

PO & CO
2023-24

DOMKAL GIRLS' COLLEGE
DEPARTMENT OF EDUCATION
PROGRAMME OUTCOMES & COURSE OUTCOMES
2023-2024

○ Learning Outcomes-Based Approach Of The Four-Year Under-Graduate Programme In Education

Disciplinary knowledge: Learners gain knowledge of basic and applied concepts of Education. Different disciplines and practical courses will help learners to demonstrate their comprehensive knowledge and understanding.

Communication Skills: Written assignments, seminar presentations, oral presentations etc. will help learners to express their thoughts and ideas effectively. Simultaneously this will help to communicate and share their ideas with others.

Critical thinking: Education as a subject helps to apply analytic thought, and evaluate different theories and propositions, practices, and policies through scientific and systematic approaches.

Problem-solving: By knowing the process of Education learners try to apply their competencies to solve different kinds of problems related to the educational field and also practical life.

Analytical reasoning: Education as a subject helps learners to identify and evaluate logical flaws and theoretical frameworks of different theories by analysing and synthesising data from various sources.

Research-related skills: Through the course of research in education learners develop a sense of inquiry and ask questions, recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data.

Cooperation/Teamwork: Cooperative learning in the classroom, and group assignments on SEC courses help learners to work effectively with groups or teams. These activities facilitate cooperative or coordinated effort among the learners.

Scientific reasoning: After reviewing a variety of theories and generalizations learners develop the ability to analyse, interpret and draw conclusions from information, which is helpful to develop scientific reasoning among learners.

Reflective thinking: Learners must be able to think deeply and apply the knowledge and competencies in the practical field in the context of both self and society.

Information & digital literacy: Through project work, and practical assignments learners develop different skills related to digital literacy like- demonstrating the ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for the analysis of data.

Self-directed learning: Assignment and project work helps learners to develop the ability to work independently.

Multicultural competence: Education is a multi-disciplinary subject and the nature of is very much culture-specific. Learners must understand the multicultural perspectives of the issues related to educational processes and issues.

Moral and ethical awareness: Education as a subject often deals with different ethical and moral issues related to practical life and thus it plays an important role in nurturing moral and ethical awareness and reasoning among learners.

Leadership qualities: Gaining in-depth knowledge of subject matter helps learners to be good leaders in their working field.

Lifelong learning: Learning is a lifelong process. It helps learners to help in metacognition which means 'learning how to learn', which encourages learners in participating in learning activities throughout life.

Holistic development: The multidisciplinary courses, vast knowledge of disciplinary subject areas, projects, research works and internship activities will provide all-around progress and promote the holistic development of the students.

● **Aims of the Four-Year Under-Graduate Programme in Education**


Facilitate multidisciplinary and holistic education across the disciplines.

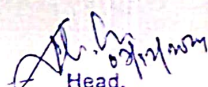
Allow learners the freedom to pick their educational pathways and programmes, enabling them to chart their paths in life according to their talents and interests.

- ▣ Emphasis on constructive and conceptual understanding rather than rote learning.
- ▣ Encourages the power of critical thinking, logical decision-making and innovation.
- ▣ Foster values like ethics, morals, constitutional, environmental and life skills such as communication, teamwork, leadership and resilience.
- ▣ Promote equality and equity and remove barriers to increasing access for differently abled students.
- ▣ Teaching respect for diversity and respect for the local context in all curricula, pedagogy and policy.
- ▣ Promote problem-solving skills, creativity, critical thinking, analytical reasoning, communication skills, qualities of leadership and research skills.
- ▣ Promote digital and technological skills.
- ▣ Inculcate knowledge and a basket of essential skills, required to perform effectively in a defined job relating to the chosen fields of study.

○ Main Features of the New Curriculum Framework

- ▣ Provides flexibility to move from one discipline of study to another.
- ▣ Opportunity for learners to choose the courses of their interest in all disciplines.
- ▣ Facilitating multiple entry and exit options with UG certificate/ UG diploma/ or degree depending upon the number of credits secured.
- ▣ Flexibility for the students to transfer across institutions so they can pursue multi- or interdisciplinary learning.
- ▣ Freedom in using different learning methods (offline, ODL, Online learning and hybrid modes of learning).


