competencies.

Guidance and Counselling

Program Specific Outcomes

PSO 1: Define guidance and describe its essential functions in supporting student development and decision-making.

PSO 2: Explain how guidance facilitates academic, career, and personal growth.

PSO 3: Differentiate between individual and group guidance, detailing their respective meanings, advantages, and disadvantages.

PSO 4: Apply appropriate guidance methods based on individual or group needs.

PSO 6: Identify the importance of guidance in secondary schools for students' academic and personal development.

PSO 7: Design key components and requisites of an effective school guidance program to address diverse student needs.

PSO 8: Define educational guidance and describe its functions across various educational stages (e.g., primary, secondary, higher education).

PSO 9: Implement strategies to provide effective educational guidance that supports students' academic achievements and transitions.

PSO 10: Explain vocational guidance and its role at different educational stages, including career exploration and planning.

PSO 11: Apply vocational guidance techniques to help students make informed career choices and align their educational paths with career goals.

PSO 12: Define personal guidance and highlight its importance for adolescents' emotional and social development.

PSO 13: Utilize personal guidance strategies to address issues such as self-esteem, relationships, and mental health among adolescents.

PSO 14: Define counselling and understand its importance and scope in addressing various student issues and promoting well-being.

PSO 15: Recognize the role of counselling in supporting students' academic, vocational, and personal development.

PSO 16: Describe and differentiate between directive, non-directive, and eclectic counseling techniques.

PSO 17: Apply these techniques effectively based on the needs of the individual or group being counselled.

PSO 18: Define individual and group counselling and explain their significance in providing support and interventions.

PSO 19: Implement individual and group counselling strategies to address a range of issues and promote positive outcomes for students.

EDC/H/CC/4/3 (For Major)
Sociological Foundation of Education

Program Specific Outcomes

PSO 1: Define the sociology of education and explain its purpose in understanding educational systems and practices within societal contexts.

PSO 2: Identify key concepts and theories related to the sociology of education.

PSO 3: Describe how sociology and education are interconnected, highlighting how social factors influence educational practices and vice versa.

PSO 4: Apply sociological perspectives to analyze educational issues and trends.

PSO 5: Understand the nature of the sociology of education as a field of study, including its focus on social institutions, structures, and processes.

PSO 6: Explore the scope of the sociology of education in addressing various educational challenges and reforms.

PSO 7: Define social groups and differentiate between primary, secondary, and tertiary social groups.

PSO 8: Analyze the role and impact of each type of social group on individuals and educational settings.

PSO 9: Define socialization and understand its significance in the development of individuals within society.

PSO 10: Examine how socialization processes shape educational outcomes and personal development.

PSO 11: Explain the roles of the family and school in the socialization process, including how they contribute to educational and social development.

PSO 12: Implement strategies to enhance the effectiveness of family and school involvement in socialization.

PSO 13: Define social change and explore its relationship with educational systems and practices.

PSO 14: Assess how social change influences educational policies, practices, and outcomes.

PSO 16: Understand the concepts of social stratification, social mobility, and social interaction, and their relevance to education.

PSO 17: Analyze how these concepts affect educational opportunities, experiences, and inequalities.

PSO 18: Define social communication and its role in the educational context.

PSO 19: Identify informal agencies of social communication (e.g., peer groups, media) and their impact on educational and social development.

EDC/H/SEC (Semester – 3)

Computer Application

Program Specific Outcomes

PSO 1: Describe the evolution of computers and the various generations of computer technology.

PSO 2: Explain the significance of each generation in the development of modern computing.

PSO 3: Identify and differentiate between various classifications of computers, such as personal computers, mainframes, and supercomputers.

PSO 4: Understand the applications and uses of each classification in different contexts.

PSO 5: Explain the functions of key computer components, including the CPU, memory, storage devices, and input/output devices.

PSO 6: Analyze how these components work together to perform computing tasks.

PSO 7: Understand the concepts of files and folders, including file access methods and data storage mechanisms.

PSO 8: Apply knowledge of file and folder management to organize and retrieve data efficiently.

PSO 9: Define the concept of slide shows and identify basic elements of a slide, such as text, images, and multimedia.

PSO 10: Create and manage effective presentations using presentation software.

PSO 11: Differentiate between computer software and hardware and understand their roles in computing.

PSO 12: Explore the use of computers in educational settings to enhance teaching and learning processes.

PSO 13: Implement safe browsing practices and understand how to protect personal identity and information online.

PSO 14: Recognize the proper use of social networks to avoid potential risks and threats.

PSO 15: Define cyber stalking and cyber-crimes, and understand their implications for individuals and society.

PSO 16: Apply cyber ethics principles to navigate and respond to online interactions responsibly.

PSO 17: Identify different types of malware, including viruses and adware, and understand their effects on computer systems.

PSO 18: Implement strategies to protect against and address malware threats.

Practical

PSO 19: Demonstrate the ability to create folders and save documents using word processing software.

PSO 20: Apply file management skills to organize and retrieve documents effectively.

PSO 21: Edit and format text using various styles (bold, italic, underline), font types, font sizes, and alignment options.

PSO 22: Add page numbers, bullets, and numbering to documents to enhance readability and organization.

PSO 24: Develop presentations using presentation software, incorporating text, images, and multimedia elements effectively.

- **Viva Voce (Based on the Presentation):**
  - Prepare and deliver a viva voce presentation based on created presentations, demonstrating effective communication and presentation skills.

EDC/M/2/3 (Semester – 3)

Introduction and Philosophical Foundation of Education

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EDC/H/CC/5/4 (For Major)

Educational Organization and Planning

Program Specific Outcomes

PSO 1: Define the concept of organization and its relevance in various contexts.

PSO 2: Understand how organizations function and their role in achieving specific goals.

PSO 3: Describe the nature of organizations, including their purpose, structure, and dynamics.

PSO 4: Identify key characteristics of organizations, such as hierarchy, roles, and processes.

PSO 5: Explain the concept of institutional organization and how it applies to educational institutions.

PSO 6: Analyze how institutional organization supports the effective functioning and management of educational entities.

PSO 7: Define the institutional plant and its significance in the context of educational institutions.

PSO 8: Identify key elements of an institutional plant, such as physical facilities, infrastructure, and resources.

PSO 9: Understand the essential features of a library, including its role in supporting educational activities and resources available.

PSO 10: Describe the importance of a timetable in organizing academic schedules and ensuring effective time management in educational settings.

PSO 11: Explain the role and features of institutional medical services in maintaining the health and well-being of students and staff.

PSO 12: Describe the purpose and key features of workshops and laboratories in providing practical learning experiences and supporting academic programs.

PSO 13: Define educational planning and its role in shaping and improving educational systems.

PSO 14: Understand the aims and objectives of educational planning, including goal-setting and strategic development.

PSO 15: Outline the steps involved in educational planning, from needs assessment to implementation and evaluation.

PSO 16: Apply these steps to develop and execute effective educational plans.

PSO 17: Identify various types of educational planning, such as strategic, operational, and tactical planning.

PSO 18: Understand the significance of each type in achieving educational goals and improving institutional performance.

EDC/H/CC/6/4 (For Major)

History of Education

Program Specific Outcomes

PSO 1: Describe the key characteristics of Vedic education, including its focus on oral transmission of knowledge, religious texts, and the Gurukula system.

PSO 2: Analyze the role of Vedic education in shaping early Indian educational practices and societal values.

PSO 3: Explain the characteristics of Brahmanic education, including its emphasis on scriptural study, rituals, and the role of Brahmins in educational instruction.

PSO 4: Understand the impact of Brahmanic education on social structures and knowledge preservation.

PSO 6: Identify the features of Buddhistic education, such as its focus on moral and ethical training, monastic education systems, and the promotion of literacy.

PSO 7: Assess the influence of Buddhistic education on the spread of Buddhism and educational reform.

PSO 9: Describe the characteristics of Islamic education, including its emphasis on the Quran, Hadith, and the establishment of madrasas.

PSO 10: Evaluate the contributions of Islamic education to knowledge and learning in medieval India.

PSO 11: Explain the contributions of the Sreerampore Trio (William Carey, Joshua Marshman, and William Ward) in promoting education, particularly in vernacular languages and social reform.

PSO 12: Analyze their impact on modernizing education in India.

PSO 13: Describe the Charter Act and its effects on the educational policy in India.

PSO 14: Understand the Oriental-Occidental controversy and its implications for education.

PSO 15: Explain the Macaulay Minute and Bentinck's Resolution, including their influence on the education system and language policy.

PSO 16: Outline the main findings and recommendations of Adam's Report and Woods Despatch regarding educational reforms.

PSO 17: Discuss Curzon's policy on education and its impact on the educational infrastructure.

PSO 18: Understand the contributions of the Hunter and Sadler Commissions to educational policy and administration.

PSO 19: Describe the objectives of the Radhakrishnan Commission and its recommendations for higher education and rural universities.

PSO 20: Assess the impact of the Commission's recommendations on the development of higher education in India.

PSO 21: Explain the objectives and structural recommendations of the Mudaliar Commission for secondary education.

PSO22: Analyze the implementation and outcomes of the Mudaliar Commission's proposals.

PSO 23: Define the objectives of the Kothari Commission and its recommendations for the structure and curriculum of primary and secondary education.

PSO 24: Evaluate the Kothari Commission's impact on educational reforms and curriculum development.

PSO 25: Summarize the key highlights and changes introduced by the National Education Policies of 1986, 1992, and 2020.

PSO 26: Understand the evolution of educational policy and its implications for contemporary education in India.

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

Technology in Education

Program Specific Outcomes

PSO 1: Define technology and understand its role in education.

PSO 2: Analyze how technology impacts educational practices and enhances learning environments.

PSO 3: Explain the necessity and scope of educational technology in improving teaching methods and learning outcomes.

PSO 4: Identify the benefits and limitations of integrating technology in education.

PSO 5: Define the system approach and its relevance to educational technology.

PSO 6: Understand the importance of a systematic approach in designing and implementing educational technology solutions.

PSO 7: Classify different types of systems approaches in education.

PSO 8: Identify and describe the components of a system approach, including inputs, processes, outputs, and feedback mechanisms.

PSO 9: Describe the characteristics of mass instructional techniques, such as lectures and presentations.

PSO 10: Identify different types of mass instructional techniques and their applications in educational settings.

