

**SITANANDA COLLEGE,  
Nandigram Purba Medinipur  
Affiliated by Vidyasagar University, (W.B)  
COURSE & PROGRAM OUTCOMES OF  
EDUCATION HONOURS (B.A.) UNDER CBCS**

*[Abbreviations Used: Core Course (CC); Skill Enhancement Course (SEC);  
Discipline Specific Elective (DSE); Course Outcome (CO); Program Outcome (PO);  
Program Specific Outcome (PSO)]*

**SEMESTER-I**

**CC-1: Introduction to Education**

**CO:** Students understand the meaning, nature, scope, aims of education with special reference to Delor's Commission and Child Centricism and Play-way in Education. They also understand about different factors and agencies of education.

**CC-2: History of Indian Education**

**CO:** Learners develop knowledge about the details history of Indian Education system from ancient to modern.

**SEMESTER-II**

**CC-3: Psychological Foundation of Education**

**CO:** Learners acquire detail knowledge about relation between psychology and education, nature, scope and significance of educational psychology, and its importance. They also learn about stages, types and theories of human development and their educational significance, learning: concept and theories and Concept, types and theories of intelligence.

**CC- 4: Philosophical Foundation of Education**

**CO:** Learners acquire detail knowledge about the meaning, relation and significance of philosophy and education, Indian schools of philosophy, western schools of philosophy and Philosophy for development of humanity. They also learn the importance of Educational philosophy in today's education system.

### **SEMESTER-III**

#### **CC-5: Sociological Foundation of Education**

**CO:** Students acquire detail knowledge about Sociological Foundation of Education and relate the theories to real life. They also learn about social groups, Social Change and Education and Social Communication in Education.

#### **CC-6: Educational Organization, Management and Planning**

**CO:** Students internalize the concept of Educational Organization, Management and Planning. They also understand educational planning and essential functions of educational management.

#### **CC7: Guidance and Counselling**

**CO:** Learners gain the basic knowledge about guidance and counselling its meaning, definitions, functions, types, techniques and types of counselling and basic data necessary for Guidance.

### **SEMESTER-IV**

#### **CC-8: Technology in Education**

**CO:** Students acquire in-depth knowledge on Educational technology and its need, instructional techniques, System approach, **Instructional techniques and models of teaching**, Computer in education and communication, Nature and characteristics of e-learning and different approaches of ICT and e learning.

#### **CC-9: Curriculum Studies**

**CO:** Students develop an understanding of the basic concepts of Curriculum Studies, relation among curriculum, pedagogy and assessment, National Curriculum Framework 2005, NCF 2005,

curriculum development, content selection and selected theories in this regard and evaluation & reform of curriculum.

**CC-10: Inclusive Education**

**CO:** The learners understand the meaning of Inclusion and exclusion, know the types of exclusion and their causes and develop knowledge how to bring about inclusion in different spheres. The learners also develop clear concept regarding differently abled, Role of school and society in creating a barrier free environment, socially disabled, role of education and educational reforms for inclusive society.

**SEMESTER-V**

**CC 11: Evaluation and Measurement in Education**

**CO:** Learners develop understanding of the concepts of measurement and evaluation in education, the process of Evaluation, different types of measuring instruments and their uses, the concepts of validity and reliability and their importance in educational measurement and the principles of test construction.

**CC 12: Statistics in Education**

**CO:** The students develop knowledge and skill about the concept of statistics and to develop skill in analyzing descriptive measures, Normal Probability Curve and its uses in education, measures of relationship and organize relevant educational data and to represent educational data through graphs and to develop skill in analyzing and displaying data.

**SEMESTER-VI**

**CC-13: Psychology of Adjustment**

**CO:** The learners understand and develop skill about the concept of adjustment, maladjustment and some commonly found problem behavior, the multi-axial classification of mental disorders,

different coping strategies for stressful situation and the administration, scoring and interpretation of the psychological tests.

