

**Tehatta Sadananda Mahavidyalaya  
Under The University of Burdwan**

**COURSE & PROGRAM OUTCOMES  
OF  
EDUCATION HONOURS (B.A.)  
UNDER CBCS**

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

**Semester – I**

***CC-1: Educational Philosophy-I***

After end of the course –

**CO1:** Learners will acquire detail knowledge about the meaning, relation and significance of philosophy and education.

**CO2:** Students will understand Indian schools of philosophy, western schools of philosophy and Philosophy for development of humanity.

**CO3:** Students will understand about the importance of Educational philosophy in today's education system.

**CO4:** Learners will acquire detail knowledge about Child Centric Education, Life Centric Education: features and significance.

**CO5:** Students will acquire detail knowledge about Contributions of Great Educators to Education, Rammohan Roy, Iswar Chandra Vidyasagar, Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi.

***CC-2: Educational Psychology-I***

After end of the course –

**CO:** Learners will acquire detail knowledge about relation between psychology and education, nature, scope and significance of educational psychology,

**CO2:** Students will understand the importance of Educational Psychology.

**CO3:** Students will understand also learn about stages, types and theories of human development and their educational significance, learning: concept and theories and Concept, types.

**CO4:** Learners will acquire detail knowledge about theories of intelligence Growth and Development: Meaning and Concepts, Determinants of Development- Heredity and Environment,

**CO5:** Students will apply their Education based psychological knowledge in their daily life.

***GE – 1 : Principles of Education (For other Disciplines)***

After end of the course –

**CO1:** Learners will acquire detail knowledge about Education: Meaning, Nature and Scope, Functions, Factors and Aims.

**CO2:** Students will develop their knowledge about curriculum, types of curriculum, principles of curriculum construction and co-curricular activities.

**CO3:** Learners will acquire knowledge about child centric education, aims of modern child centric education, child centricism in education, play-way in education, Kindergarten, Montessori, Basic education and Project method.

**CO4:** Learners will acquire detail knowledge about Freedom and Discipline, Needs of discipline, Self-discipline, Application of Discipline in Educational Institution.

**Semester-2**

***CC-3: Educational Philosophy- II***

After end of the course –

**CO1:** Learners will acquire knowledge about Western Schools of Philosophy and their Educational Implication, Idealism, Naturalism, Realism and Pragmatism; Their contribution to present day education.

**CO2:** Students will develop their knowledge about Contribution of Great Educators to Education, Rousseau, Pestalozzi, Froebel, Dewey, Montessori

**CO3:** Learners will acquire knowledge about Current issues in Education: Education for Democracy, Education for National Integration, Education for International Understanding.

**CO4:** Students will develop their knowledge about Education for empowerment of Deferent Categories of People, Education for Peace, Education for Leisure

***(CC-4): Educational Psychology-II***

After end of the course –

**CO1:** Students will understand and develop skill about Intelligence, Intelligence Theory, Two-factor, Group-factor and Guilford's theory of Intellect, Measurement of intelligence, Verbal, Non-verbal and Performance Test, Creativity: Meaning and nature, Characteristics of creative person.

**CO2:** Learners will construct knowledge about the Personality, its meaning and nature, development of personality, personality, its types and traits, Psychoanalytical theory of personality, humanistic approach and Assessment of Personality.

**CO3:** Learners will develop detail knowledge about Memory: Meaning and Concepts, Process of Memorization, Storage and reproduction of information, Types of Memory: Sensory Memory-short term and long term memory, Encoding of Memory, Economy in memorization, Remembering and Forgetting: Causes.

**CO4:** Learners will construct knowledge about cognitive development theory of Piaget, Burner & Vygotsky.

### ***GE – 2 : Educational Psychology (For other Disciplines)***

After end of the course –

**CO1:** Learners will acquire knowledge about Educational Psychology, Relation between Education and Psychology and Methods of Educational Psychology.