PSO 11: Explain the characteristics of personalized instructional techniques, including individualized learning and differentiated instruction.

PSO 12: Understand various types of personalized instructional techniques and their benefits for tailored learning experiences.

PSO 13: Distinguish between teaching and instruction, including their roles, processes, and outcomes in education.

PSO 14: Apply this understanding to improve educational practices and effectiveness.

PSO 15: Define different models of teaching and their theoretical foundations.

PSO 16: Describe the components of various teaching models and understand their significance in enhancing educational effectiveness.

PSO 18: Define ICT (Information and Communication Technology) and e-learning, and understand their roles in modern education.

PSO 19: Analyze how ICT and e-learning contribute to educational innovation and accessibility.

PSO 20: Describe the nature and key characteristics of e-learning, including flexibility, interactivity, and online accessibility.

PSO 21: Assess the advantages and challenges of e-learning in educational contexts.

PSO 22: Explain how ICT can be integrated into teaching and learning processes to enhance educational outcomes.

PSO 23: Understand the concept of MOOCs and their role in providing open and accessible education.

PSO 24: Define and differentiate between project-based learning, cooperative learning, and collaborative learning approaches.

PSO 25: Analyze the application and benefits of these approaches in fostering active and engaged learning experiences.

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

Program Specific Outcomes

PSO 1: Understand Rousseau's educational philosophy, including his ideas on natural education and the role of the educator.

PSO 2: Analyze the influence of Rousseau's work, particularly "Emile," on modern educational practices and theories.

PSO 3: Explain John Dewey's contributions to educational theory, including his emphasis on experiential learning and progressive education.

PSO 4: Evaluate the impact of Dewey's ideas on contemporary educational practices and curriculum development.

PSO 5: Describe Ivan Illich's critique of institutionalized education and his proposals for deschooling society.

PSO 6: Assess the relevance of Illich's ideas on self-directed learning and informal education in today's educational landscape.

PSO 7: Understand Swami Vivekananda's educational philosophy, including his views on character building and the integration of spiritual and practical education.

PSO 8: Analyze Vivekananda's influence on modern Indian education and his contributions to educational reform.

PSO 9: Explain Rabindranath Tagore's educational philosophy, including his concepts of holistic education and the role of creativity and culture in learning.

PSO 10: Assess the impact of Tagore's educational practices at institutions like Shantiniketan and their relevance to contemporary education.

PSO 11: Describe Begam Rokeya's contributions to women's education and her advocacy for educational opportunities for girls and women.

PSO 12: Evaluate the impact of Rokeya's work on the promotion of gender equality in education and its ongoing relevance.

PSO 13: Understand A P J Abdul Kalam's vision for education, including his emphasis on inspiring students and fostering scientific temper and innovation.

PSO 14: Analyze Kalam's contributions to educational policy and his impact on modern educational practices in India.

PSO 15: Explain Nel Noddings' philosophy of care ethics in education, including her focus on relationships, empathy, and moral development.

PSO 16: Evaluate how Noddings' ideas contribute to student-centered and compassionate educational practices.

PSO 17: Describe Amartya Sen's contributions to education through his work on human development, capabilities approach, and the importance of education in fostering individual and societal growth.

PSO 18: Assess the impact of Sen's theories on educational policy and practices, particularly in addressing inequalities and promoting inclusive education.

For Minor

EDC/M/2/4 (Semester – 4)

Psychological Foundation of Education

Program Specific Outcomes

PSO 1: Define education and psychology, and describe their interrelationship and impact on teaching and learning processes.

PSO 2: Explain how psychological principles can be applied to educational settings to improve teaching methods and learning outcomes.

PSO 3: Understand and define the concept of learning and identify its key characteristics.

PSO 4: Apply psychological theories of learning to enhance educational practices and address diverse learning needs.

PSO 5: Describe the process of memorization and the causes of forgetting.

PSO 6: Implement strategies for effective memorization and recall, and use economical methods to improve memory retention in educational contexts.

PSO 7: Define personality and explain its role in educational settings.

PSO 8: Identify and describe various personality traits and their influence on learning and teaching dynamics.

PSO 9: Explain Piaget's stages of cognitive development and their implications for educational practices.

PSO 10: Apply Piagetian principles to design age-appropriate learning activities and assessments.

PSO 11: Describe Erikson's stages of psycho-social development and their relevance to educational settings.

PSO 12: Use Erikson's theory to address developmental challenges and support students' socio-emotional growth.

PSO 13: Understand Kohlberg's stages of moral development and their educational significance.

PSO 14: Implement strategies to foster moral reasoning and ethical behavior in educational environments.

PSO 15: Explain Vygotsky's theory of social development and its impact on learning.

PSO 16: Apply Vygotskian principles, such as the zone of proximal development and scaffolding, to support student learning and collaboration.

PSO 17: Define intelligence and understand its role in learning and educational achievement.

PSO 18: Recognize different perspectives on intelligence and their applications in educational settings.

PSO 19: Describe Spearman's theory of general intelligence, Thorndike's theory of multiple intelligences, and Guilford's model of intellectual abilities.

PSO 20: Compare and contrast these theories and apply them to assess and support diverse learning needs.

PSO 21: Identify various types of intelligence tests and their purposes.

PSO 22: Evaluate and use intelligence tests effectively to measure cognitive abilities and inform educational interventions.

PSO 23: Define emotional intelligence (E.Q.) and its components.

PSO 24: Understand the role of emotional intelligence in education and apply strategies to develop students' emotional and social competencies.

Program Specific Outcomes

PSO 1: Understand the role of missionaries in promoting women's education in India.

PSO 2: Analyze the impact of missionary efforts on the educational opportunities available to women.

PSO 3: Describe how the British government influenced women's education through policy and administrative measures.

PSO 4: Assess the effectiveness of British colonial educational reforms in advancing women's education.

PSO 5: Explain the contributions of Rammohan Roy and Ishwar Chandra Vidyasagar to women's education and social reform.

PSO 6: Evaluate how their efforts helped in improving educational access and status for women in India.

PSO 7: Understand the key features and objectives of the National Education Policies (NEP) of 1986 and 2020 concerning women's education.

PSO 8: Analyze the impact of these policies on improving educational opportunities and outcomes for women.

PSO 9: Describe the focus of the Radhakrishnan, Mudaliar, and Kothari Commissions on women's education.

PSO 10: Assess the recommendations of these commissions and their influence on educational policies and practices for women.

PSO 11: Explain the objectives and findings of the Durgabai Deshmukh Committee, Hansraj Mehta Committee, and Bhaktabatsalam Committee concerning women's education.

PSO 13: Evaluate the impact of these committees' recommendations on advancing women's educational opportunities and addressing gender disparities.

PSO 14: Identify social and psychological barriers to women's education, such as societal attitudes and mental health challenges.

PSO 15: Analyze how these barriers affect women's access to and participation in education.

PSO 16: Describe political and economic constraints impacting women's education, including policy limitations and economic barriers.

PSO 17: Assess how these constraints hinder women's educational progress and potential for empowerment.

PSO 18: Understand the significance of women empowerment in contemporary society and its role in promoting gender equality and social development.

PSO 19: Evaluate how women's empowerment contributes to broader societal changes and enhances the quality of life for women and communities.

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

Curriculum Studies

Program Specific Outcomes

Define curriculum and understand its functions in education.

PSO 1: Differentiate between types of curriculum: knowledge-based, experience-based, and activity-based.

PSO 2: Explain the philosophical, psychological, and sociological bases of curriculum development.

PSO 3: Analyze how these bases influence curriculum design and implementation.

PSO 4: Describe and differentiate between major approaches to curriculum: behavioral, managerial, system, and humanistic.

PSO 5: Evaluate the effectiveness of each approach in different educational contexts.

PSO 6: Understand the need for curriculum development and the steps involved in planning a curriculum.

PSO 7: Apply planning principles to design and implement effective curricula.

PSO 8: Identify the key determinants of content selection, including perspectives of knowledge, culture, and educational needs.

PSO 9: Apply these determinants to select relevant and appropriate content for curricula.

PSO 10: Explain the relationship between curriculum and institutional instructional objectives.

PSO 11: Develop instructional objectives that align with curriculum goals and institutional needs.

PSO 12: Understand the Revised Bloom's Taxonomy and its application in designing learning outcomes and assessments.

PSO 13: Apply the taxonomy to create and evaluate educational objectives and activities.

PSO 14: Describe Bruner's theory of instruction, including its principles and implications for curriculum design.

PSO 15: Implement Bruner's concepts to enhance teaching and learning processes.

PSO 16: Define curriculum evaluation and understand its importance in assessing curriculum effectiveness.

PSO 17: Analyze how evaluation contributes to the improvement and development of curricula.

PSO 18: Explain formative and summative approaches to curriculum evaluation.

PSO 19: Apply these approaches to gather data and make informed decisions about curriculum effectiveness.

PSO 20: Describe the Stufflebeam and Taylor models of evaluation.

PSO 21: Evaluate how these models can be used to assess and improve curricula.

PSO 22: Identify the factors influencing curriculum reform and the obstacles that may hinder the process.

PSO 23: Understand the National Curriculum Framework (NCF) 2005 and its impact on curriculum reform in India.

Measurement and Evaluation in Education – 1

Program Specific Outcomes

PSO 1: Define the concept of a test in educational settings.

PSO 2: Explain the need for tests and their scope in assessing student learning and performance.

PSO 3: Understand the concepts of measurement and evaluation, and their importance in education.

PSO 4: Discuss the need for accurate measurement and comprehensive evaluation to improve educational outcomes.

PSO 5: Analyze how tests, measurement, and evaluation are interrelated.

PSO 6: Apply this understanding to develop effective assessment strategies that integrate testing, measurement, and evaluation.

PSO 7: Define what a scale is in the context of measurement.

PSO 8: Identify the advantages and disadvantages of using different scales in educational assessments.

PSO 9: Describe the different types of measurement scales: nominal, ordinal, interval, and ratio.

PSO 10: Understand the characteristics of each scale and their applications in educational research and assessment.

PSO 11: Apply different measurement scales to various educational contexts.

PSO 12: Evaluate how each scale can be used to collect and analyze educational data effectively.

PSO 13: Explain the processes of formative and summative evaluation, including their purposes and methods.

PSO 14: Understand different types of evaluation and the steps involved in conducting effective evaluations.

