

DEPARTMENT OF EDUCATION

Program Outcomes (Education CBCS & NEP)

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

Course Details and course outcomes of EDUCATION (Program & G.E) under Choice Based Credit System (CBCS), w.e.f. 2018-2019,19-20,20-21session

SEMESTER	CODE & Course name	CREDIT	COURSE OUTCOMES
		6	After completion of the course the learners will be able to:

1 st Semester	EDU-G-CC-T-1: Educational Philosophy		<ul style="list-style-type: none"> • Discuss the meaning, nature, scope and aims of education. • Discuss the meaning and scope of educational philosophy. • Explain the factors of education and their relationships. • Describe the knowledge, reality and value of different Indian schools of philosophy namely Sankhya, Yoga and Buddhism. • Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism. • Explain about the Philosophy of Indian Great Educators like Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi • Explain about the Philosophy of Western Great Educators like Rousseau, Dewey, Froebel.
1 st Semester	EDU-H-GE-T-1: Educational Philosophy	6	<p>After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> • Discuss the meaning, nature, scope and aims of education. • Discuss the meaning and scope of educational philosophy. • Explain the factors of education and their relationships. • Describe the knowledge, reality and value of different Indian schools of philosophy namely Sankhya, Yoga and Buddhism. • Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism. • Explain about the Philosophy of Indian Great Educators like Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi • Explain about the Philosophy of Western Great Educators like Rousseau, Dewey, Froebel.
2 nd Semester	EDU-G-CC-T-2: Educational		<p>After completion of this course the learners will be able to -</p> <ul style="list-style-type: none"> • Discuss the concept, nature, scope and uses of Psychology in education. • Explain the influence of growth and development in education. • Describe the meaning and concept of learning, its theories and factors. • Explain the application of learning theories in classroom situation. • Discuss the concept and theories of intelligence and creativity. • ☐ Explain the concept and development of personality.

	Psychology	6	
2nd Semester	EDU-H-GE-T-2: Educational Psychology	6	<p>After completion of this course the learners will be able to -</p> <ul style="list-style-type: none"> • Discuss the concept, nature, scope and uses of Psychology in education. • Explain the influence of growth and development in education. • Describe the meaning and concept of learning, its theories and factors. • Explain the application of learning theories in classroom situation. • Discuss the concept and theories of intelligence and creativity. • ☐ Explain the concept and development of personality.
3rd Semester	EDU-G-CC-T-3: Educational Sociology	6	<p>After completion of the course the learners will be able to-</p> <ul style="list-style-type: none"> • Discuss the meaning, nature and scope of Educational sociology and Relation • between Education and Sociology. • Describe the Social factor and their relation to Education. • Define social groups, socialization and Social Institution and Agencies of Education. • Explain the Social change and its impact on Education.
3rd Semester	EDU-G-SEC-T-1(A): Statistical Analysis		<p>After completion the course the learners will be able to:</p> <ul style="list-style-type: none"> • Describe the concept of Central tendency and their properties • Explain the concept of measures of variability and their properties • Describe the concept of co-relation and their application
			<p>After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> • Define Achievement Test

3 rd Semester	EDU-G-SEC-T-1(B): Achievement Test	2	<ul style="list-style-type: none"> • Explain the characteristics of Achievement Test • State the objectives of Achievement Test • Discuss the functions of Achievement Test • Describe the steps of constructing Achievement test • Construct Achievement test
3 rd Semester	EDU-H-GE-T-1: Educational Philosophy	6	<p>After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> • Discuss the meaning, nature, scope and aims of education. • Discuss the meaning and scope of educational philosophy. • Explain the factors of education and their relationships. • Describe the knowledge, reality and value of different Indian schools of philosophy namely Sankhya, Yoga and Buddhism. • Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism. • Explain about the Philosophy of Indian Great Educators like - Swami Vivekananda, • Rabindranath Tagore, Mahatma Gandhi • Explain about the Philosophy of Western Great Educators like - Rousseau, Dewey, Froebel.
4 th semester	EDU-G-CC-T-4: History of Education	6	<p>After completion the course the learners will be able to:</p> <ul style="list-style-type: none"> • Understand the development of education in India in historical perspectives. • Discuss the British Indian education system. • Explain the significant points of selected educational documents and report of ancient, medieval and British India. • Describe the Constitutional Provision of Education. • Discuss the contributions of Education Commission in post Independent India. • Understand the National Policy on Education and National Education System.
4 th semester	EDU-G-SEC-T-2(A)	2	<p>After completion of the course the learners will be able to:</p>