**CO2:** Learners will develop detail knowledge about Growth and Development: Meaning and Concepts, Stages of Development of a Child: Infancy, Childhood and Adolescence, Aspects of Child Development : Physical, Intellectual, Emotional, Social

**CO3:** Learners will acquire knowledge about Personality: Concept and definition, Development of Personality, Types and Traits, Approaches to Personality, Individual Differences: Concepts and Types, Causes of Individual Differences.

**CO4:** Learners will develop detail knowledge about Intelligence: Concept and Definition, Theories of intelligence: Two-factor, Group-factors and Structure of Intellect, Intelligence Test: Verbal, Non-verbal test and their uses.

**CO5:** Learners will acquire knowledge about Learning: Meaning & Nature, Factors associated with learning, Theories of Learning: Trial & Error, Classical conditioning and Gestalt theory of learning, Learning relation to; Attention, Interest, Maturation and Motivation.

### **Semester-3**

#### ***CC-5 : Educational Sociology-I***

After end of the course –

**CO1:** Students will acquire detail knowledge about Sociological Foundation of Education and relate the theories to real life.

**CO2:** They will also learn about social sub-system & its specific characteristic, The Components of Education and community, Relation between Education and Community, Education for Indian Society

**CO3:** They will also develop knowledge about Social Change, Factors and problems of social change in India, Education with Special Reference to Social Change

**CO4:** They will also learn about Social Stratification, Education with reference to social stratification, Social equity and equality of educational opportunities

### ***CC-6: Education in Ancient & Medieval India***

After end of the course –

**CO1:** Students will develop detail knowledge about Education in Vedic period with special reference to curriculum, Method of teaching, role of teachers and salient features

**CO2:** They will also learn about in Bramanic period Education, its Aims, Curriculum, Method of teaching and Role of Teachers.

**CO3:** They will also learn about Education in Buddhistic Period, its Concept, Aims, Curriculum, Method of teaching, Role of Teachers and Comparison between Bramanic and Buddhistic education.

**CO4:** They will also construct knowledge about Education in Medieval India: Under Sultanate and Mughal Rulers, with special reference to Objectives, Curriculum, Method of teaching, Role of Teachers and Salient features.

### ***CC-7: Education in British India***

After end of the course –

**CO1:** Students will develop detail knowledge about Indian Education during early British Period, Missionary educational activities in India during early 19th century, Serampore Mission, Fort William College, Bengal Renaissance-Educational contributions, Charter Act of 1813.

**CO2:** They will also learn about Western Education, Oriental and Occidental Controversy, Macaulay's Minute, Adam's Report and its recommendations, Wood's Despatch-1854.

**CO3:** They will also learn about Recommendations of Indian Education Commission (1882), Educational reforms of Lord Curzon, National Education Movement, Gokhale's compulsory primary education bill.

**CO4:** They will also construct knowledge about Calcutta University Commission (1917-1919), Education under Diarchy, Hartog Committee Report (1929), Education under Provincial autonomy, Abbot Wood Report, Gandhiji's Basic Education, Sargeant Report (1944)

***GE – 3 : Educational Sociology (For other Disciplines)***

After end of the course –

**CO1:** Students will develop detail knowledge about educational Sociology, relation between sociology and education, education-as a social sub-system.

**CO2:** They will also learn about social change and social stratification in India.

**CO3:** They will also construct knowledge about socialization, social Control and agencies of social control.

**CO4:** They will also learn about social Agencies and their educative role: Family, School, State, Mass media.

***SEC-1: Value Education***

After end of the course –

**CO1:** Students will gain theoretical and practical knowledge about value education and its needs.

**CO2:** They will also construct knowledge about values in a pluralist society, morality, morality & value, role of parents to facilitate children's moral development.

**CO3:** They will also develop knowledge about values in the classroom, value from the pupil's perspective, Inculcation of Values among the students, role of the teachers to facilitate moral development among the pupils.

**CO4:** They will learn about Peace Education, Values in Peace Education, values and human rights education.

**Semester-4**

***CC-8: Educational Sociology-II***

After end of the course –

**CO1:** Students will develop detail knowledge about Socialization, Role of the Parents and the Teachers in the process of socialization, Social Control: Meaning and types of Social control, Agencies of Social Control

**CO2:** They will also develop knowledge about Social Mobility: Meaning, Types, Causes and factors of Social Mobility, Mobility in Indian Society

**CO3:** Students will develop their knowledge about Concept of Culture, Cultural Change & Cultural Lag, Education as Cultural Determinants, Education for Multicultural Society

**CO4:** Students will develop their knowledge about Social Institution and Agencies of Education: Family, School, State, Mass media, Educative role of the above social agencies.