PSO 15: Define and differentiate between norm-referenced tests (NRT) and criterion-referenced tests (CRT).

PSO 16: Assess the purposes and applications of NRT and CRT in evaluating student performance and progress.

PSO 17: Understand the principles and practices of grading and credit systems in education.

PSO 18: Analyze how grading and credit systems impact student assessment and academic performance.

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

Program Specific Outcomes

PSO 1: Define statistics and understand its relevance and applications in education.

PSO 2: Analyze how statistics can be used to make informed decisions and improve educational outcomes.

PSO 3: Identify various applications of statistics in educational research, assessment, and policy-making.

PSO 4: Apply statistical methods to analyze educational data and draw meaningful conclusions.

PSO 5: Understand the process of tabulating data to organize and summarize information effectively.

PSO 6: Create and interpret frequency tables and other tabular representations.

PSO 7: Construct and interpret frequency polygons to visualize the distribution of data.

PSO 8: Create and analyze histograms to represent the frequency distribution of data.

PSO 9: Develop and interpret ogives (cumulative frequency curves) to understand cumulative data trends.

PSO 10: Calculate and interpret percentile points and percentile ranks to assess data distribution and individual standings.

PSO 11: Define the arithmetic mean and understand its properties.

PSO 12: Calculate the mean and apply it to analyze central values in data sets.

PSO 13: Define the median and understand its properties.

PSO 14: Calculate the median and apply it to assess the central position in data distributions.

PSO 15: Define the mode and understand its properties.

PSO 16: Calculate the mode and apply it to identify the most frequent value in data sets.

PSO 17: Define the range and understand its properties.

PSO 18: Calculate the range and apply it to measure data dispersion.

PSO 19: Define standard deviation and understand its properties.

PSO 20: Calculate standard deviation and apply it to assess the spread of data around the mean.

PSO 21: Define quartile deviation and understand its properties.

PSO 22: Calculate quartile deviation and apply it to measure variability within data quartiles.

PSO 23: Define normal distribution and understand its characteristics.

PSO 24: Explain the importance of normal distribution in statistics and its application in various fields.

PSO 25: Apply normal distribution to interpret data and make predictions based on statistical inference.

PSO 26: Utilize normal distribution in educational assessments and research to analyze performance and behavior.

PSO 27: Define skewness and understand its concept as a measure of asymmetry in data distribution.

PSO 28: Calculate skewness and analyze how it indicates deviations from normality.

PSO 29: Define kurtosis and understand its concept as a measure of the "tailedness" of data distribution.

PSO 30: Calculate kurtosis and interpret how it reflects the peak and tails of the distribution compared to the normal distribution.

PSO 31: Define the Z-score and understand its use in standardizing scores relative to the mean of a distribution.

PSO 32: Calculate Z-scores and apply them to compare scores across different distributions.

PSO 33: Define the T-score and understand its use in transforming scores to a standardized scale with a specific mean and standard deviation.

PSO 34: Calculate T-scores and apply them for interpretation in educational assessments and research.

PSO 35: Define the standard score and understand its use in comparing individual scores to a standard distribution.

PSO 36: Calculate and use standard scores for assessment and analysis in various contexts.

PSO 37: Define correlation and understand its role in measuring the strength and direction of the relationship between two variables.

PSO 38: Explain the concept of the coefficient of correlation and its significance.

PSO 39: Describe different types of correlation (positive, negative, and zero correlation) and their implications in data analysis.

PSO 40: Explain the rank difference method for calculating the coefficient of correlation.

PSO 41: Compute and interpret the rank difference correlation coefficient.

PSO 42: Define the product moment method for calculating the coefficient of correlation.

PSO 43: Compute and interpret the product moment correlation coefficient to assess linear relationships between variables.

PSO 44: Interpret the value of the coefficient of correlation to understand the strength and direction of the relationship between variables.

PSO 45: Analyze how correlation coefficients can be used to make inferences and predictions based on data relationships.

PSO 46: Apply correlation analysis to educational research, assessments, and data-driven decision-making.

PSO 47: Use correlation findings to identify trends, make predictions, and improve educational strategies and practices.

For Minor

EDC/M-1/M-2/5 (Semester – 5)

Guidance and Counselling

Program Specific Outcomes

PSO 1: Define guidance and describe its essential functions in supporting student development and decision-making.

PSO 2: Explain how guidance facilitates academic, career, and personal growth.

PSO 3: Differentiate between individual and group guidance, detailing their respective meanings, advantages, and disadvantages.

PSO 4: Apply appropriate guidance methods based on individual or group needs.

PSO 6: Identify the importance of guidance in secondary schools for students' academic and personal development.

PSO 7: Design key components and requisites of an effective school guidance program to address diverse student needs.

PSO 8: Define educational guidance and describe its functions across various educational stages (e.g., primary, secondary, higher education).

PSO 9: Implement strategies to provide effective educational guidance that supports students' academic achievements and transitions.

PSO 10: Explain vocational guidance and its role at different educational stages, including career exploration and planning.

PSO 11: Apply vocational guidance techniques to help students make informed career choices and align their educational paths with career goals.

PSO 12: Define personal guidance and highlight its importance for adolescents' emotional and social development.

PSO 13: Utilize personal guidance strategies to address issues such as self-esteem, relationships, and mental health among adolescents.

PSO 14: Define counselling and understand its importance and scope in addressing various student issues and promoting well-being.

PSO 15: Recognize the role of counselling in supporting students' academic, vocational, and personal development.

PSO 16: Describe and differentiate between directive, non-directive, and eclectic counseling techniques.

PSO 17: Apply these techniques effectively based on the needs of the individual or group being counselled.

PSO 18: Define individual and group counselling and explain their significance in providing support and interventions.

PSO 19: Implement individual and group counselling strategies to address a range of issues and promote positive outcomes for students.

EDC/H/CC/4/3 (For Major)
Sociological Foundation of Education

Program Specific Outcomes

PSO 1: Define the sociology of education and explain its purpose in understanding educational systems and practices within societal contexts.

PSO 2: Identify key concepts and theories related to the sociology of education.

PSO 3: Describe how sociology and education are interconnected, highlighting how social factors influence educational practices and vice versa.

PSO 4: Apply sociological perspectives to analyze educational issues and trends.

PSO 5: Understand the nature of the sociology of education as a field of study, including its focus on social institutions, structures, and processes.

PSO 6: Explore the scope of the sociology of education in addressing various educational challenges and reforms.

PSO 7: Define social groups and differentiate between primary, secondary, and tertiary social groups.

PSO 8: Analyze the role and impact of each type of social group on individuals and educational settings.

PSO 9: Define socialization and understand its significance in the development of individuals within society.

PSO 10: Examine how socialization processes shape educational outcomes and personal development.

PSO 11: Explain the roles of the family and school in the socialization process, including how they contribute to educational and social development.

PSO 12: Implement strategies to enhance the effectiveness of family and school involvement in socialization.

PSO 13: Define social change and explore its relationship with educational systems and practices.

PSO 14: Assess how social change influences educational policies, practices, and outcomes.

PSO 16: Understand the concepts of social stratification, social mobility, and social interaction, and their relevance to education.

PSO 17: Analyze how these concepts affect educational opportunities, experiences, and inequalities.

PSO 18: Define social communication and its role in the educational context.

PSO 19: Identify informal agencies of social communication (e.g., peer groups, media) and their impact on educational and social development.

Semester – 6

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

Aspect of Teaching

Program-Specific Outcomes

PSO 1: Develop a comprehensive understanding of the nature of teaching and its key characteristics.

PSO 2: Analyze and apply the relationship between teaching and training to enhance educational practices.

PSO 3: Effectively utilize the pre-active, inter-active, and post-active phases of teaching in instructional planning and execution.

PSO 4: Implement micro-teaching and micro-lessons to refine teaching techniques and improve classroom delivery.

PSO 5: Apply simulated teaching to experiment with and enhance instructional strategies.

PSO 6: Integrate various teaching methods and content areas to create a cohesive learning experience.

PSO 7: Develop and apply essential teaching skills such as lesson introduction, questioning techniques, use of teaching aids, illustration, and reinforcement to improve student engagement and learning outcomes.

PSO 8: Understand and apply the concept and scope of learning design to create effective teaching plans.

PSO 9: Recognize the importance of learning design in aligning teaching methods with learning objectives and improving educational outcomes.

PSO 10: Follow systematic steps in learning design to develop, implement, and evaluate teaching strategies.

PSO 11: Identify and incorporate the qualities of good learning design to enhance the effectiveness of instructional materials and methods.

EDC/H/CC/14/6 (For Major)

Management in Education

Program-Specific Outcomes

PSO 1: Demonstrate an in-depth understanding of the concept, scope, and principles of educational management and how they apply to educational settings.

PSO 2: Apply the characteristics of effective management to improve administrative practices and outcomes in educational institutions.

PSO 3: Clearly differentiate between organizational structures and management processes, and understand their interrelated roles in education.

PSO 4: Master the fundamental functions of management—planning, organizing, staffing, directing, coordinating, controlling, motivating, and communicating—and apply them to educational management scenarios.

PSO 5: Implement the elements of the managerial process to enhance the efficiency and effectiveness of educational administration.

PSO 6: Articulate the importance of the managerial process in improving educational outcomes and institutional performance.

PSO 7: Develop a thorough understanding of leadership, its scope, and its relevance to educational management.

PSO 8: Identify and analyze different leadership styles and their impact on educational institutions.

PSO 9: Apply Trait and Behaviour theories to understand various leadership approaches and effectively address leadership challenges in educational settings.

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

Measurement and Evaluation in Education – 2

Program-Specific Outcomes

PSO 1: Acquire knowledge of various evaluation tools, including both testing and non-testing methods, and their applications in educational and psychological assessments.

PSO 2: Apply educational and psychological testing tools effectively for assessing knowledge, personality, and intelligence.

PSO 3: Implement and analyze non-testing tools like Cumulative Record Cards and Anecdotal Record Cards to support holistic evaluation.

PSO 4: Utilize interviews and observations to collect qualitative data and gain deeper insights into individuals' abilities and behavior.

PSO 5: Demonstrate an understanding of and ability to apply the characteristics of a good test, including objectivity, reliability, validity, norms, and usability.

PSO 6: Construct and standardize achievement tests through a structured process to ensure their validity, reliability, and applicability in educational settings.

