

## COURSE OUTCOMES EDUCATION

- **CC-1:** Introduction to Education 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.
- **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
- **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.
- **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.
- **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** 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:** 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** 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** 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 21st century, role of home, school and society to foster values among students and role of Value Education in resolving conflict.
- **DSE – A** Educational Thought of Great Educators CO: The students develop an understanding of educational ideas of Indian (Vivekananda, Rabindranath, Gandhiji, Radhakrishnan, Begum Rokeya and Sister Nivedita) and Western Educators (Plato, Rousseau, Montessori, Pestalozzi Dewey and Ivan Illich).
- **DSE – A:** 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:** 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:** 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:** 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:** 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:** 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, Radhakrishnan, 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