	Lesson Planning		<ul style="list-style-type: none"> • Discuss the meaning and characteristics of Lesson Plan • Explain the advantages of Lesson Plan • Classify different Lesson Plans • Explain the steps of constructing Lesson Plan • Discuss the principles of Lesson Plan • Develop Lesson Plan
4th semester	EDU-G-SEC-T-2(B): Use of Teaching aids	2	<p>After completion the course the learners will be able to:</p> <ul style="list-style-type: none"> • Discuss the meaning and characteristics of Teaching Aids • Explain the usability of Teaching Aids • Express the quality and limitation of Teaching Aids • Discuss the classification of Teaching Aids • Develop different Teaching Aids
4th semester	EDU-G-CC-T-2: Educational Psychology	6	<p>After completion of this course the learners will be able to -</p> <ul style="list-style-type: none"> • Discuss the concept, nature, scope and uses of Psychology in education. • Explain the influence of growth and development in education. • Describe the meaning and concept of learning, its theories and factors. • Explain the application of learning theories in classroom situation. • Discuss the concept and theories of intelligence and creativity. • Explain the concept and development of personality.
5th Semester	EDU-G-GE-T-1: Educational Evaluation & Statistics	6	<p>After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> • Discuss the concepts, scope and need of measurement and evaluation • Explain the relation between Evaluation & Measurement and scale of Measurement • Describe basic concept of Statistics • Organize and tabulate data • Explain different types of measuring scales and their uses in education • Describe different types of Tools and Techniques in the field of Education.

			<ul style="list-style-type: none"> • Elaborate the concept and methods of validity, reliability and norms and their importance in • educational measurement. • Explain different type of Evaluation process
5 th Semester	EDU-G-DSE-T-1/2(A): Value Education	6	<p>After end of this course learner will able to-</p> <ul style="list-style-type: none"> • Explain the meaning, nature, classify value and its reflection in Indian Constitution. • Discuss the meaning, objectives and need of value Education • Describe the role of value education through Curriculum, Co-curricular activities. • Explain the meaning, advantages and disadvantage of Storytelling, Play-way method
5 th Semester	EDU-G-DSE-T-1/2(B): Population Education	6	<p>After end of this course learner will able to-</p> <ul style="list-style-type: none"> • Explain the meaning, concept, scope & objectives of Population Education. • Discuss the historical development of Population Education. • Describe the definition, factors, causes and prevention of population growth. • Explain the Population Education curriculum and policies.
5 th Semester	EDU-G-DSE-T-1/2(C): Peace Education	6	<p>After end of this course learner will able to:</p> <ul style="list-style-type: none"> • Explain the concept, aims, objectives, scope, need and factors of Peace Education. • Discuss views of Gandhi, Rabindranath Tagore, Aurobinda and JidduKrishnamurti regarding Peace Education • Explain the principles and curriculum of Peace Education • Discuss the role of education in Peace Education. • Understand the approaches of Peace Education
5 th Semester	EDU-G-DSE-T-1/2(D): Distance Education	6	<p>After completing of the course the students will be able to-</p> <ul style="list-style-type: none"> • Explain the meaning, characteristics, objectives, merits &demerits of distance & open • education. • Discuss the mode and strategies of distance education. • Describe the relationship among Non-formal, Correspondence, Distance and Open

			<ul style="list-style-type: none"> • Education. • Discuss the present status of distance and open education in India. • Explain the role of multi-media in Distance and Open Education. • Discuss the problems and remedies of distance and open education in India.
5 th Semester	EDU-G-SEC-T-3(A): Guidance services	2	<p>After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> • Identify different guidance services • Discuss the meaning and importance of guidance services • ☑ Organize guidance services in school level
	EDU-G-SEC-T-3(B): Life skill Education	2	<p>After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> • Describe the meaning of life skill education, its nature and scope. • Describe effective communication, its functions, model and barriers. • Explain interpersonal relationship, its definition and factors affecting relationships. • Explain meaning, nature, stages of creative and critical thinking. • Describe the concept of problem solving, its steps and factors influencing problem solving. • Discuss the concept of coping with emotions its characteristics, types and coping strategies. • Discuss the concept of coping with stress, stressors, sources of stress and coping strategies.
6 th Semester	EDU-G-GE-T-2 : Educational Technology	6	<p>After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> • Discuss the concept, nature and scope of educational technology. • Explain the role of communication & multimedia approach in the field of Education. • Discuss the role Seminar, Panel Discussion. Team teaching in the field of education. • Describe the role of technology in modern teaching-learning process.
6 th Semester	EDU-G-DSE-T-3/4(A): Mental Hygiene	6	<p>After completion of the course the learner will be able to:</p> <ul style="list-style-type: none"> • Discuss the concept, nature, aims and scope of Mental Hygiene