### ***CC-9 : Development of Education in Post-Independence Period***

After end of the course –

**CO1:** Students will develop detail knowledge about University Education Commission (1948-49): Aims, Curricula, Rural University and Other Recommendations, Mudaliar Commission (1952-53): Aims, Structure, Curricula and Other Recommendations,

**CO2:** They will also learn about Kothari Commission (1964-66): Objectives, Structure, Curricula, Technical and Professional Education, Recommendations on different areas of education.

**CO3:** They will also construct knowledge about Universal elementary education: Free, Compulsory & Universal Education in India, Present Position of Elementary Education, Language Policy in Education as recommend by different Commissions& Committees

**CO4:** They will also learn about National Policy on Education (1986), Programme of Action (P.O.A.)-(1982), Constitutional Reforms Relating to Education.

### ***Core Course (CC-10): Educational Management and Administration***

After end of the course –

**CO1:** Students will internalize the concept of Educational Organization, Management and Planning. They also understand educational planning and essential functions of educational management.

**CO2:** They will also learn about Educational organization: Meaning and Principles, School Organization and its Principle, School plant, Buildings, Equipments, Playground, Workshop, Library, Computer room etc.

**CO3:** They will also construct knowledge about Educational Supervision: meaning, need and functions, Factors influencing supervision, Difference between inspection and supervision, Styles of leadership

**CO4:** They will also learn about Educational Planning: meaning, scope, and significance, Educational Planning: types & strategies, Manpower Planning: meaning, nature, and characteristics, Steps and Strategies in Manpower Planning.

### ***GE - 4 : History of Education in India***

After end of the course –

**CO1:** Students will internalize the concept of Missionary educational activities in India: Characteristics and significance, Serampore Mission: Contributions of the Trio to Education, Charter Act of 1813, Macaulay's Minute, Adam's Report and its recommendations, Woods Despatch (1854).

**CO2:** They will also construct knowledge about Indian Education commission -1882, Indian University Commission (1902), National Education Movement.

**CO3:** They will also learn about Sadler Commission -1917, Hartog Committee Report, Wardha Scheme, The Sargent Plan (1944)

**CO4:** They will also construct knowledge about Radhakrishnan Commission-1948, with special reference to rural university, Mudaliar Commission (1952-53): Reports and Recommendations, Kothari Commission (1964-66): Reports and Recommendations, National Education Policy 1986 and Revised Educational Policy of 1992.

### ***SEC-2: Educational Thoughts and Ideas of Great Indian Educators***

After end of the course –

**CO1:** Students will develop knowledge about Raja Rammohan Roy (1772-1883): Philosophy of life, Activities, Ideas on Education and Women Education, Iswar Chandra Vidyasagar (1820-1891): Educational Philosophy, Aims of Education, Method of Instruction, Activities & Ideas on Women Education.

**CO2:** They will also construct knowledge about Swami Vivekananda (1863-1902): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, Women Education & Concept of Teacher Sri Aurobindo (1872-1950): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Concept of Teacher

**CO3:** They will also learn about Rabindranath Tagore (1861-1941): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Santiniketan School, Mahatma Gandhi (1869-1948): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Basic Education.

## **Semester-5**

### ***CC-11: Educational Guidance and Counselling***

After end of the course –

**CO1:** Students will develop detail knowledge about Educational Guidance: Meaning, Definition Concept, Scope, Needs and Importance of Guidance, Essentials of good Guidance programme

**CO2:** They will also construct knowledge about Different forms of Guidance: Educational, Vocational and Personal, Organization of Guidance service at different levels of education, Basic data necessary for guidance: data about pupils, courses, vocations, Tools and techniques of Guidance

**CO3:** They will also learn about Counselling: Meaning, Nature, & Scope, Types of counselling, Tools and techniques of Counselling.