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DEPARTMENT		EDUCATION	
COURSE		MAJOR, MINOR, MDC	
COURSE CODE	COURSE TITLE	CREDITS	COURSE OUTCOMES
EDU-M-T-1:	PHILOSOPHICAL FOUNDATION OF EDUCATION	6	After completion of the course, the learners will be able to: •Discuss the meaning, nature, scope and aims of education. •Discuss different aspects of Education and Educational Philosophy. •Discuss different aspects of factors of education. Discuss the meaning and branches of Philosophy. •Explain concepts, nature and role of Metaphysics, Epistemology and Axiology on education. •Explain the nature and concept of Indian philosophy. •Describe the knowledge, reality and value of different Indian schools of philosophy namely Buddhism, Jainism and Charvaka. •Explain the nature and concept of Western philosophy. •Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism.
EDU-MI-T-1:	EDUCATIONAL SOCIOLOGY	4	After completion of the course the learners will be able to: •Discuss the meaning, nature and scope of Educational Sociology and relation between Education and Sociology. •Describe the social factors 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.

EDU-SEC-P-1 (A):	SKILL ENHANCEMENT COURSE	3	After completion of the course the learners will be able to: •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
EDU-M-T-2:	PSYCHOLOGICAL FOUNDATION OF EDUCATION	6	After completion of this course the learners will be able to: •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.
EDU-MI-T-2:	HISTORY OF EDUCATION IN ANCIENT AND MEDIEVAL INDIA	4	After completion of the course the learners will be able to: •Discuss the meaning, nature, scope and aims of education. •Discuss different aspects of Education and Educational Philosophy. •Discuss different aspects of factors of education. •Discuss the meaning and branches of Philosophy. •Explain concepts, nature and role of Metaphysics, Epistemology and Axiology on education. •Explain the nature and concept of Indian philosophy. •Describe the knowledge, reality and value of different

			Indian schools of philosophy namely Buddhism, Jainism and Charvakz. • Explain the nature and concept of Western philosophy. • Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism.
EDU-MU-T-2:	FOUNDATION OF EDUCATION- II	3	After completion of the course the learners will be able to: • Discuss the ancient Indian education systems with reference to Vedic, Buddhist and Islamic Education systems. • Explain the landmarks in the development of Indian Education till Independence. • Describe the concepts related to curriculum and co-curricular activities. • Explain some contemporary issues of Indian education.
EDU-SEC-P-2 (B):	SKILL ENHANCEMENT COURSE	3	After completion of this course the learner will be able to: • Explain the process of conducting a Project. • Prepare a Project Report.
EDU-M-T-3:	SOCIOLOGICAL FOUNDATION OF EDUCATION	6	After completion of the course the learners will be able to: • Discuss the meaning, nature and scope of Educational Sociology and relation between Education and Sociology. • Describe the social factors 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.
			After completion of the course the learners will be able to: • Discuss the meaning, nature,


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EDU-H-CC-T-8:	HISTORY OF EDUCATION IN ANCIENT AND MEDIEVAL INDIA	6	scope and aims of education. •Discuss different aspects of Education and Educational Philosophy. •Discuss different aspects of factors of education. •Discuss the meaning and branches of Philosophy. •Explain concepts, nature and role of Metaphysics, Epistemology and Axiology on education. •Explain the nature and concept of Indian philosophy. •Describe the knowledge, reality and value of different Indian schools of philosophy namely Buddhism, Jainism and Charvaka. •Explain the nature and concept of Western philosophy. •Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism.
EDU-H-CC-T-9:	PSYCHOLOGICAL FOUNDATION OF EDUCATION-II	6	After completion of the course the learner will be able to: • Explain meaning nature telescope of Neuro-psychology. • Explain the structure and function of human brain and nervous system. • Describe moral development theory Psycho-Social development theory and Psychoanalysis theory. •Describe social development theory and social learning theory Explain the concept of Pedagogy and andragogy and its difference.
EDU-H-CC-T-10:	INTRODUCTION TO EDUCATIONAL RESEARCH	6	After completion of the course the learners will be able to: • Define and explain the meaning, and nature of research. • Define and explain the meaning and nature of Educational research. • Identify sources of data for Research. • Describe the types of Research. • Describe the meaning of