PSO 7: Conduct thorough evaluations of curriculum and programs to assess their effectiveness and identify areas for improvement.

PSO 8: Integrate rational, formative, and summative evaluations to provide a well-rounded assessment of educational practices and outcomes.

For Minor

EDC/M-1/M-2/6 (Semester – 6)

Educational Organization and Planning

Program Specific Outcomes

PSO 1: Define the concept of organization and its relevance in various contexts.

PSO 2: Understand how organizations function and their role in achieving specific goals.

PSO 3: Describe the nature of organizations, including their purpose, structure, and dynamics.

PSO 4: Identify key characteristics of organizations, such as hierarchy, roles, and processes.

PSO 5: Explain the concept of institutional organization and how it applies to educational institutions.

PSO 6: Analyze how institutional organization supports the effective functioning and management of educational entities.

PSO 7: Define the institutional plant and its significance in the context of educational institutions.

PSO 8: Identify key elements of an institutional plant, such as physical facilities, infrastructure, and resources.

PSO 10: Understand the essential features of a library, including its role in supporting educational activities and resources available.

PSO 11: Describe the importance of a timetable in organizing academic schedules and ensuring effective time management in educational settings.

PSO 12: Explain the role and features of institutional medical services in maintaining the health and well-being of students and staff.

PSO 13: Describe the purpose and key features of workshops and laboratories in providing practical learning experiences and supporting academic programs.

PSO 14: Define educational planning and its role in shaping and improving educational systems.

PSO 15: Understand the aims and objectives of educational planning, including goal-setting and strategic development.

PSO 16: Outline the steps involved in educational planning, from needs assessment to implementation and evaluation.

PSO 17: Apply these steps to develop and execute effective educational plans.

PSO 18: Identify various types of educational planning, such as strategic, operational, and tactical planning.

PSO 19: Understand the significance of each type in achieving educational goals and improving institutional performance.

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Semester – 7

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

Research Methodology – 1

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Program-Specific Outcomes

PSO 1: Demonstrate a comprehensive understanding of research, including its definition, meaning, and conceptual underpinnings.

PSO 2: Identify and describe the unique characteristics of educational research and how it differs from other types of research.

PSO 3: Classify and explain different types of educational research and their appropriate applications in various educational settings.

PSO 4: Effectively conduct a literature review to support research objectives and provide context for the study.

PSO 5: Select and define significant research problems that address relevant educational issues.

PSO 6: Develop clear research objectives, questions, and hypotheses to structure and guide the research process.

PSO 7: Define and describe the concept of a population in research and its role in study design.

PSO 8: Define sampling concepts and understand their importance in obtaining representative data from populations.

PSO 9: Apply appropriate sampling techniques to ensure the validity and reliability of research findings.

Psychology of Adjustment

Program-Specific Outcomes

PSO 1: Demonstrate an understanding of adjustment and adaptability, and apply strategies to support individuals in adjusting to changes and challenges.

PSO 2: Analyze and apply psychodynamic concepts related to adjustment and identify characteristics of good adjustment.

PSO 3: Recognize the causes and manifestations of maladjustment and develop interventions for issues such as aggressiveness, delinquency, and substance abuse.

PSO 4: Interpret and apply the DSM-5 classification system, including its sections and their relevance in mental health diagnosis.

PSO 5: Accurately identify and describe the symptoms and characteristics of major mental disorders such as schizophrenia, anxiety disorders, depressive disorders, and personality disorders.

PSO 6: Apply foundational knowledge of psychoanalysis and cognitive therapy to understand their role in mental health treatment.

PSO 7: Identify and analyze different stressors and their impact on individuals.

PSO 8: Develop and apply various coping strategies to handle stress effectively and improve overall well-being.

PSO 9: Implement and promote healthy ways of managing life stressors to enhance resilience and mental health.

Practical Outcomes

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

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

- **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.

Peace and Value Education

Program-Specific Outcomes

PSO 1: Demonstrate a comprehensive understanding of peace education, including its aims, scope, and relevance.

PSO 2: Apply knowledge of how teachers can actively promote and integrate peace education into their teaching practices.

PSO 3: Utilize the NCFTE 2009 guidelines to enhance peace education efforts and align them with national standards.

PSO 4: Identify and analyze factors contributing to violence and develop approaches to address these issues.

PSO 5: Implement strategies that leverage peace education to foster non-violent attitudes and behaviours.

PSO 6: Create and promote effective peace education programs and practices within educational institutions.

PSO 7: Define value education, classify various types of values, and identify their sources.

PSO 8: Emphasize the role of value education in addressing contemporary societal issues and fostering ethical behaviour.

PSO 9: Develop and implement strategies to foster values through cooperation between home, educational institutions, and society.

EDC/H/CC/19/7 (For Major)

Gender Studies

Program-Specific Outcomes

PSO 1: Clearly differentiate between gender and sex, and articulate the implications of this distinction for understanding gender issues.

PSO 2: Demonstrate an understanding of gender identity, gender roles, and stereotypes, and analyze their impact on individual behavior and societal norms.

PSO 3: Apply knowledge of the social construction of gender to critically assess how gender roles and expectations are formed and perpetuated.

PSO 4: Use the Gender Roles and Relationships Matrix to analyze and understand the complexities of gender roles and their effects on social interactions.

PSO 5: Examine and critically assess how gender-based division and valuation of work affect gender equality and occupational opportunities.

PSO 6: Reflect on and analyze various attitudes towards gender and their influence on gender roles and societal expectations.

PSO 7: Recognize and evaluate gender inequality in the structure of knowledge and propose solutions to address these inequalities.

PSO 8: Assess how gender is portrayed in curriculum and textbooks, and develop strategies to ensure more equitable and inclusive representation.

PSO 9: Analyze and address gender dynamics in different educational settings to promote gender equity and create supportive learning environments for all students.

Program-Specific Outcomes

PSO 1: Demonstrate knowledge of various methods of data collection, including qualitative and quantitative approaches, and apply these methods effectively in research.

PSO 2: Execute data collection procedures correctly to ensure the reliability and validity of the data gathered.

PSO 3: Utilize various data analysis techniques and approaches to interpret research data and derive meaningful conclusions.

PSO 4: Grasp the fundamental concepts of data analysis, including statistical and thematic analysis, and apply them to research.

PSO 5: Develop and organize a research report with clear components and proper chapterization to present research findings effectively.

PSO 6: Ensure accurate and consistent referencing and bibliography in the research report to uphold academic integrity and provide proper credit to sources.

Practical Guide to Dissertation

PSO 7: Craft a compelling introduction for the dissertation, including key words and a clear statement of the study's need and relevance.

PSO 8: Develop a comprehensive background section that contextualizes the research problem and highlights its significance.

PSO 9: Write a thorough literature review that synthesizes existing research, identifies gaps, and frames the research problem.

PSO 10: Select and clearly define a research problem based on a thorough review of the literature and identified research gaps.

 PSO 11: Identify and select an appropriate sample for the study, ensuring that it is representative and relevant to the research problem.

PSO 12: Collect data systematically according to the research methodology, ensuring accuracy and reliability.

Program-Specific Outcomes for Dissertation

- Prepare a detailed research proposal, including introduction, literature review, research problem, and methodology, under the guidance of a departmental teacher.

- Select a research sample and collect data in accordance with the research proposal and methodology, ensuring the validity and reliability of the data collected.
- Structure the dissertation effectively, including writing the introduction, background, literature review, methodology, and results sections with proper chapterization and referencing.

- Communicate research findings clearly and effectively in the dissertation report, ensuring that the research is well-documented and contributes to the academic field.

Life Skill Education

Program-Specific Outcomes

PSO 1: Demonstrate a comprehensive understanding of life skills, including their meaning, development, and significance in education and everyday life.

PSO 2: Analyze the historical development of life skills and their integration into educational curricula, and evaluate their impact on student growth and learning.

PSO 3: Effectively categorize and apply generic life skills such as survival, negotiating, and coping skills in various real-life scenarios.

PSO 4: Develop and apply problem-specific skills to address and solve specific challenges encountered in different contexts.

PSO 5: Design and implement skills development strategies for targeted areas, enhancing personal, social, or professional growth.

PSO 6: Apply the concepts and techniques of training in life skill education to enhance the effectiveness of skill development programs.

PSO 7: Select and use appropriate training methods and approaches to deliver life skill education effectively.

PSO 8: Oversee and manage the various stages of life skill education, ensuring comprehensive planning, execution, and evaluation of skill development programs.

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Semester – 8

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

Research Methodology – 2

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Program-Specific Outcomes

PSO 1: Articulate the meaning and necessity of research design and its role in the research process.

PSO 2: Evaluate and apply features of a good research design to ensure rigorous and credible research outcomes.

PSO 3: Choose and justify appropriate types of research designs based on specific research needs and objectives.

PSO 4: Define and explain the characteristics and sources of data, and assess their implications for research.

PSO 5: Employ various methods of data collection and process the data effectively to prepare it for analysis.

PSO 6: Perform data analysis using appropriate methods and techniques to interpret research results accurately.

PSO 7: Apply techniques for interpreting research data to draw valid conclusions and insights.

PSO 8: Develop comprehensive research reports that adhere to academic standards, clearly present findings, and include all essential components.

PSO 9: Execute the steps involved in writing a research report, ensuring clarity, coherence, and adherence to formatting guidelines.

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

Human Rights Education

Program-Specific Outcomes

PSO 1: Clearly explain the nature and concept of human rights, including their significance in safeguarding individual freedoms and promoting justice.

PSO 2: Demonstrate the application of human values such as dignity, liberty, equality, justice, and unity in diversity in various contexts related to human rights.

PSO 3: Develop and advocate for human rights education programs that enhance awareness and understanding of human rights issues.

PSO 4: Articulate the historical development of human rights from national and international perspectives and its impact on current human rights frameworks.

PSO 5: Summarize and interpret the Universal Declaration of Human Rights, explaining its significance and application in international human rights practices.

PSO 6: Assess the role of the United Nations in human rights, including its responsibilities and limitations, and discuss its effectiveness in addressing global human rights issues.

PSO 7: Explain the Human Rights Act of 1993, its key features, and its role in enhancing human rights protections in India.

PSO 8: Evaluate the functions and objectives of the Human Rights Commission in India, and assess its impact on the enforcement of human rights.

PSO 9: Discuss the roles of the Supreme Court and High Courts in India regarding human rights issues, including their contributions to the protection and enforcement of human rights.