**CO4:** They will also construct knowledge about Difference between Guidance and Counselling, Counselling process-relationships & its characteristics, Role of parent, teacher & counselor in guidance programme

### ***CC-12: Educational Technology***

After end of the course –

**CO1:** Students will develop detail knowledge about Educational Technology: concept and meaning, Educational Technology: nature, scope, needs and limitations, Components of Educational Technology- Hardware & Software.

**CO2:** They will also construct knowledge about System approach: concept and characteristics, components of instructional system, uses and limitation of system approach, Programmed Learning: concept, nature and scope of programmed learning, Principles of programming.

**CO3:** They will also learn about Communication: meaning, nature, types and process, Barriers of Communication, Significance of Communication, components of communication process, Communication in teaching-learning situation.

**CO4:** They will also construct knowledge about Multimedia approach in educational technology, Visual, audio and audio-visual types and their uses in education, Computer and its role in education, Personalized Instructional Techniques, Mass Instructional Techniques

### ***DSE-1: Current Issues in Indian Education***

After end of the course –

**CO1:** Students will develop detail knowledge about Constitutional provision in education, Development of Education under Five Year Plans – Pre- Primary Education, Primary Education, Secondary Education, Higher Education, and Women Education - last two five years plans

**CO2:** Students will acquire detail knowledge about Equal opportunity in Education: OBC, SC, ST, Women and Minorities, Education for all and Sarva Siksha Mission.

**CO3:** They will also learn about Functions of following Educational Organizations: UGC, NAAC, NCERT, NUEPA, NCTE, DIET, SCERT.

**CO4:** Students will learn about modern trends and Contemporary Issues in Education, Privatization in Education, Globalization and its impact on Education, Education as a Human Right, Adult and Non-formal Education.



## ***DSE-2: Teacher Education***

After end of the course –

**CO1:** Students will develop detail knowledge about meaning and scope of Teacher Education, Need for Education of the Teachers, Aims and

Objectives of Teacher Education: Elementary, Secondary and Higher Secondary levels

**CO2:** They will also learn about development of Teacher Education in India before and after independence, Agencies of Teacher Education – NCTE, NCERT, SCERT, DIET

**CO-3:** They will also construct knowledge about role of student teaching in Teacher Education programme, Organization of Student Teaching, Various Patterns: Internship, Teaching Practice, Supervision and Evaluation of Student Teaching

**CO-4:** Student will also learn about Teaching as a professional ethics of a teacher, Characteristics of a Good Teacher, Professional Organizations for various levels and their roles,

## **Semester-6**

### ***CC-13: Measurement and Evaluation in Education***

After end of the course –

**CO-1:** Students will develop detail knowledge about concept of Measurement and Evaluation, Difference between Measurement and Evaluation, Types of Evaluation: Formative & Summative, Norm referenced & Criterion referenced

**CO-2:** They will also construct knowledge about Different Tools and Techniques of Assessment: Tests, Observation, Assignment, and Project, General principles of test construction and standardization, Teacher Made test and Standardized test.

**CO-3:** They will also learn about Characteristics of a good test, Reliability: Concept, and Methods of determination, Validity – concept and methods of determination

**CO-4:** They will also construct knowledge about Types of Educational data; Collection and processing of data; Tabulation of data, Graphical representation of data; Frequency Polygon, Histogram, Bar Diagram, Pie chart, Ogive: Computation of diagrams and Uses

**CO-5:** They will also learn, analyze and evaluate about Measures of Central tendency and its uses, Measures of Variability and its uses, Correlation, Computation of Correlation Co-efficient by Product moment and Rank difference Methods and interpretation of results

### ***CC-14: Comparative Education***

After end of the course –

**CO-I:** Students will develop detail knowledge about Comparative Education-Meaning and Concept, Scope and Objectives, Factors of Comparative Education -Geographical, Economic, Cultural, Philosophical, Sociological, Linguistic

**CO2:** They will also learn about Study in Comparative Education - Descriptive, Historical, Sociological, Analytical and Synthetic