			<ul style="list-style-type: none"> • Discuss the concept, nature, symptoms and causes of mental illness • Explain the different characteristics of mental disorder • Discuss the role of parents for preventing Mental health • Discuss the role of teachers for preventing Mental health
6 th Semester	EDU-G-DSE-T-3/4(B): Comparative Education	6	<p>After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> • Discuss the meaning, nature, scope, importance, and methods of Comparative Education. • Explain the concept of Universalization of Elementary and Secondary Education in UK & USA. • Compare Indian Education system with USA • Compare Indian Education system with UK
6 th Semester	EDU-G-DSE-T-3/4(C) Guidance and Counselling	6	<p>After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> • Explain the concept, nature, scope, types & importance of Guidance. • Discuss the concept, nature, scope, types & importance of Counselling. • Discuss different tools and techniques used in Guidance & Counselling. • Identify the characteristics of diverse learner • Explain the need of Guidance for diverse learner • Explain the need of counselling for diverse learner
6 th Semester	EDU-G-DSE-T-3/4(D): Great Educators	6	<p>After end of this course learner will able to-</p> <ul style="list-style-type: none"> • Discuss the philosophies of great thinker of the east and west • Explain the educational ideas of great thinker of the east and west • Explain some experiments on education of eastern and western philosophers and thinkers • Discuss the ideas of contemporary thinkers on education of eastern and western philosophers and thinkers
6 th Semester	EDU-G-SEC-T-4(A) : Pedagogical knowledge	2	<p>After completion of this course the learners will be able to -</p> <ul style="list-style-type: none"> • State the meaning, definition, need and scope of Pedagogy • Explain the difference between Pedagogy & Andragogy • Describe the aims and objectives of different discipline such as- Language, Social Science, Science & Mathematics.

			<ul style="list-style-type: none"> • Discuss different Pedagogical approaches
6th Semester	EDU-G-SEC- T-4(B) : Yoga Education	2	<p>After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> • Explain the meaning, nature, aims and role of teacher of Yoga education • Discuss different types of Yoga • Express the guidelines of Yoga education • Discuss the significance of Yoga Education • Explain the historical background of Yoga Education • Discuss the relationship among Yoga, Sankhya Philosophy and Bhagwat Gita • Describe the need of Yoga for healthy life style

Course Details and course outcomes of EDUCATION (Program & G.E) under Choice Based Credit System (CBCS), w.e.f. 2021-22, 2022-23session

SEM	PAPER NAME & CODE	CREDIT	Course Outcomes
1 ST SEMESTER	<p style="text-align: center;">EDUCATIONAL PHILOSOPHY EDU-G-CC-T-1</p>	6	<p>After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> • Discuss the meaning, nature, scope and aims of education. • Discuss the meaning and scope of educational philosophy. • Explain the factors of education and their relationships. • Describe the knowledge, reality and value of different Indian schools of philosophy namely Sankhya and Buddhism. • Discuss the educational view of different Western schools of philosophy namely Realism and Humanism. • Explain about the Philosophy of Indian Great Educators like - Swami Vivekananda, Rabindranath Tagore. • Explain about the Philosophy of Western Great Educators like - Rousseau, Dewey.
1 ST SEMESTER	<p style="text-align: center;">PHILOSOPHICAL & PSYCHOLOGICAL FOUNDATION OF EDUCATION EDU-H-GE-T-1</p>	6	<p>After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> • Discuss the meaning, nature, scope and aims of Education. • Discuss the meaning and scope of Educational Philosophy. • Explain the factors of education and their relationships. • Discuss the concept, nature, scope and uses of psychology in Education. • Explain the influence of growth and development in Education. • Describe the meaning and concept of learning, its theories and factors. • Explain the application of learning theories in classroom situation. • Discuss the concept and theories of