Teacher Education

Program-Specific Outcomes

PSO 1: Articulate the core concepts and scope of teacher education, including its objectives and its role in shaping effective educators.

PSO 2: Clearly differentiate between teacher training and teacher education, and explain their respective contributions to teacher professional development.

PSO 3: Assess the impact and effectiveness of the NCTE in shaping and regulating teacher education standards and practices in India.

PSO 4: Analyze the historical evolution of teacher education in India, understanding key developments and their influence on the current system.

PSO 5: Interpret the recommendations of the Kothari Commission and NPE on teacher education and evaluate their implementation and impact.

PSO 6: Critically review the present teacher education system in India, including its strengths, weaknesses, and areas for improvement.

PSO 7: Examine and evaluate the effectiveness of pre-service and in-service teacher education programs in enhancing teaching skills and knowledge.

PSO 8: Assess the value and impact of orientation and refresher courses on teacher professional development and ongoing learning.

PSO 9: Understand and advocate for the integration of internships in teacher education programs, emphasizing their role in providing hands-on experience and preparing teachers for real-world classroom challenges.

Open and Distance Education

Program-Specific Outcomes

PSO 1: Clearly define and explain the concepts of open and distance education.

PSO 2: Describe the objectives and characteristics of open and distance education and how they differ from traditional education methods.

PSO 3: Analyze and discuss the advantages and disadvantages of open and distance education, including its effectiveness and potential challenges.

PSO 4: Identify and explain different modes and strategies of open and distance education, including their applications and benefits.

PSO 5: Discuss the interrelationships among non-formal, correspondence, distance, and open education and their roles in the broader educational landscape.

PSO 6: Suggest and evaluate measures to enhance the effectiveness and reach of open and distance education in India.

PSO 7: Assess the present state of open and distance education in India, including its growth, reach, and impact.

PSO 8: Examine the role of multi-media tools and technologies in facilitating and improving open and distance education.

PSO 9: Identify problems related to multi-media in open and distance education and propose solutions to overcome these challenges.

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

Population Education

Program-Specific Outcomes

PSO 1: Clearly define and explain the meaning and objectives of population education.

PSO 2: Analyze the sociological, economic, and psychological factors affecting population dynamics and their implications.

PSO 3: Describe and interpret key population metrics such as birth rate, death rate, morbidity, and migration, and their relevance to population education.

PSO 4: Assess how population growth impacts the environment and explore strategies for mitigating negative effects.

PSO 5: Review and critique population education programs in India, including their content, reach, and effectiveness.

PSO 6: Identify challenges in population education and recommend measures for improvement and greater impact.

PSO 7: Evaluate the integration of population education within institutional curricula and its effectiveness in fostering awareness.

PSO 8: Outline the responsibilities and strategies for teachers in creating awareness and educating students about population issues.

PSO 9: Assess how mass media and youth involvement contribute to population education and suggest ways to enhance their roles in promoting population awareness and solutions.

MDC

Semester 1

EDC/MD/CC/1/1

Introduction and Philosophical Foundation of Education

Program-Specific Outcomes (PSOs):

PSO 1: Gain a clear understanding of the narrow and broader concepts of education.

PSO 2: Apply these concepts to analyze and improve educational strategies and practices.

PSO 3: Develop the ability to critically assess educational policies and practices based on the scope of educational concepts.

PSO 4: Comprehend the aims of modern education as outlined by the Delor's Commission.

PSO 5: Integrate these aims into contemporary educational practices and policies.

PSO 6: Evaluate educational programs and curricula based on the aims highlighted by the Delor's Commission.

PSO 7: Gain a thorough understanding of Vedic and Buddhist philosophies and their impact on Indian education.

PSO 8: Apply insights from these philosophies to contemporary educational contexts.

PSO 9: Compare and contrast the Indian philosophical perspectives with other educational philosophies.

PSO 10: Understand the principles of Naturalism and Pragmatism in the context of Western educational philosophy.

PSO 11: Apply these philosophical principles to educational practice and policy.

PSO 12: Compare Western philosophies with other educational philosophies and practices.

PSO 13: Demonstrate an understanding of Naturalism and Pragmatism.

PSO 14: Innovate and adapt educational practices based on Western philosophical principles.

PSO 15: Analyze educational theories and practices through the lens of Naturalism and Pragmatism.

PSO 16: Identify and evaluate the impact of hereditary traits and environmental conditions on cognitive, emotional, and social development.

PSO 17: Develop strategies to create supportive learning environments that account for both genetic predispositions and environmental influences.

PSO 18: Describe and exemplify the key qualities of a good teacher, such as empathy, communication skills, and adaptability.

PSO 19: Understand and implement the core duties of a teacher, including lesson planning, assessment, and fostering a positive classroom environment.

PSO 20: Differentiate between various types of curricula and co-curricular activities and their contributions to educational objectives.

PSO21: Evaluate the importance of integrating co-curricular activities into the educational process to enhance student learning and personal growth.

PSO 22: Compare and contrast informal, formal, and non-formal educational institutions and their roles in lifelong learning.

PSO 23: Analyze how these institutions interact and complement each other to provide a comprehensive educational experience.

PSO24: Define child centricism and its role in fostering a supportive learning environment.

PSO 25: Explain how child centricism shifts focus from teacher-led instruction to the needs and interests of the child.

PSO 26: Demonstrate how child centricism promotes active learning and emotional well-being.

PSO 27: Identify key characteristics such as individualized learning, student autonomy, and emotional support.

PSO28: Assess the impact of child centricism on student engagement, motivation, and overall development.

PSO 29: Illustrate how child centricism contributes to holistic educational experiences.

PSO 30: Differentiate between play and work in educational contexts and their respective benefits.

PSO31: Understand the role of play in cognitive, social, and emotional development.

PSO 32: Recognize how integrating work and play can enhance learning experiences.

PSO 33: Describe the principles of the play-way method and its application in early childhood education.

PSO 34: Explore the role of play in Kindergarten, Montessori, and Project-based learning environments.

PSO 35: Implement strategies for creating engaging, play-based learning activities that support developmental milestones.

EDC/MD/CC/2/1

Introduction and Philosophical Foundation of Education

Program-Specific Outcomes (PSOs):

PSO 1: Gain a clear understanding of the narrow and broader concepts of education.

PSO 2: Apply these concepts to analyze and improve educational strategies and practices.

PSO 3: Develop the ability to critically assess educational policies and practices based on the scope of educational concepts.

PSO 4: Comprehend the aims of modern education as outlined by the Delor's Commission.

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PSO 35: Implement strategies for creating engaging, play-based learning activities that support developmental milestones.

EDC/MD/IDC (Semester – 1)

Inclusive Education

PSO 1: Developing the concept of Inclusive Education

PSO 2: Critically understanding the Obstacles and barriers to inclusive education and the elements necessary for creating an inclusive school

PSO 3: Examining the characteristics of children with visual, auditory and learning disability and their problems

PSO 4: Analysing the problems of SC, ST, OBS and EWS

PSO 5: Learning the application of educational measures to include differently abled children and other disadvantaged groups in schools and in society at large

Communication Skill

Program Specific Outcomes

PSO 1: Define communication and understand its nature, including its dynamic and contextual aspects.

PSO 2: Identify and differentiate between verbal, non-verbal, visual, and electronic types of communication.

PSO 3: Apply key principles such as clarity, consistency, active listening, feedback, appropriateness, and empathy in various communication scenarios.

PSO 4: Explain the communication process, including the roles of sender, encoding, message, recipient, decoding, and feedback.

PSO 5: Illustrate how each component impacts effective communication.

PSO 6: Identify and analyze physical, psychological, language, cultural, emotional, and technological barriers.

PSO 7: Develop strategies to overcome these barriers to improve communication effectiveness.

PSO 8: Apply principles such as active engagement, empathy, non-judgmental listening, patience, clarification, reflection, and openness in listening.

PSO 9: Recognize and distinguish between active, passive, selective, critical, appreciative, and reflective listeners.

PSO 10: Develop skills to enhance personal listening style based on the context and goals.

PSO 11: Identify internal and external barriers to effective listening, including distractions, prejudices, emotional barriers, and poor listening habits.

PSO 12: Implement techniques to overcome these barriers and improve listening proficiency.

PSO 13: Understand and utilize verbal communication techniques such as clear articulation, appropriate language, and tone.

PSO 14: Apply non-verbal communication skills, including body language, facial expressions, and gestures, to complement and enhance verbal messages.

PSO 15: Develop and deliver effective extempore speeches with appropriate structure, clarity, and engagement.

PSO 16: Utilize strategies to manage nervousness and engage the audience during public speaking.

PSO 17: Participate in and facilitate group discussions, demonstrating skills such as clear articulation of ideas, active listening, and respectful interaction.

PSO 18: Apply techniques for effective group communication and collaboration.

Semester 2

EDC/MD/CC/1/2

Psychological Foundation of Education

Program Specific Outcomes

PSO 1: Define education and psychology, and describe their interrelationship and impact on teaching and learning processes.

PSO 2: Explain how psychological principles can be applied to educational settings to improve teaching methods and learning outcomes.

PSO 3: Understand and define the concept of learning and identify its key characteristics.

PSO 4: Apply psychological theories of learning to enhance educational practices and address diverse learning needs.

PSO 5: Describe the process of memorization and the causes of forgetting.

PSO 6: Implement strategies for effective memorization and recall, and use economical methods to improve memory retention in educational contexts.

PSO 7: Define personality and explain its role in educational settings.

PSO 8: Identify and describe various personality traits and their influence on learning and teaching dynamics.

PSO 9: Explain Piaget's stages of cognitive development and their implications for educational practices.

PSO 10: Apply Piagetian principles to design age-appropriate learning activities and assessments.

PSO 11: Describe Erikson's stages of psycho-social development and their relevance to educational settings.

PSO 12: Use Erikson's theory to address developmental challenges and support students' socio-emotional growth.

PSO 13: Understand Kohlberg's stages of moral development and their educational significance.

PSO 14: Implement strategies to foster moral reasoning and ethical behavior in educational environments.

PSO 15: Explain Vygotsky's theory of social development and its impact on learning.

PSO 16: Apply Vygotskian principles, such as the zone of proximal development and scaffolding, to support student learning and collaboration.

PSO 17: Define intelligence and understand its role in learning and educational achievement.