**CO3:** They will also construct knowledge about basic structure of the Formal Education System of U.S.A, U.K and India

**CO4:** They will also learn about Educational Objectives and curriculum of Primary & Secondary Education of U.S.A, UK and India

### ***DSE-3: Distance Education***

After end of the course –

**CO1:** Students will develop detail knowledge about Distance Education: Meaning, Characteristics and Significance, Present status of Distance Education, Growth of Distance Education

**CO2:** They will also learn about Designing and preparing self-learning materials (SLM; Role of electronic media) in Distance Education, ICT and their applications in Distance Education

**CO3:** They will also construct knowledge about Self – support service in Distance Education, Technical and Vocational Programmes through Distance Education, Distance Education in rural development

**CO4:** They will also learn about Quality assurance of Distance Education, Mechanism for maintenance of standards in Distance Education, Role of Distance Education Council, & IGNOU

### ***DSE-3: Educational Thoughts and Ideas of Great Western Educators***

After end of the course –

**CO1:** Students will develop detail knowledge about Jean Jacques Rousseau (1712-1778): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction & Negative Education and Johann Heinrich Pestalotzzi (1748-1827): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction & Concept of Teacher

**CO2:** They will also construct knowledge about F.W. August Froebel (1782-1852): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction & Kindergarten and Herbert Spencer (1820-1903): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction & Concept of Teacher

**CO3:** They will also learn about John Dewey (1859-1952): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction, Concept of Teacher & Project Method and Madam Maria Montessori (1870-1952): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction, Concept of Teacher & Child Centric Education

### ***DSE-3: Basics of Educational Research and Statistics***

After end of the course –

**CO1:** Students will develop detail knowledge about Research in Education: Meaning, nature and scope of Educational Research, Types of Research: Fundamental, Applied and Action research, Qualitative and Quantitative Research, Research- Problems, Objectives and Hypotheses

**CO2:** They will also construct knowledge about Major Approaches of Research: Historical; Descriptive; Experimental; Survey

**CO3:** They will also construct knowledge, analyze and evaluate about Basic Statistics and their uses, Central tendency and Dispersion, Graphical representation of data, Correlation and its uses, Co-efficient of Correlation Computation by Product moment and Rank Difference

**CO4:** They will also learn, analyze and evaluate about Inferential data Analysis, Normal probability curve, Standard Scores, CR-test (t-test)

### ***Course: DSE-4: Special Education***

After end of the course –

**CO1:** Students will develop detail knowledge about Education of Children with Visual Impairment and Hearing Impairment (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)

**CO2:** They will also learn about Education of Children with Speech and Language Disorders and Learning Disabilities (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)

**CO3:** They will also learn about Education of Children with Multiple Disabilities (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)

## **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 endeavors.

**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: (CC-1)** 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, Indian philosophy of education.

**PSO2: (CC-2)** Students gather knowledge about Educational Psychology, theories of psychology and their role and importance & impact in the field of education and education system.

**PSO3: (GE)** 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, Indian philosophy of education.

**PSO4: (CC-3)** Students develop knowledge about basic of Indian as well as Western Philosophy. They also develop knowledge about the importance of different schools of philosophy in the field of Education.

**PSO5: (CC-4)** Students gather knowledge about Educational Psychology, Theory of Intelligence.

**PSO6: (GE-2)** Students gather knowledge about Educational Psychology, growth and development, personality etc.

**PSO7: (CC-5)** 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.

**PSO8: (CC-6)** Students develop knowledge about the details of ancient and medieval history of Indian Education system.

**PSO9: (CC-7)** Students develop knowledge about the details of Indian Education during early British Period.

**PSO10: (GE-3)** 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.

**PSO11: (SEC-1)** Students develop understanding of the concepts of value, morality and peace education.

**PSO12: (CC-8)** Students understand the meaning of Socialization, Role of the Parents and the Teachers in the process of socialization, Social Control: Meaning and types of Social control, Agencies of Social Control

**PSO13: (CC-9)** Students develop understanding of the concepts of Education in Post-Independence Period

**PSO14: (CC-10)** Students develop understanding of the concepts of Educational Management and Administration

**PSO15: (GE-4)** Students develop a concept of History of Education in India

**PSO16: (SEC-2)** Students develop understanding of the concepts of Educational Thoughts and Ideas of Great Indian Educators

**PSO17: (CC-11)** Students develop the concept of guidance and counselling, various types of Guidance and basic data necessary for Guidance.