			intelligence and creativity.
2nd SEMESTER	EDUCATIONAL PSYCHOLOGY EDU-GCC-T2	6	<p>After completion of this course the learners will be able to -</p> <ul style="list-style-type: none"> • Discuss the concept, nature, scope and uses of Psychology in education. • Explain the influence of growth and development in education. • Describe the meaning and concept of learning, its theories and factors. • Explain the application of learning theories in classroom situation.
	EDUCATIONAL PSYCHOLOGY EDU-GCC-T2	6	<ul style="list-style-type: none"> • Discuss the concept and theories of intelligence and creativity. • Explain the concept and development of personality.
2ND SEMESTER	HISTORICAL & SOCIOLOGICAL FOUNDATION OF EDUCATION . EDU-H-GE-T-2	6	<p>After completion of this course the learners will be able to -</p> <ul style="list-style-type: none"> • Discuss the concept, nature, scope and uses of Psychology in education. • Explain the influence of growth and development in education. • Describe the meaning and concept of learning, its theories and factors. • Explain the application of learning theories in classroom situation. • Discuss the concept and theories of intelligence and creativity.
3rd SEMESTER	EDUCATIONAL SOCIOLOGY EDU-G-CC-T-3	6	<p>After completion of the course the learners will be able to-</p> <ul style="list-style-type: none"> • Discuss the meaning, nature and scope of Educational sociology and Relation between Education and Sociology. • Describe the Social factor and their relation to Education.

			<ul style="list-style-type: none"> • Define social groups, socialization and Social Institution and Agencies of Education. • Explain the Social change and its impact on Education.
3 rd SEMESTER	STATISTICAL ANALYSIS EDU-G-SEC-T-1(A)	2	<p>After completion the course the learners will be able to:</p> <ul style="list-style-type: none"> • Describe the concept of Central tendency and their properties • Explain the concept of measures of variability and their properties • Describe the concept of co-relation and their application
3 rd SEMESTER	ACHIVEMENT TEST EDU-G-SEC-T-1(B)	2	<p>After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> • Define Test • Identify the Test item • Discuss the type of Test item • Define Achievement Test • Explain the characteristics of Achievement Test • State the objectives of Achievement Test • Discuss the functions of Achievement Test • Describe the functions of Test item • Construct Achievement test

<p>3rd SEMESTER</p>	<p>PHILOSOPHICAL & PSYCHOLOGICAL FOUNDATION OF EDUCATION EDU-H-GE-T-1</p>	<p>6</p>	<p>After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> • Discuss the meaning, nature, scope and aims of education. • Discuss the meaning and scope of educational philosophy. • Explain the factors of education and their relationships. • Discuss the concept, nature, scope and uses of Psychology in education. • Explain the influence of growth and development in education. • Describe the meaning and concept of learning, its theories and factors. • Explain the application of learning theories in classroom situation. • Discuss the concept and theories of intelligence and creativity.
<p>4th SEMESTER</p>	<p>HISTORY OF EDUCATION EDU-G-CC-T-4</p>	<p>6</p>	<p>After completion the course the learners will be able to:</p> <ul style="list-style-type: none"> • Understand the development of education in India in historical perspectives. • Discuss the British Indian education system. • Discuss the contributions of Education Commission in Post Independent India.

			<ul style="list-style-type: none"> Understand the National Policy on Education and National Education system.
4 th SEMESTER	LESSON PLANING EDU-G-SEC-P-2(A)	2	<p>After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> Discuss the meaning and characteristics of Lesson Plan. Explain the advantages of Lesson Plan. Classify different Lesson Plans. Explain the steps of constructing Lesson Plan. Discuss the principles of Lesson Plan. Develop Lesson Plan
4 th SEMESTER	LESSON PLANING EDU-G-SEC-P-2(A)		
4 th SEMESTER	USE OF TEACHING AIDS EDU-G-SEC-P-2-(B)	2	<p>After completion the course the learners will be able to:</p> <ul style="list-style-type: none"> Discuss the meaning and characteristics of Teaching Aids. Explain the usability of Teaching Aids. Express the quality and limitation of Teaching Aids. Discuss the classification of Teaching Aids. Develop different Teaching Aids
4 th SEMESTER	HISTORICAL & SOCIOLOGICAL FOUNDATION OF EDUCATION . EDU-H-GE-T-2	6	<p>After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> Explain the development of education in India in historical perspectives. Discuss the contribution of Education Commission in Post Independent India. Explain the National Policy on Education and National Education systems. Discuss the meaning, nature, and scope of Educational Sociology and