#### **CC-14: Basic Concept of Educational Research**

**CO:** Students develop a concept of educational research, various steps to be followed for conducting a research, basic elements of educational research, data collection procedure and write a research proposal and review research papers.

#### **SEC – A (Semester – 3): Communication Skill**

**CO:** Learners develop good command over Communication skill, develop in-depth knowledge about Principles, types and barriers to listening skill, Verbal and non-verbal communication, Public speaking: Extempore and Group discussion. The students also develop skill about Reading and Writing Skills.

#### **SEC – B (Semester – 3): Skill for Democratic Citizenship**

**CO:** The learners develop knowledge about their duties as citizens, the rights and duties in Indian Constitution, Child protection and rights, POCSO, Domestic violence, Protection of Women from Domestic Violence Act, 2005, Protection of males in DVA 2005 and role of education to protect all the rights.

#### **SEC – B (Semester – 4): Teaching Skill**

**CO:** The learners develop clear concept, definition, nature of teaching, importance of learning design in teaching, steps and good qualities of learning design. They also develop knowledge about factors affecting teaching, relation between teaching and training, Micro-teaching and Micro lesson, simulated teaching and integrated teaching.

The learners acquire teaching skills like introducing a lesson, questioning, and use of teaching aids, illustration and reinforcement and different phases of teaching like Pre-active, Inter-active and Post-active phase.

#### **SEC – B (Semester – 4): Life Skill Education**

**CO:** Learners develop the concept, meaning, origin, development, definitions, classification and techniques of Life Skills. The learners also come to know the importance of Life skills for leadership training.

### **DSE – A (Semester – 5): Peace and Value Education**

**CO:** Students gain theoretical and practical knowledge, concept, scope, aims of Peace and Value Education. They also gain knowledge about NCFTE 2009 on Peace Education and the role of teachers and educational institutes in promoting peace and value education. The learners come to know about Peace and Non Violence, Role of Peace for Non-Violence, Gandhian principle of Non Violence, classification of values and sources of values, need for value education in the 21<sup>st</sup> century, role of home, school and society to foster values among students and role of Value Education in resolving conflict.

### **DSE – A (Semester – 5): Educational Thought of Great Educators**

**CO:** The students develop an understanding of educational ideas of Indian (Vivekananda, Rabindranath, Gandhiji, Radhakrisnan, Begum Rokeya and Sister Nivedita) and Western Educators (Plato, Rousseau, Montessori, Pestalozzi Dewey and Ivan Illich).

### **DSE – A (Semester – 6): Gender and Society**

**CO:** The learners understand and internalize the basic terms, concepts used in gender studies like gender identity; gender role and gender stereotype and social construction of Gender. They also develop knowledge about socialization and gender biases in the family and school, Social Differentiation among women in educational context by caste, tribe, religion and region, Gender discrimination in the management of the school and education system, gender roles and relationships matrix, gender based division and valuation of Work, exploring attitudes towards Gender and Gender inequality in the schools and way to overcome it.

### **DSE – A (Semester – 6): Population Education**

**CO:** The learners are enlightened with the concepts like meaning, importance and objectives of Population Education, different factors influencing Population, different concepts related to

population Education, population growth and responsibilities, scope and role of teachers, mass media and youth in creating awareness of population problems.

### **DSE – B (Semester – 5): Teacher Education**

**CO:** The learners understand the basic concept, meaning, aims and objectives in different levels, historical perspectives and development of teacher education. The students also can differentiate teacher training and teacher education. They develop knowledge about various recommendations of different commission regarding teacher education, present system and role of the different agencies like NCERT, NCTE, NUEPA, University etc in teacher education, Pre service, In service teacher education, Orientation and Refresher courses.

### **DSE – B (Semester – 5): Open and Distance Learning**

**CO:** The students get acquainted with the concept, meaning, definition, objectives, characteristics, merits, demerits, mode and strategies of open and distance education. They also develop knowledge about relationship among non-formal, correspondence, distance and open education, present status, role of multi-media, problems, measures for strengthening open and distance education in India.