PSO 18: Recognize different perspectives on intelligence and their applications in educational settings.

PSO 19: Describe Spearman's theory of general intelligence, Thorndike's theory of multiple intelligences, and Guilford's model of intellectual abilities.

PSO 20: Compare and contrast these theories and apply them to assess and support diverse learning needs.

PSO 21: Identify various types of intelligence tests and their purposes.

PSO 22: Evaluate and use intelligence tests effectively to measure cognitive abilities and inform educational interventions.

PSO 23: Define emotional intelligence (E.Q.) and its components.

PSO 24: Understand the role of emotional intelligence in education and apply strategies to develop students' emotional and social competencies.

EDC/MD/CC/2/2

Psychological Foundation of Education

Program Specific Outcomes

PSO 1: Define education and psychology, and describe their interrelationship and impact on teaching and learning processes.

PSO 2: Explain how psychological principles can be applied to educational settings to improve teaching methods and learning outcomes.

PSO 3: Understand and define the concept of learning and identify its key characteristics.

PSO 4: Apply psychological theories of learning to enhance educational practices and address diverse learning needs.

PSO 5: Describe the process of memorization and the causes of forgetting.

PSO 6: Implement strategies for effective memorization and recall, and use economical methods to improve memory retention in educational contexts.

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PSO 22: Evaluate and use intelligence tests effectively to measure cognitive abilities and inform educational interventions.

PSO 23: Define emotional intelligence (E.Q.) and its components.

PSO 24: Understand the role of emotional intelligence in education and apply strategies to develop students' emotional and social competencies.

EDC/MD/IDC (Semester – 2)

Inclusive Education

PSO 1: Developing the concept of Inclusive Education

PSO 2: Critically understanding the Obstacles and barriers to inclusive education and the elements necessary for creating an inclusive school

PSO 3: Examining the characteristics of children with visual, auditory and learning disability and their problems

PSO 4: Analysing the problems of SC, ST, OBS and EWS

PSO 5: Learning the application of educational measures to include differently abled children and other disadvantaged groups in schools and in society at large

EDC/MD/SEC (Semester – 2)

Communication Skill

Program Specific Outcomes

PSO 1: Define communication and understand its nature, including its dynamic and contextual aspects.

PSO 2: Identify and differentiate between verbal, non-verbal, visual, and electronic types of communication.

PSO 3: Apply key principles such as clarity, consistency, active listening, feedback, appropriateness, and empathy in various communication scenarios.

PSO 4: Explain the communication process, including the roles of sender, encoding, message, recipient, decoding, and feedback.

PSO 5: Illustrate how each component impacts effective communication.

PSO 6: Identify and analyze physical, psychological, language, cultural, emotional, and technological barriers.

PSO 7: Develop strategies to overcome these barriers to improve communication effectiveness.

PSO 8: Apply principles such as active engagement, empathy, non-judgmental listening, patience, clarification, reflection, and openness in listening.

PSO 9: Recognize and distinguish between active, passive, selective, critical, appreciative, and reflective listeners.

PSO 10: Develop skills to enhance personal listening style based on the context and goals.

PSO 11: Identify internal and external barriers to effective listening, including distractions, prejudices, emotional barriers, and poor listening habits.

PSO 12: Implement techniques to overcome these barriers and improve listening proficiency.

PSO 13: Understand and utilize verbal communication techniques such as clear articulation, appropriate language, and tone.

PSO 14: Apply non-verbal communication skills, including body language, facial expressions, and gestures, to complement and enhance verbal messages.

PSO 15: Develop and deliver effective extempore speeches with appropriate structure, clarity, and engagement.

PSO 16: Utilize strategies to manage nervousness and engage the audience during public speaking.

PSO 17: Participate in and facilitate group discussions, demonstrating skills such as clear articulation of ideas, active listening, and respectful interaction.

PSO 18: Apply techniques for effective group communication and collaboration.

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Semester 3

EDC/MD/CC/1/3

Guidance and Counselling

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Program Specific Outcomes

PSO 1: Define guidance and describe its essential functions in supporting student development and decision-making.

PSO 2: Explain how guidance facilitates academic, career, and personal growth.

PSO 3: Differentiate between individual and group guidance, detailing their respective meanings, advantages, and disadvantages.

PSO 4: Apply appropriate guidance methods based on individual or group needs.

PSO 6: Identify the importance of guidance in secondary schools for students' academic and personal development.

PSO 7: Design key components and requisites of an effective school guidance program to address diverse student needs.

PSO 8: Define educational guidance and describe its functions across various educational stages (e.g., primary, secondary, higher education).

PSO 9: Implement strategies to provide effective educational guidance that supports students' academic achievements and transitions.

PSO 10: Explain vocational guidance and its role at different educational stages, including career exploration and planning.

PSO 11: Apply vocational guidance techniques to help students make informed career choices and align their educational paths with career goals.

PSO 12: Define personal guidance and highlight its importance for adolescents' emotional and social development.

PSO 13: Utilize personal guidance strategies to address issues such as self-esteem, relationships, and mental health among adolescents.

PSO 14: Define counselling and understand its importance and scope in addressing various student issues and promoting well-being.

PSO 15: Recognize the role of counselling in supporting students' academic, vocational, and personal development.

PSO 16: Describe and differentiate between directive, non-directive, and eclectic counseling techniques.

PSO 17: Apply these techniques effectively based on the needs of the individual or group being counselled.

PSO 18: Define individual and group counselling and explain their significance in providing support and interventions.

PSO 19: Implement individual and group counselling strategies to address a range of issues and promote positive outcomes for students.

EDC/MD/CC/2/3

Guidance and Counselling

Program Specific Outcomes

PSO 1: Define guidance and describe its essential functions in supporting student development and decision-making.

PSO 2: Explain how guidance facilitates academic, career, and personal growth.

PSO 3: Differentiate between individual and group guidance, detailing their respective meanings, advantages, and disadvantages.

PSO 4: Apply appropriate guidance methods based on individual or group needs.

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PSO 19: Implement individual and group counselling strategies to address a range of issues and promote positive outcomes for students.

EDC/H/IDC (Semester – 3)

Inclusive Education

PSO 1: Developing the concept of Inclusive Education

PSO 2: Critically understanding the Obstacles and barriers to inclusive education and the elements necessary for creating an inclusive school

PSO 3: Examining the characteristics of children with visual, auditory and learning disability and their problems

PSO 4: Analysing the problems of SC, ST, OBS and EWS

PSO 5: Learning the application of educational measures to include differently abled children and other disadvantaged groups in schools and in society at large

EDC/MD/SEC (Semester – 3)

Communication Skill

Program Specific Outcomes

PSO 1: Define communication and understand its nature, including its dynamic and contextual aspects.

PSO 2: Identify and differentiate between verbal, non-verbal, visual, and electronic types of communication.

PSO 3: Apply key principles such as clarity, consistency, active listening, feedback, appropriateness, and empathy in various communication scenarios.

PSO 4: Explain the communication process, including the roles of sender, encoding, message, recipient, decoding, and feedback.

PSO 5: Illustrate how each component impacts effective communication.

PSO 6: Identify and analyze physical, psychological, language, cultural, emotional, and technological barriers.

PSO 7: Develop strategies to overcome these barriers to improve communication effectiveness.

PSO 8: Apply principles such as active engagement, empathy, non-judgmental listening, patience, clarification, reflection, and openness in listening.

PSO 9: Recognize and distinguish between active, passive, selective, critical, appreciative, and reflective listeners.

PSO 10: Develop skills to enhance personal listening style based on the context and goals.

PSO 11: Identify internal and external barriers to effective listening, including distractions, prejudices, emotional barriers, and poor listening habits.

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Introduction and Philosophical Foundation of Education

Program-Specific Outcomes (PSOs):

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PSO 4: Comprehend the aims of modern education as outlined by the Delor's Commission.

PSO 5: Integrate these aims into contemporary educational practices and policies.

PSO 6: Evaluate educational programs and curricula based on the aims highlighted by the Delor's Commission.

PSO 7: Gain a thorough understanding of Vedic and Buddhist philosophies and their impact on Indian education.

PSO 8: Apply insights from these philosophies to contemporary educational contexts.

PSO 9: Compare and contrast the Indian philosophical perspectives with other educational philosophies.

PSO 10: Understand the principles of Naturalism and Pragmatism in the context of Western educational philosophy.

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PSO 35: Implement strategies for creating engaging, play-based learning activities that support developmental milestones.

Semester 4

EDC/MD/CC/1.1/4

Educational Organization and Planning

Program Specific Outcomes

PSO 1: Define the concept of organization and its relevance in various contexts.

PSO 2: Understand how organizations function and their role in achieving specific goals.

PSO 3: Describe the nature of organizations, including their purpose, structure, and dynamics.

PSO 4: Identify key characteristics of organizations, such as hierarchy, roles, and processes.

PSO 5: Explain the concept of institutional organization and how it applies to educational institutions.

PSO 6: Analyze how institutional organization supports the effective functioning and management of educational entities.

PSO 7: Define the institutional plant and its significance in the context of educational institutions.

PSO 8: Identify key elements of an institutional plant, such as physical facilities, infrastructure, and resources.

PSO 10: Understand the essential features of a library, including its role in supporting educational activities and resources available.

PSO 11: Describe the importance of a timetable in organizing academic schedules and ensuring effective time management in educational settings.

PSO 12: Explain the role and features of institutional medical services in maintaining the health and well-being of students and staff.

PSO 13: Describe the purpose and key features of workshops and laboratories in providing practical learning experiences and supporting academic programs.

PSO 14: Define educational planning and its role in shaping and improving educational systems.

PSO 15: Understand the aims and objectives of educational planning, including goal-setting and strategic development.

PSO 16: Outline the steps involved in educational planning, from needs assessment to implementation and evaluation.

PSO 17: Apply these steps to develop and execute effective educational plans.

PSO 18: Identify various types of educational planning, such as strategic, operational, and tactical planning.

PSO 19: Understand the significance of each type in achieving educational goals and improving institutional performance.

EDC/MD/CC/1.2/4

History of Education

Program Specific Outcomes

PSO 1: Describe the key characteristics of Vedic education, including its focus on oral transmission of knowledge, religious texts, and the Gurukula system.

PSO 2: Analyze the role of Vedic education in shaping early Indian educational practices and societal values.