			<p>relation between Education and Sociology.</p> <ul style="list-style-type: none"> • Define Social Groups, Socialization and Social Agencies of Education. • Explain the concept of Social Stratification, Mobility and Role of education in it.
5 th SEMESTER	<p>PHILOSOPHICAL & PSYCHOLOGICAL FONDATION OF EDUCATION EDU-G-GE-T-1</p>	6	<p>After completion of the course the learners will be able to :</p> <ul style="list-style-type: none"> • Discuss the meaning, nature, scope and aims of education. • Discuss the meaning and scope of educational philosophy. • Explain the factors of education and their relationships. • Discuss the concept, nature, scope and uses of Psychology in education. • Explain the influence of growth and development in education. Describe the meaning and concept of learning, its theories and factors. • Explain the application of learning theories in classroom situation. • Discuss the concept and theories of intelligence and creativity.
5 TH SEMESTER	<p>VALUE & PEACE EDUCATION EDU-G-DSE-T-1/4(A)</p>	6	<p>After completion of this course the learner will be able to:</p> <ul style="list-style-type: none"> • Understand the concept and meaning of value. • Become aware about the role of educational institutions in building a value based society. • Understand the meaning and concept of peace and its importance in human life. • Understand the meaning and importance of peace education and its relevance at national and international level. Identify the different issues/challenges in imparting peace education. • Identify the strategies and skills in promoting peace education at institutional level.

5TH SEMESTER	POPULATION EDUCATION EDU-G-DSE-T-2/4(B)	6	<p>After end of this course learner will able to-</p> <ul style="list-style-type: none"> • Explain the meaning, concept, scope & objectives of Population Education. • Discuss the historical development of Population Education. • Describe the definition, factors, causes and prevention of population growth. • Explain the Population Education curriculum and policies.
	DISTANCE EDUCATION EDU-G-DSE-T-3/4(C)	6	<p>After completing of the course the students will be able to-</p> <ul style="list-style-type: none"> • Explain the meaning, characteristics, objectives, merits & demerits of distance & open education. • Discuss the mode and strategies of distance education. • Describe the relationship among Non-formal, Correspondence, Distance and Open Education. • Discuss the present status of distance and open education in India. Explain the role of multi-media in Distance and Open Education. • Discuss the problems and remedies of distance and open education in India. • Explain the role of multi-media in Distance and open education. • Discuss the problems and remedies of distance education in India.

5 th Semester	TEACHER EDUCATION IN INDIA EDU-G-DSE-T-4/4(D)	6	<p>After completion of this course the learner will be able to:</p> <ul style="list-style-type: none"> • Explain the Concept, Scope, Aims & Objectives and Significance of teacher education • Acquaint with the development of Teacher Education in India • Acquaint with the different organising bodies of teacher education in India and their functions in preparation of teachers for different levels of education • Acquaint with the innovative trends and recent issues in teacher education, and be able to critically analyse the status of teacher education in India • Understand and conceive the qualities, responsibilities and professional ethics of teacher
5 TH SEMESTER	GUIDANCE SERVICE EDU-G-SEC-T-3(A)	2	<p>After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> • Identify different guidance services • Discuss the meaning and importance of guidance services • Organize guidance services in school level
5 TH SEMESTER	LIFE SKILL EDUCATION EDU-G-SEC-T-3(B)	2	<p>After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> • Describe the meaning of life skill education, its nature and scope. • Describe effective communication, its functions, model and barriers. • Explain interpersonal relationship, its definition and factors affecting relationships. • Explain meaning , nature, stages of creative and critical thinking. • Describe the concept of problem solving, its steps and factors influencing problem solving. Discuss the concept of coping with emotions its characteristics, types and coping