### **DSE – B (Semester – 6): Human Rights Education**

**CO:** The learners develop in depth knowledge about the basic concept, nature, meaning, significance of human rights. They also learn about Human Values like dignity, liberty, equality, justice, unity in diversity. The learners gain knowledge about brief history of Human rights, role of United Nation, Human Rights Act – 1993, Human Rights Commission, Judicial organs, role of educational institutions, press, media and NGOs.

### **DSE – B (Semester – 6): Women Education**

**CO:** The learners come to know about the historical perspectives of Women Education, contribution of Missionaries, role of British government, constitutional provision for women education, NPE -1968, 1986, 1992, POA-1992, Radhakrisnan, Mudaliar and Kothari Commission, Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam

Committee recommendations on Women education. The learners also gain knowledge about the role of Indian Thinkers Raja Rammohan Roy and Ishwar Chandra Vidyasagar in promoting Women Education and major constraints of Women Education and Women Empowerment and importance of Women Education and Women Empowerment.

## **Program Outcomes (Education Honours)**

### **PO1-Critical Evaluation:**

Critically analyze the reports of various committees and commissions, national policies of education. Students are also encouraged to evaluate the contribution of western and eastern educators and national leaders. They gain mastery over ICT. They also demonstrate their critical thinking through comparing features of the system of education in UK& USA with that of India, techniques of data collection, application of relevant statistical techniques to represent and analyse the data.

### **PO2-Discovery and Exploration:**

Explore new ideas and thoughts through the application of theoretical knowledge of Education subject and statistical techniques and pedagogical analysis.

### **PO3-Effectual Communication:**

Students demonstrate their communicational skills through paper presentations on subject as well as various interdisciplinary themes. Students engage in research projects to demonstrate effective communication skills.

### **PO4-Sense of time and space:**

Relate their understanding of the theories of educational psychology, philosophical and sociological foundations, ICT, Guidance and counselling, Peace and Value education in various classroom situations and societal experiences.

### **PO5-Thinking Skills:**

Demonstrate thinking skills by analyzing, synthesizing, evaluating factual and conceptual educational information from multiple sources and verifying the relevance of various topics by applying them.

### **PO6-Self-Sufficiency and Life-long Learning:**

Developing self-sufficiency, sincerity, independent thinking as education is a lifelong process for empowering the students to face all challenges in their future endeavours.

**PO7-Socio-Cultural-political Awareness:**

The students became aware of socio-cultural-political diversity through analysis of diverse social groups, schools of philosophy, religion, class, caste, culture, role of family and other institutions and agencies.

**PO-8-National Integration, International Understanding and Peace:**

Develop concern for the society, nation, as well as promote the feelings of internationalism by comparing our education system with that of UK, USA, philosophy of various educators, social and educational reformers. Various educational policies for the eradication of illiteracy, equalization of educational opportunity, UEE, inclusion, National Disintegration, population explosion and so on are taught in order to sensitize the students. Core Philosophy of Indian Constitution is also developed among the students.

**PO-9-Social Interaction:**

Encouraging students from diverse backgrounds are provided equal opportunity for fulfilment of their needs and interests. Differently Able students are encouraged to interact with other students in an Inclusive environment. To understand the society the students interact with the members of the society.

**PO-10-Solving current problems:—**

Acquainting students with the diverse current educational problems and other related issues like SSA, Inclusive education, Unemployment, Poverty, National Disintegration and Population explosion.

**PO-11-Inculcating Values and Ethics:**

Applying the knowledge of education in order to inculcate awareness among students concerning racial and gender equity; human rights issues, social justice and other values as enshrined in the Preamble of the Constitution.