**PSO18: (CC-12)** 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.

**PSO19: (DSE-1)** The learners develop knowledge about Current Issues in Indian Education

**PSO20: (DSE-2)** The learners develop knowledge about the concept of Teacher Education.

**PSO20: (CC-13)** 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.

**PSO20: (CC-14)** Students develop understanding of the concepts of Comparative Education of different countries.

**PSO21: (DSE-3)** Students develop understanding of the concepts of Distance Education and Open Education.

**OR**

**PSO21: (DSE-3)** Students develop understanding of the concepts of Educational Thoughts and Ideas of Great Western Educators.

**OR**

**PSO22: (DSE-3)** 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.

**PSO23: (DSE-4)** Learners develop the concept of Special Education for special needs children. Education for visually, hearing and mentally challenged children and concept of inclusive education.

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**Semester-1st**

**CC-1A: Principles of Education**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Education: Meaning, Nature and Scope, Functions of Education, Factors of Education, Aims of Education: Individualistic and Socialistic.

**CO2:** Students will understand about Meaning of Curriculum., Types of curriculum, Principles of curriculum construction, Co – curricular activities.

**CO3:** Students will understand about Child Centric Education: Meaning and Characteristics, Aims of modern child centric education, Child Centricism in Education: its significance, Play and play-way in education: Kindergarten, Montessori, Basic education and Project method.

**CO4:** Learners will acquire detail knowledge about Freedom, Discipline, needs of discipline, Free discipline, Self-discipline, Application of Discipline in Educational Institution.

**Semester-2nd**

**CC-1B : Educational Psychology Course Contents:**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Educational Psychology: Meaning, Nature and Scope, relation between Education and Psychology, Methods of Educational Psychology.

**CO2:** Students will understand about Growth and Development: Meaning and Concepts, Stages of Development of a Child: Infancy, Childhood and Adolescence, Aspects of Child Development : Physical, Intellectual, Emotional, Social

**CO3:** Learners will acquire detail knowledge about Personality: Concept and definition, Development of Personality, Types and Traits Approaches to Personality, Individual Differences: Concepts and Types, Causes of Individual Differences.



**CO4:** Students will understand about Intelligence: Concept and Definition, Theories of intelligence: Two-factor, Group-factors and Structure of Intellect, Intelligence Test: Verbal, Non-verbal test and their uses.

**CO5:** Learners will acquire detail knowledge about Learning: meaning & nature, factors associated with learning, theories of learning: trial & error, classical conditioning and Gestalt theory of learning, learning relation to; attention, interest, maturation and motivation.

### **Semester-3<sup>rd</sup>**

#### **CC-1C: Educational Sociology Full Marks: 75**

After end of the course –

**CO1:** learners will acquire detail knowledge about the Educational Sociology: Meaning, Nature and Scope, Relation between Sociology and Education, Education-as a social sub-system.

**CO2:** Students will understand about Social Change: Concept and nature, Factors and problems of social change in India, Social stratification: Meaning and Types.

**CO3:** Students will understand about Socialization: Meaning, process and factors of socialization, Social Control: Meaning and types of Social control, Agencies of Social Control.

**CO4:** Learners will acquire detail knowledge about Social Agencies of Education and their educative role: Family, School, State, Mass media.

#### **SEC-1: Measurement and Evaluation in Education**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Concept of Measurement and Evaluation, Difference between Measurement and Evaluation, Needs of Evaluation in Education.

**CO2:** Students will understand about Different tools and techniques of Evaluation, Teacher Made test and Standardized test, achievement tests and psychological tests Cumulative Record Card.

**CO3:** Students will understand and analyze about Reliability: Meaning and Method of Determining Reliability by Tests- Retest Method, Validity: Meaning and Method of Determining Content Validity.