			<p>strategies.</p> <ul style="list-style-type: none"> • Discuss the concept of coping with stress, stressors, sources of stress and coping strategies.
6 TH SEMESTER	HISTORICAL & SOCIOLOGICAL FOUNDATION OF EDUCATION EDU-G-GE-T-4	6	<p>After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> • Explain the development of education in India in historical perspectives. • Discuss the contribution of education commission in post independent India. Explain the National policy on Education and National Education systems. • Discuss the meaning, nature, and scope of educational Sociology and Relation between Education and Sociology, • Define Social Groups, Socialization and Social institution and Agencies of Education. Explain the concept of Social Stratification, Mobility and Role of education in it .
6 TH SEMESTER	GUIDANCE & COUNSELING EDU-G-DSE-T-1/4(A)	6	<p>After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> • Explain the concept, nature, scope, types & importance of Guidance. • Discuss the concept, nature, scope, types & importance of Counselling. Discuss different tools and techniques used in Guidance & Counselling. • Identify the characteristics of diverse learner • Explain the need of Guidance for diverse learner • Explain the need of counselling for diverse learner
	WOMEN EDUCATION EDU-G-DSE-T-2/4(B)		<p>After completion of this course the learner will be able to:</p> <ul style="list-style-type: none"> • Know the changing role of women in India

6 TH SEMESTER		6	<ul style="list-style-type: none"> • Understand gender discrimination in Indian society • Make the students understand the constitutional provisions for women and their rights. • Make the students understand women empowerment • Develop an awareness and sensitivity towards women
6 TH SEMESTER	<p style="text-align: center;">COMPARITIVE EDUCATION EDU-G-DSE-T-3/4(C)</p>	6	<p>After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> • Discuss the meaning, nature, scope, importance, and methods of Comparative Education. • Explain the concept of Universalization of Elementary and Secondary Education in UK & USA. • Compare Indian Education system with USA • Compare Indian Education system with UK
6 TH SEMESTER	<p style="text-align: center;">HUMAN RIGHTS EDUCATION EDU-G-DSE-T-4/4(D)</p>	6	<p>After completion of this course the learner will be able to:</p> <ul style="list-style-type: none"> • Explain the basic concept, nature and scope of human rights • Describe the meaning, nature, principles, and curriculum and teaching methods of human rights education at different levels of Education. • Know the role of United Nations on human rights • Understand enforcement mechanism in India • Know the role of advocacy groups
6 TH SEMESTER	<p style="text-align: center;">PEDAGOGICAL KNOWLEDGE EDU-G-SEC-T-4(A)</p>	2	<p>After completion of this course the learners will be able to -</p> <ul style="list-style-type: none"> • State the meaning, definition, need and scope of Pedagogy • Explain the difference between Pedagogy & Andragogy

			<ul style="list-style-type: none"> • Describe the aims and objectives of different discipline such as Language, Social Science, Science & Mathematics. • Discuss different Pedagogical approaches
6 th semGSEC 4B	<p style="text-align: center;">YOGA EDUCATION EDU-G-SEC-T-4(B)</p>	2	<p>After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> • Explain the meaning, nature, aims and role of teacher of Yoga education • Discuss different types of Yoga • Express the guidelines of Yoga education • Discuss the significance of Yoga Education • Explain the historical background of Yoga Education • Discuss the relationship among Yoga, Sankhya Philosophy and Bhagwat Gita • Describe the need of Yoga for healthy life style

Course Details and course outcomes of EDUCATION (MAJOR & MINOR) under NEP 2020, w.e.f.2023-24session

SEMESTER	PAPER NAME & CODE	CREDIT	COURSE OUTCOMES
Semester- I	<p align="center">Philosophical Foundation of Education EDU-M-T-1</p>	6	<p>After the completion of the Course, the learners will be able to -</p> <ol style="list-style-type: none"> 1. Understand the meaning, nature, scope, and aims of education. 2. Develop an understanding of the different aspects of education and educational philosophy. 3. Discuss different aspects of factors of education. 4. Form acquaintance with the meaning and branches of philosophy. 5. Explain concepts, nature, and role of metaphysics, epistemology, and axiology in education. 6. Understand the nature and concept of Indian philosophy. 7. Describe the knowledge, reality, and value of different Indian schools of philosophy, namely Buddhism, Jainism, and Charvaka. 8. Comprehend the nature and concept of Western philosophy. 9. Understand the Report of Delor's Commission (UNESCO, 1996). 10. Discuss the educational view of different Western schools of philosophy, namely Idealism, Naturalism, and Pragmatism. 11. Analyse and examine the contributions of Indian and Western educators Swami Vivekananda, Rabindranath Tagore, Sri Aurobindo, Mahatma Gandhi, John Dewey, Paulo Freire, and Jean Rousseau.