**PO-12-Heritage Awareness, Environment Consciousness and Sustainability:**

Encouraging students to understand various issues related to environment and sustainable development by acquainting them with the diverse causes that lead to social change and progress. Sensitizing the students with the cultural heritage of India in education is another key issue.



## **Program Specific Outcomes (Education Honours)**

### **PSO1:**

Students develop a clear idea about the subject Education, like nature, scope and aim of Education, factors, different agencies of education and child centric Education.

### **PSO2:**

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

### **PSO3:**

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

### **PSO4:**

Students develop knowledge about basic of Indian as well as Western Philosophy. They also develop knowledge about the importance of different schools of philosophy in the field of Education.

### **PSO5:**

Students internalize the basic of Sociology, relation between Sociology and Education, theories of Educational Sociology and importance of Educational Sociology in the field of Education.

### **PSO6:**

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

### **PSO7:**

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

### **PSO8:**

Students develop an understanding of educational technology, use of computer in education and communication, develop an understanding of ICT & e-learning and they also get acquainted with the instructional techniques and different models of teaching.

**PSO9:**

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

**PSO10:**

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

**PSO11:**

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

**PSO12:**

Students develop understanding of the concepts of measurement and evaluation in education, process of Evaluation, types of measuring instruments and their uses, concepts of validity and reliability and their importance in educational measurement and principles of test construction.

They also understand the criteria of constructing standardized tests and utility of statistics in the field of education.

**PSO13:**

Learners develop the concept of statistics and to develop skill in analyzing descriptive measures, concept of Normal Probability Curve and its uses in education, measures of relationship and organize relevant educational data and to represent educational data through graphs and to develop skill in analyzing and displaying data.

**PSO14:**

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

**PSO15:**

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

**PSO16:**

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

**PSO17:**

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

**PSO18:**

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

## **Course Outcomes of Education Generic Elective Course**

### **Semester-wise break-up of Generic Elective for students having Honours in subjects other than Education.**

Semester I	Generic Elective Course I (GE-I)
Semester II	Generic Elective Course II (GE-II)
Semester III	Generic Elective Course III (GE-III)
Semester IV	Generic Elective Course IV (GE-IV)

### **Course Outcomes**

#### **CC– 1/GE – 1 (Semester – 1): Introduction to Education**

**CO1.** Students understand the meaning, nature, scope, aims of education with special reference to Delor’s Commission and Child Centricism and Play-way in Education. They also understand about different factors and agencies of education.

**CC – 2/GE – 2 (Semester – 2): Psychological Foundation of Education**

**CO2.** Learners acquire detail knowledge about relation between psychology and education, nature, scope and significance of educational psychology, and its importance. They also learn about stages, types and theories of human development and their educational significance, learning: concept and theories and Concept, types and theories of intelligence.

**CC – 3/GE – 3 (Semester – 3): Sociological Foundation of Education**

**CO3.** Students acquire detail knowledge about Sociological Foundation of Education and relate the theories to real life. They also learn about social groups, Social Change and Education and Social Communication in Education.

**CC– 4/GE – 4 (Semester – 4): Inclusive Education**

**CO4.** The learners understand the meaning of Inclusion and exclusion, know the types of exclusion and their causes and develop knowledge how to bring about inclusion in different spheres. The learners also develop clear concept regarding differently abled, Role of school and society in creating a barrier free environment, socially disabled, role of education and educational reforms for inclusive society.

This generic course imparts in-depth understanding of

- the meaning of education, its aims, factors, agencies and various perspectives including various agencies of education and child-centricism and play-way in education.
- the theoretical implications of the educational psychology on various stages of development. Learners also learn different aspects of human development, cognitive approach of development etc.
- the concept about Sociological Foundation of Education including nature, and scope of Sociology of education, Social Groups and Socialization process, Social change and Social interaction in Education and social Communication.
- theoretical and practical knowledge on Inclusive Education, concept of Inclusion and exclusion, exclusion and their causes and how to bring about inclusion in different spheres of activity.