PSO 3: Explain the characteristics of Brahmanic education, including its emphasis on scriptural study, rituals, and the role of Brahmins in educational instruction.

PSO 4: Understand the impact of Brahmanic education on social structures and knowledge preservation.

PSO 6: Identify the features of Buddhistic education, such as its focus on moral and ethical training, monastic education systems, and the promotion of literacy.

PSO 7: Assess the influence of Buddhistic education on the spread of Buddhism and educational reform.

PSO 9: Describe the characteristics of Islamic education, including its emphasis on the Quran, Hadith, and the establishment of madrasas.

PSO 10: Evaluate the contributions of Islamic education to knowledge and learning in medieval India.

PSO 11: Explain the contributions of the Sreerampore Trio (William Carey, Joshua Marshman, and William Ward) in promoting education, particularly in vernacular languages and social reform.

PSO 12: Analyze their impact on modernizing education in India.

PSO 13: Describe the Charter Act and its effects on the educational policy in India.

PSO 14: Understand the Oriental-Occidental controversy and its implications for education.

PSO 15: Explain the Macaulay Minute and Bentinck's Resolution, including their influence on the education system and language policy.

PSO 16: Outline the main findings and recommendations of Adam's Report and Woods Despatch regarding educational reforms.

PSO 17: Discuss Curzon's policy on education and its impact on the educational infrastructure.

PSO 18: Understand the contributions of the Hunter and Sadler Commissions to educational policy and administration.

PSO 19: Describe the objectives of the Radhakrishnan Commission and its recommendations for higher education and rural universities.

PSO 20: Assess the impact of the Commission's recommendations on the development of higher education in India.

PSO 21: Explain the objectives and structural recommendations of the Mudaliar Commission for secondary education.

PSO22: Analyze the implementation and outcomes of the Mudaliar Commission's proposals.

PSO 23: Define the objectives of the Kothari Commission and its recommendations for the structure and curriculum of primary and secondary education.

PSO 24: Evaluate the Kothari Commission's impact on educational reforms and curriculum development.

PSO 25: Summarize the key highlights and changes introduced by the National Education Policies of 1986, 1992, and 2020.

PSO 26: Understand the evolution of educational policy and its implications for contemporary education in India.

Educational Organization and Planning

Program Specific Outcomes

PSO 1: Define the concept of organization and its relevance in various contexts.

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PSO 3: Describe the nature of organizations, including their purpose, structure, and dynamics.

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PSO 5: Explain the concept of institutional organization and how it applies to educational institutions.

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PSO 15: Understand the aims and objectives of educational planning, including goal-setting and strategic development.

PSO 16: Outline the steps involved in educational planning, from needs assessment to implementation and evaluation.

PSO 17: Apply these steps to develop and execute effective educational plans.

PSO 18: Identify various types of educational planning, such as strategic, operational, and tactical planning.

PSO 19: Understand the significance of each type in achieving educational goals and improving institutional performance.

EDC/MD/CC/2.2/4

History of Education

Program Specific Outcomes

PSO 1: Describe the key characteristics of Vedic education, including its focus on oral transmission of knowledge, religious texts, and the Gurukula system.

PSO 2: Analyze the role of Vedic education in shaping early Indian educational practices and societal values.

PSO 3: Explain the characteristics of Brahmanic education, including its emphasis on scriptural study, rituals, and the role of Brahmins in educational instruction.

PSO 4: Understand the impact of Brahmanic education on social structures and knowledge preservation.

PSO 6: Identify the features of Buddhistic education, such as its focus on moral and ethical training, monastic education systems, and the promotion of literacy.

PSO 7: Assess the influence of Buddhistic education on the spread of Buddhism and educational reform.

PSO 9: Describe the characteristics of Islamic education, including its emphasis on the Quran, Hadith, and the establishment of madrasas.

PSO 10: Evaluate the contributions of Islamic education to knowledge and learning in medieval India.

PSO 11: Explain the contributions of the Sreerampore Trio (William Carey, Joshua Marshman, and William Ward) in promoting education, particularly in vernacular languages and social reform.

PSO 12: Analyze their impact on modernizing education in India.

PSO 13: Describe the Charter Act and its effects on the educational policy in India.

PSO 14: Understand the Oriental-Occidental controversy and its implications for education.

PSO 15: Explain the Macaulay Minute and Bentinck's Resolution, including their influence on the education system and language policy.

PSO 16: Outline the main findings and recommendations of Adam's Report and Woods Despatch regarding educational reforms.

PSO 17: Discuss Curzon's policy on education and its impact on the educational infrastructure.

PSO 18: Understand the contributions of the Hunter and Sadler Commissions to educational policy and administration.

PSO 19: Describe the objectives of the Radhakrishnan Commission and its recommendations for higher education and rural universities.

PSO 20: Assess the impact of the Commission's recommendations on the development of higher education in India.

PSO 21: Explain the objectives and structural recommendations of the Mudaliar Commission for secondary education.

PSO22: Analyze the implementation and outcomes of the Mudaliar Commission's proposals.

PSO 23: Define the objectives of the Kothari Commission and its recommendations for the structure and curriculum of primary and secondary education.

PSO 24: Evaluate the Kothari Commission's impact on educational reforms and curriculum development.

PSO 25: Summarize the key highlights and changes introduced by the National Education Policies of 1986, 1992, and 2020.

PSO 26: Understand the evolution of educational policy and its implications for contemporary education in India.

For Minor

EDC/M/2/4 (Semester – 4)

Psychological Foundation of Education

Program Specific Outcomes

PSO 1: Define education and psychology, and describe their interrelationship and impact on teaching and learning processes.

PSO 2: Explain how psychological principles can be applied to educational settings to improve teaching methods and learning outcomes.

PSO 3: Understand and define the concept of learning and identify its key characteristics.

PSO 4: Apply psychological theories of learning to enhance educational practices and address diverse learning needs.

PSO 5: Describe the process of memorization and the causes of forgetting.

PSO 6: Implement strategies for effective memorization and recall, and use economical methods to improve memory retention in educational contexts.

PSO 7: Define personality and explain its role in educational settings.

PSO 8: Identify and describe various personality traits and their influence on learning and teaching dynamics.

PSO 9: Explain Piaget's stages of cognitive development and their implications for educational practices.

PSO 10: Apply Piagetian principles to design age-appropriate learning activities and assessments.

PSO 11: Describe Erikson's stages of psycho-social development and their relevance to educational settings.

PSO 12: Use Erikson's theory to address developmental challenges and support students' socio-emotional growth.

PSO 13: Understand Kohlberg's stages of moral development and their educational significance.

PSO 14: Implement strategies to foster moral reasoning and ethical behavior in educational environments.

PSO 15: Explain Vygotsky's theory of social development and its impact on learning.

PSO 16: Apply Vygotskian principles, such as the zone of proximal development and scaffolding, to support student learning and collaboration.

PSO 17: Define intelligence and understand its role in learning and educational achievement.

PSO 18: Recognize different perspectives on intelligence and their applications in educational settings.

PSO 19: Describe Spearman's theory of general intelligence, Thorndike's theory of multiple intelligences, and Guilford's model of intellectual abilities.

PSO 20: Compare and contrast these theories and apply them to assess and support diverse learning needs.

PSO 21: Identify various types of intelligence tests and their purposes.

PSO 22: Evaluate and use intelligence tests effectively to measure cognitive abilities and inform educational interventions.

PSO 23: Define emotional intelligence (E.Q.) and its components.

PSO 24: Understand the role of emotional intelligence in education and apply strategies to develop students' emotional and social competencies.

Semester 5

EDC/MD/CC/1.1/5

Women Education

Program Specific Outcomes

PSO 1: Understand the role of missionaries in promoting women's education in India.

PSO 2: Analyze the impact of missionary efforts on the educational opportunities available to women.

PSO 3: Describe how the British government influenced women's education through policy and administrative measures.

PSO 4: Assess the effectiveness of British colonial educational reforms in advancing women's education.

PSO 5: Explain the contributions of Rammohan Roy and Ishwar Chandra Vidyasagar to women's education and social reform.

PSO 6: Evaluate how their efforts helped in improving educational access and status for women in India.

PSO 7: Understand the key features and objectives of the National Education Policies (NEP) of 1986 and 2020 concerning women's education.

PSO 8: Analyze the impact of these policies on improving educational opportunities and outcomes for women.

PSO 9: Describe the focus of the Radhakrishnan, Mudaliar, and Kothari Commissions on women's education.

PSO 10: Assess the recommendations of these commissions and their influence on educational policies and practices for women.

PSO 11: Explain the objectives and findings of the Durgabai Deshmukh Committee, Hansraj Mehta Committee, and Bhaktabatsalam Committee concerning women's education.

PSO 13: Evaluate the impact of these committees' recommendations on advancing women's educational opportunities and addressing gender disparities.

PSO 14: Identify social and psychological barriers to women's education, such as societal attitudes and mental health challenges.

PSO 15: Analyze how these barriers affect women's access to and participation in education.

PSO 16: Describe political and economic constraints impacting women's education, including policy limitations and economic barriers.

PSO 17: Assess how these constraints hinder women's educational progress and potential for empowerment.

PSO 18: Understand the significance of women empowerment in contemporary society and its role in promoting gender equality and social development.

PSO 19: Evaluate how women's empowerment contributes to broader societal changes and enhances the quality of life for women and communities.

EDC/MD/CC/1.2/5

Curriculum Studies

Program Specific Outcomes

Define curriculum and understand its functions in education.

PSO 1: Differentiate between types of curriculum: knowledge-based, experience-based, and activity-based.

PSO 2: Explain the philosophical, psychological, and sociological bases of curriculum development.

PSO 3: Analyze how these bases influence curriculum design and implementation.

PSO 4: Describe and differentiate between major approaches to curriculum: behavioral, managerial, system, and humanistic.

PSO 5: Evaluate the effectiveness of each approach in different educational contexts.

PSO 6: Understand the need for curriculum development and the steps involved in planning a curriculum.

PSO 7: Apply planning principles to design and implement effective curricula.

PSO 8: Identify the key determinants of content selection, including perspectives of knowledge, culture, and educational needs.

PSO 9: Apply these determinants to select relevant and appropriate content for curricula.

PSO 10: Explain the relationship between curriculum and institutional instructional objectives.

PSO 11: Develop instructional objectives that align with curriculum goals and institutional needs.