Semester- I	Educational Sociology EDU-MI-T-1	4	<p>After completion of the Course, the learners will be able to</p> <ol style="list-style-type: none"> 1. Understand the meaning, nature, and scope of educational sociology and the relation between education and sociology. 2. Become aware of the social factor and their relation to education. 3. Grow consciousness of social groups, socialization, and social institutions. 4. Become acquainted with the social agencies of education. Understand the processes of social change and their impact on education
Semester- I	FOUNDATION OF EDUCATION- I EDU-MU-T-1	3	<p>After completion of the course the learners will be able to</p> <ol style="list-style-type: none"> 1. Discuss the meaning, nature, scope and types of Education 2. Explain the aims of education and the aims of education based on four pillars of education. 3. Explain the concepts of Psychology and Educational Psychology, schools of psychology and methods of educational psychology 4. Describe the meaning, nature and scope of Philosophy and Educational Philosophy. 5. Explain the role of Philosophy in different aspects of Education. 6. Describe the meaning, nature and scope of Sociology and Educational Sociology. 7. Discuss the conflict and consensus theories of Educational Sociology.
Semester- I	STATISTICAL ANALYSIS EDU-SEC-P-1 (A)	3	<p>After completion of the Course, the learner will be able to</p> <ol style="list-style-type: none"> 1. Describe the concept of Central Tendency and its properties. 2. Explain the concept of measures of variability and their properties. Describe the concept of co-relation and its applications.

<p>Semester- I</p>	<p>ACHIEVEMENT TEST EDU-SEC-P-1 (B)</p>	<p>3</p>	<p>After the completion of the Course, the learners will be able to</p> <ol style="list-style-type: none"> 1. Define Achievement Test. 2. Explain the characteristics of the Achievement Test. 3. State the objective of the Achievement Test. 4. Discuss the function of the Achievement Test. 5. Describe the steps of constructing the Achievement Test. 6. Construct Achievement Test
<p>Semester- II</p>	<p>PSYCHOLOGICAL FOUNDATION OF EDUCATION EDU-M-T-2</p>	<p>6</p>	<p>After completion of this Course, the learners will be able to</p> <ol style="list-style-type: none"> 1. Explain the influence of growth and development in education. 2. Describe the meaning and concept of learning, its theories, and factors. 3. Explain the application of learning theories in classroom situations. 4. Discuss the concepts Discuss the concept, nature, scope, and uses of psychology in education. 5. and theories of intelligence and creativity. 6. Explain the concept and development of personality.

Semester- II	HISTORY OF EDUCATION IN ANCIENT AND MEDIEVAL INDIA (EDU-MI-T-2)	4	<p>After completion of the course, the learners will be able to</p> <ol style="list-style-type: none"> 1. Discuss the features, aims, objectives, curriculum, teaching method, teacher-pupil relationship, and evaluation system of the Vedic system of education. 2. Discuss the features, aims, objectives, curriculum, teaching method, teacher-pupil relationship, and evaluation system of the Brahmanic education system. 3. Explain the education system of different educational institutions of the Brahmanic system of education. 4. Discuss the features, aims, objectives, curriculum, teaching methods, teacher-pupil relationship, and evaluation system of Buddhistic education systems. 5. Explain the education system of different educational institutions of the Buddhistic system of education. 6. Compare the Brahmanic and Buddhist systems of education. 7. Discuss the features, aims, objectives, curriculum, teaching method, teacher-pupil relationship, and evaluation system of the medieval system of education. 8. Discuss the educational contributions of Akbar and Aurangzeb.
Semester- II	FOUNDATION OF EDUCATION- II (EDU-MU-T-2)	3	<p>After completion of the course the learners will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the ancient Indian education systems with reference to Vedic, Buddhist and Islamic education systems. 2. Explain the landmarks in the development of Indian Education till Independence. 3. Describe the concepts related to curriculum and co-curricular activities. 4. Explain some contemporary issues of Indian education.
Semester- II	INSTITUTIONAL SURVEY EDU-SEC-P-2 (A)	3	<p>After the completion of the course, the learner will be able to</p> <ol style="list-style-type: none"> 1. Define the process of Institutional Survey. 2. Identify and explain the areas of Institutional Survey. 3. Analyse the different aspects of the Institution with data. 4. Prepare a comprehensive report on an

			institution.
Semester- II	PROJECT WORK EDU-SEC-P-2 (B)	3	After completion of this course, the learner will be able to 1. Explain the process of conducting a project. 2. Prepare a project report.