			<p>Research problem, Review of Related Literature. • Explain the concept of Hypothesis, Variables, and Research data. • Analyse the Qualitative and Quantitative data. • Acquaint with the process of collecting data.</p>
EDU-H-CC-T-11:	EDUCATIONAL MANAGEMENT	6	<p>After completion the course the learners will be able to: • Explain the Meaning, Nature, Scope, Function and Needs and types of Educational management. • Explain the meaning and function of Educational Administration. • Explain the meaning, purpose of supervision and distinguish between supervision and inspection. • Illustrate educational planning and types of educational planning. • Discuss the functions of some selected administrative bodies.</p>
EDU-H-CC-T-12:	CONTEMPORARY ISSUES IN EDUCATION	6	<p>After completion of the course the learners will be able to: • Explain constitutional provisions with special reference to RTE Act DPEP, SSA-SSM of Universalization of Elementary Education. • Describe the meaning, aims & objectives, significance of Universalization of Secondary Education and Role of RMSA. • Explain the concept, role of Higher Education and Knowledge Commission and RUSA. • Discuss modern issues in Indian Education like- Peace Education, Sustainable development, Inclusive Education, Open & Distance learning, Equality & Equity in Education, Women Education.</p>
			<p>After completion of the course the learners will be able to: • Illustrate the meaning,</p>

EDU -H-CC-T-13	CURRICULUM STUDIES	6	nature, scope, determinants and functions of Curriculum. • Discuss the types and bases of curriculum. • Explain the concept of curriculum framework and NCF-2005. • Discuss the basis of curriculum construction, evaluation and innovation. • Describe the definition and types of curriculum theories.
EDU-H-CC-T-14:	EDUCATIONAL TECHNOLOGY	6	After completion of the course the learners will be able to: • 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.
EDU-H-DSE-T-1/2(B):	POPULATION EDUCATION	6	After end of this course learner will able to: • 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.
EDU-H-DSE-T-1/2(D):	DISTANCE EDUCATION	6	After completion of the course the students will be able to: • 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.
EDU-H-DSE-T-3/4 (C):	GUIDANCE & COUNSELLING	6	After completion of the course the learners will be able to: • 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.
EDU-H-DSE-T-2/4(B):	WOMEN EDUCATION	6	After completion of the course the learner will be able to: • Know the changing role of Women in India. • Understand gender discrimination in India society. • Understand the constitutional provisions for Women and their rights. • Understand Women Empowerment. • Develop an awareness and sensitivity towards Women.
EDU-H-GE-T-1:	PHILOSOPHICAL AND PSYCHOLOGICAL FOUNDATION OF EDUCATION	6	After completion of the course the learners will be able to: • 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.

			<ul style="list-style-type: none"> • Explain the application of learning theories in classroom situations. • Discuss the concept and theories of intelligence and creativity.
EDU-H-GE-T-2:	HISTORICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION	6	<p>After completion of the course the learner 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 system. • Discuss the meaning, nature and scope of Educational Sociology and relations between Education and Sociology. • Define social groups, Socialization Social Institutions and Agency of Education. • Explain the Social change and its impact on Education.
EDU-H-SEC-T-I(A):	STATISTICAL ANALYSIS	2	<p>After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> • Explain the concept of central tendency, variability and their properties. • Discuss the concept of Percentile and Percentile Rank and its application. • Describe the concept of correlation and their application. • Explain the concept of Parametric and Non-Parametric Test. • Apply the knowledge and calculate different statistical values.
EDU-H-SEC-P-2(C):	PROJECT WORK (PRACTICAL COURSE)	2	<p>After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> • Explain the process of conducting a project. • Prepare a project report.

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