**CO4:** Learners will acquire detail knowledge about Tabulation of Educational Data, Measurement of Central Tendency: Mean, Median, Mode (Computation and their uses), Measures of Dispersion: Range; Quartile Deviation; Standard Deviation (Computation and their uses)

**CO5:** Students will understand about Concept of Correlation, Rank Difference method and Product moment method for Computation of correlation, Co-efficient, Interpretation of results.

### **Semester-4<sup>th</sup>**

#### **CC-1D : History of Education in India**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Missionary educational activities in India: Characteristics and significance, Serampore Mission: Contributions of the Trio to Education, Charter Act of 1813, Macaulay's Minute, Adam's Report and its recommendations, Woods Despatch (1854).

**CO2:** Students will develop their knowledge about Indian Education commission -1882, Indian University Commission (1902), National Education Movement.

**CO3:** Learners will acquire detail knowledge about Sadler Commission -1917, Hartog Committee Report, Wardha Scheme, The Sargent Plan (1944).

**CO4:** Students will develop their knowledge about Radhakrishnan Commission-1948, with special reference to rural university, Mudaliar Commission (1952-53): Reports and Recommendations, Kothari Commission (1964-66): Reports and Recommendations, National Education Policy 1986 and Revised Educational Policy of 1992.

#### **SEC-2: Value Education**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Value in Education: Meaning and Concept, Needs of Value Education

**CO2:** Students will develop their knowledge about Morality: Meaning & Concept, Morality and Values in Education, Role of Parents to Facilitate Children's Moral Development

**CO3:** Learners will acquire detail knowledge about Social Values, Values in Classroom, Inculcation of Values among the students

**CO4:** Students will develop their knowledge about Peace Education: Meanings and Aims, Values in Peace Education, Values and Human Rights Education

### **Semester-5<sup>th</sup>**

#### **DSE-1A: Great Educators**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Swami Vivekananda (1863-1902), Sri Aurobindo (1872-1950).

**CO2:** Students will develop their knowledge about Rabindranath Tagore (1861-1941), Mahatma Gandhi (1869-1948).

**CO3:** Learners will acquire detail knowledge about Jean Jacques Rousseau (1712-1778), F.W. August Froebel (1782-1852).

**CO4:** Students will develop their knowledge about John Dewey (1859-1952), Madam Maria Montessori (1870-1952).

### **DSE-1A : Women Education**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Women Education: Meaning and Concept, Problems of Women Education.

**CO2:** Students will develop their knowledge about Literacy percentage of women, Existing prejudices against women education, Needs & Scope of Education for girls.

**CO3:** Learners will acquire detail knowledge about Role of Iswarchandra Vidyasagar, Mahatma Gandhi, and Rabindranath Tagore for Women Education.

**CO4:** Students will develop their knowledge about Women Education as recommended by different commissions in Independent India, Measures taken by the Government for Women Education, Role of NGO's for Women Education.

### **GE-1: Current Issues in Indian Education**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Development of Education since 1947, Primary Education, Secondary Education, Higher Education, Technical and Vocational Education.

**CO2:** They will also learn about Equalization of educational opportunity, Education for the Backward Classes, Development and Problems of Women Education.

**CO3:** Learners will acquire detail knowledge about Development of Non-formal Education in India, Adult and Continuing Education, Sarbo Siksha Abhijan / Mission.

**CO4:** They will also learn about Functions of following Educational Organizations, CABE, UGC, NCERT, SECT, and DIET.

### **SEC-3 : Educational Guidance and Counselling**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Educational Guidance: Meaning, Definition, Scope, Needs and Importance of Guidance, Essentials of good Guidance programme.

**CO2:** They will also learn about Different forms of Guidance, Educational and Vocational Guidance, Organization of Guidance service at different levels of education, Tools and techniques of Guidance.

**CO3:** Learners will acquire detail knowledge about Counseling: meaning, nature, scope, Types of counseling, Tools and techniques of Counseling.

**CO4:** They will also learn about Difference between Guidance and Counselling, Counseling process-relationships & its characteristics, Role of parent, teacher & counselor in guidance programme.