PSO 12: Understand the Revised Bloom's Taxonomy and its application in designing learning outcomes and assessments.

PSO 13: Apply the taxonomy to create and evaluate educational objectives and activities.

PSO 14: Describe Bruner's theory of instruction, including its principles and implications for curriculum design.

PSO 15: Implement Bruner's concepts to enhance teaching and learning processes.

PSO 16: Define curriculum evaluation and understand its importance in assessing curriculum effectiveness.

PSO 17: Analyze how evaluation contributes to the improvement and development of curricula.

PSO 18: Explain formative and summative approaches to curriculum evaluation.

PSO 19: Apply these approaches to gather data and make informed decisions about curriculum effectiveness.

PSO 20: Describe the Stufflebeam and Taylor models of evaluation.

PSO 21: Evaluate how these models can be used to assess and improve curricula.

PSO 22: Identify the factors influencing curriculum reform and the obstacles that may hinder the process.

PSO 23: Understand the National Curriculum Framework (NCF) 2005 and its impact on curriculum reform in India.

EDC/MD/CC/2/5

Aspect of Teaching

Program-Specific Outcomes

PSO 1: Develop a comprehensive understanding of the nature of teaching and its key characteristics.

PSO 2: Analyze and apply the relationship between teaching and training to enhance educational practices.

PSO 3: Effectively utilize the pre-active, inter-active, and post-active phases of teaching in instructional planning and execution.

PSO 4: Implement micro-teaching and micro-lessons to refine teaching techniques and improve classroom delivery.

PSO 5: Apply simulated teaching to experiment with and enhance instructional strategies.

PSO 6: Integrate various teaching methods and content areas to create a cohesive learning experience.

PSO 7: Develop and apply essential teaching skills such as lesson introduction, questioning techniques, use of teaching aids, illustration, and reinforcement to improve student engagement and learning outcomes.

PSO 8: Understand and apply the concept and scope of learning design to create effective teaching plans.

PSO 9: Recognize the importance of learning design in aligning teaching methods with learning objectives and improving educational outcomes.

PSO 10: Follow systematic steps in learning design to develop, implement, and evaluate teaching strategies.

PSO 11: Identify and incorporate the qualities of good learning design to enhance the effectiveness of instructional materials and methods.

For Minor

EDC/M/3/5 (Semester – 5)

Guidance and Counselling

Program Specific Outcomes

PSO 1: Define guidance and describe its essential functions in supporting student development and decision-making.

PSO 2: Explain how guidance facilitates academic, career, and personal growth.

PSO 3: Differentiate between individual and group guidance, detailing their respective meanings, advantages, and disadvantages.

PSO 4: Apply appropriate guidance methods based on individual or group needs.

PSO 6: Identify the importance of guidance in secondary schools for students' academic and personal development.

PSO 7: Design key components and requisites of an effective school guidance program to address diverse student needs.

PSO 8: Define educational guidance and describe its functions across various educational stages (e.g., primary, secondary, higher education).

PSO 9: Implement strategies to provide effective educational guidance that supports students' academic achievements and transitions.

PSO 10: Explain vocational guidance and its role at different educational stages, including career exploration and planning.

PSO 11: Apply vocational guidance techniques to help students make informed career choices and align their educational paths with career goals.

PSO 12: Define personal guidance and highlight its importance for adolescents' emotional and social development.

PSO 13: Utilize personal guidance strategies to address issues such as self-esteem, relationships, and mental health among adolescents.

PSO 14: Define counselling and understand its importance and scope in addressing various student issues and promoting well-being.

PSO 15: Recognize the role of counselling in supporting students' academic, vocational, and personal development.

PSO 16: Describe and differentiate between directive, non-directive, and eclectic counselling techniques.

PSO 17: Apply these techniques effectively based on the needs of the individual or group being counselled.

PSO 18: Define individual and group counselling and explain their significance in providing support and interventions.

PSO 19: Implement individual and group counselling strategies to address a range of issues and promote positive outcomes for students.

EDC/M/4/5 (Semester – 5)

Educational Organization and Planning

Program Specific Outcomes

PSO 1: Define the concept of organization and its relevance in various contexts.

PSO 2: Understand how organizations function and their role in achieving specific goals.

PSO 3: Describe the nature of organizations, including their purpose, structure, and dynamics.

PSO 4: Identify key characteristics of organizations, such as hierarchy, roles, and processes.

PSO 5: Explain the concept of institutional organization and how it applies to educational institutions.

PSO 6: Analyze how institutional organization supports the effective functioning and management of educational entities.

PSO 7: Define the institutional plant and its significance in the context of educational institutions.

PSO 8: Identify key elements of an institutional plant, such as physical facilities, infrastructure, and resources.

PSO 10: Understand the essential features of a library, including its role in supporting educational activities and resources available.

PSO 11: Describe the importance of a timetable in organizing academic schedules and ensuring effective time management in educational settings.

PSO 12: Explain the role and features of institutional medical services in maintaining the health and well-being of students and staff.

PSO 13: Describe the purpose and key features of workshops and laboratories in providing practical learning experiences and supporting academic programs.

PSO 14: Define educational planning and its role in shaping and improving educational systems.

PSO 15: Understand the aims and objectives of educational planning, including goal-setting and strategic development.

PSO 16: Outline the steps involved in educational planning, from needs assessment to implementation and evaluation.

PSO 17: Apply these steps to develop and execute effective educational plans.

PSO 18: Identify various types of educational planning, such as strategic, operational, and tactical planning.

PSO 19: Understand the significance of each type in achieving educational goals and improving institutional performance.

Semester 6

EDC/MD/CC/1/6

Aspect of Teaching

Program-Specific Outcomes

PSO 1: Develop a comprehensive understanding of the nature of teaching and its key characteristics.

PSO 2: Analyze and apply the relationship between teaching and training to enhance educational practices.

PSO 3: Effectively utilize the pre-active, inter-active, and post-active phases of teaching in instructional planning and execution.

PSO 4: Implement micro-teaching and micro-lessons to refine teaching techniques and improve classroom delivery.

PSO 5: Apply simulated teaching to experiment with and enhance instructional strategies.

PSO 6: Integrate various teaching methods and content areas to create a cohesive learning experience.

PSO 7: Develop and apply essential teaching skills such as lesson introduction, questioning techniques, use of teaching aids, illustration, and reinforcement to improve student engagement and learning outcomes.

PSO 8: Understand and apply the concept and scope of learning design to create effective teaching plans.

PSO 9: Recognize the importance of learning design in aligning teaching methods with learning objectives and improving educational outcomes.

PSO 10: Follow systematic steps in learning design to develop, implement, and evaluate teaching strategies.

PSO 11: Identify and incorporate the qualities of good learning design to enhance the effectiveness of instructional materials and methods.

Women Education

Program Specific Outcomes

PSO 1: Understand the role of missionaries in promoting women's education in India.

PSO 2: Analyze the impact of missionary efforts on the educational opportunities available to women.

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PSO 7: Understand the key features and objectives of the National Education Policies (NEP) of 1986 and 2020 concerning women's education.

PSO 8: Analyze the impact of these policies on improving educational opportunities and outcomes for women.

PSO 9: Describe the focus of the Radhakrishnan, Mudaliar, and Kothari Commissions on women's education.

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PSO 11: Explain the objectives and findings of the Durgabai Deshmukh Committee, Hansraj Mehta Committee, and Bhaktabatsalam Committee concerning women's education.

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PSO 16: Describe political and economic constraints impacting women's education, including policy limitations and economic barriers.

PSO 17: Assess how these constraints hinder women's educational progress and potential for empowerment.

PSO 18: Understand the significance of women empowerment in contemporary society and its role in promoting gender equality and social development.

PSO 19: Evaluate how women's empowerment contributes to broader societal changes and enhances the quality of life for women and communities.

EDC/MD/CC/2.2/6

Curriculum Studies

Program Specific Outcomes

Define curriculum and understand its functions in education.

PSO 1: Differentiate between types of curriculum: knowledge-based, experience-based, and activity-based.

PSO 2: Explain the philosophical, psychological, and sociological bases of curriculum development.

PSO 3: Analyze how these bases influence curriculum design and implementation.

PSO 4: Describe and differentiate between major approaches to curriculum: behavioral, managerial, system, and humanistic.

PSO 5: Evaluate the effectiveness of each approach in different educational contexts.

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PSO 21: Evaluate how these models can be used to assess and improve curricula.

PSO 22: Identify the factors influencing curriculum reform and the obstacles that may hinder the process.

PSO 23: Understand the National Curriculum Framework (NCF) 2005 and its impact on curriculum reform in India.

For Minor

EDC/M/5/6 (Semester – 6)

Management in Education

Program-Specific Outcomes

PSO 1: Demonstrate an in-depth understanding of the concept, scope, and principles of educational management and how they apply to educational settings.

PSO 2: Apply the characteristics of effective management to improve administrative practices and outcomes in educational institutions.

PSO 3: Clearly differentiate between organizational structures and management processes, and understand their interrelated roles in education.

PSO 4: Master the fundamental functions of management—planning, organizing, staffing, directing, coordinating, controlling, motivating, and communicating—and apply them to educational management scenarios.

PSO 5: Implement the elements of the managerial process to enhance the efficiency and effectiveness of educational administration.

PSO 6: Articulate the importance of the managerial process in improving educational outcomes and institutional performance.

PSO 7: Develop a thorough understanding of leadership, its scope, and its relevance to educational management.

PSO 8: Identify and analyze different leadership styles and their impact on educational institutions.

PSO 9: Apply Trait and Behaviour theories to understand various leadership approaches and effectively address leadership challenges in educational settings.

EDC/M/6/6 (Semester – 6)

History of Education

Program Specific Outcomes

PSO 1: Describe the key characteristics of Vedic education, including its focus on oral transmission of knowledge, religious texts, and the Gurukula system.

PSO 2: Analyze the role of Vedic education in shaping early Indian educational practices and societal values.

PSO 3: Explain the characteristics of Brahmanic education, including its emphasis on scriptural study, rituals, and the role of Brahmins in educational instruction.

PSO 4: Understand the impact of Brahmanic education on social structures and knowledge preservation.

PSO 6: Identify the features of Buddhistic education, such as its focus on moral and ethical training, monastic education systems, and the promotion of literacy.

PSO 7: Assess the influence of Buddhistic education on the spread of Buddhism and educational reform.

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