### **Semester-6th**

#### **DSE-3: Educational Technology**

After end of the course –

**CO1:** After end of the course learners will acquire detail knowledge about Educational Technology: Concept and Meaning, Educational Technology: Nature, Scope, Needs and Limitations, Components of Educational Technology-Hardware & Software.

**CO2:** They will also learn about System approach: Concept and Characteristics, Uses and limitation of system approach.

**CO3:** Learners will acquire detail knowledge about Communication: Meaning, Nature, Types and Process, Barriers of Communication, Significance of Communication.

**CO4:** They will also learn about Multimedia approach in educational technology, Visual, audio and audio-visual types and their uses in education, Computer and its role in education.

#### **GE-2 : Psychology of Mental Health and Hygiene ( For other disciplines)**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Mental Hygiene: Meaning and Concept, Mental Health: Meaning and Concept, Characteristics of Mental Health, Education and Mental Health & Hygiene.

**CO2:** They will also learn about Adjustment: Concepts, Need, and Areas of Adjustment, Mechanism of Adjustment, Role of Family and School in effective Adjustment.

**CO3:** Learners will acquire detail knowledge about Maladjustment: Meaning and Definition, Causes of Maladjustment, Different forms of Maladjustment, Role of Family and School in remedial measures.

### **GE-2 : Education of Children with Special Needs**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Education of Children with Visual Impairment: identification, intervention, education and prevention, Hearing Impairment: identification, intervention, education and prevention.

**CO2:** They will also learn about Education of Children with Speech and Language Disorders: identification, intervention, education and prevention.

**CO3:** Learners will acquire detail knowledge about Education of Children with Physically Handicapped: identification, intervention, education and prevention.

**CO4:** They will also learn about Education of Children with Learning Disabilities: identification, intervention, education and prevention.

### **SEC-4 : Distance Education**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Distance Education; Significance, Meaning and Characteristics, Growth and Development of Distance Education.

**CO2:** They will also learn about Designing and preparing self-learning materials in Distance Education, ICT and their applications in Distance Education

**CO3:** Learners will acquire detail knowledge about Self – support service in Distance Education, Technical and vocational Programmes through Distance Education.

**CO4:** They will also learn about Quality assurance in Distance Education, Maintaining of standards in Distance Education, Role of Distance Education Council.

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

### **PO1-Discovery and Exploration:**

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

**PO2-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.

**PO3-Sense of time and space:**

Relate their understanding of the theories of educational psychology, philosophical and sociological foundations, Guidance and counseling.

**PO4-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 endeavors.

**PO5-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-6-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-7-Social Interaction:**

Encouraging students from diverse backgrounds are provided equal opportunity for fulfillment 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-8-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.

**Program Specific Outcomes (Education Honours)**

**PSO1: (CC-1A)** 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, Indian philosophy of education.

**PSO2: (CC-1B)** Students gather knowledge about Educational Psychology, theories of psychology and their role and importance & impact in the field of education and education system.

**PSO3: (CC-1C)** 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.

**PSO4: (SEC-1)** 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.

**PSO5: (CC-1S)** Students develop understanding of the concepts of educational history of pre-independence.

**PSO6: (SEC-2)** Students develop understanding of the concepts of value, morality and peace education.

**PSO7: (DSE-1A)** Students develop understanding of the concepts of Educational Thoughts and Ideas of Great Indian Educators

**OR**

**PSO8: (DSE-1A)** Learners will acquire detail knowledge about Women Education.

**PSO9: (GE-1)** Students develop understanding of the concepts of current issues in Indian education.

**PSO10: (SEC-3)** Students develop the concept of guidance and counselling, various types of Guidance and basic data necessary for Guidance.

**PSO11: (DSE-3)** 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.

**PSO12: (GE-2)** Students develop an understanding of Psychology of Mental Health and Hygiene

**OR**

**PSO13: (GE-2)** Learners develop the concept of Special Education for special needs children. Education for visually, hearing and mentally challenged children and concept of inclusive education.

**PSO14: (SEC-4)** Students develop understanding of the concepts of Distance Education and Open Education.