

Department of Education

Program outcome	Peogramme Specific Outcome	Course Outcome
	PO1: Development of Philosophical perspectives in Education	<p>After the course, the student :</p> <p style="text-align: center;">Core-1/GE-1</p> <ol style="list-style-type: none"> 1.1. Describe the meaning of education with different point of view. 1.2. Explains various branches of philosophy and their educational implications. 1.3. Explain the basic tenets of Indian and westerns schools of Philosophy 1.4. Compares the Indian schools of philosophy with western Schools of philosophy. 1.5. Describes the contribution of different schools of philosophy to modern educational theory & practice. 1.6. Narrates the educational thoughts of philosophers: regional, national & international.
	PO2: Understanding the psychological bases of education	<p style="text-align: center;">Core-2</p> <ol style="list-style-type: none"> 2.1. Describes the meaning, mature, scope and relevance of educational psychology. 2.2. Illustrates different methods of educational psychology. 2.3. Explains the principles of growth & development in different phases of development. 2.4. Explains the theory of cognitive development and their educational implication. 2.5. Explains the factors of individual difference and suggest remedies to overcome them. 2.6. Describes different theories of intelligence. 2.7. Compares the individual and group test of intelligence. 2.8. Describes the concept & nature of creativity, stages of creative thinking and strategies to promote creativity. 2.9. Describes the meaning, nature and factors of learning. 2.10. Explains different theories of learning – trial & error, Classical conditioning, operant conditioning & Insightful. 2.11. Describe the concept, cycle and techniques of motivation. 2.12. Explains the concept, theories & assessment of personality. 2.13. Illustrates the different forms of adjustment mechanism.
	PO3- Understanding the sociological foundation of education	<p style="text-align: center;">Core-3</p> <ol style="list-style-type: none"> 3.1. Explains the relationship between education and society. 3.2. Describe the role of education as a social system. 3.3. State the function of different social agencies- family, school, society, mass media. 3.4. Describe the role of education in social change, modernization.

		<p>3.5. Explains the trends in educational changes due to globalization.</p> <p>3.6. Compares and contrasts equality with equity.</p> <p>3.7. Explains the equity intervention for SC, ST and women.</p> <p>3.8. Explains the inclusive education and its principles with reference to CWSN.</p>
PO-4- Development of knowledge of Pedagogy.		<p>Core-4</p> <p>4.1. Different teaching from learning.</p> <p>4.2. Explains relationship between teaching and learning.</p> <p>4.3. Illustrates various functions of variables (Independent, dependent, intervening in a teaching taste).</p> <p>4.4. Explains different phases of teaching tasks.</p> <p>4.5. Presents models for different levels of teaching.</p> <p>4.6. Explains various steps in lesson planning using different models-Herbaton steps, 5E & ICON design.</p> <p>4.7. Explains the meaning and nature of theories of teaching.</p> <p>4.8. Describes different theories of teaching.</p> <p>4.9. Explains the general principles of teaching.</p> <p>4.10. Illustrates the psychological principles a teaching.</p> <p>4.11. Explains the use of various core teaching skills.</p> <p>4.12. Differentiate between approaches, method, strategy and techniques.</p> <p>4.13. Describe various methods of teaching- Inductive deductive, analytic-synthetic, project and problem-solving.</p> <p>4.14. Evaluates the shift in focus from teaching to learning in constructivistic approaches to learning.</p>
PO-5: Understanding of educational measurement, assessment and evaluation.		<p>Core-5/GE-2</p> <p>5.1. States the meaning, nature and purpose of educational measurement, assessment and evaluation.</p> <p>5.2. Explain the features of different scales of measurement.</p> <p>5.3. Illustrates various approaches to evaluation procedure-placement, formative, diagnostic and summative.</p> <p>5.4. Develops and uses different tools and techniques for continuous and comprehensive evaluation of learners.</p> <p>5.5. Differentiate between norm-references and criterion referenced evaluation.</p> <p>5.6. Describes the taxonomy of instructional objectives of B.S. Bloom.</p> <p>5.7. Illustrates different criteria for selection of the instructional objectives.</p>

		<p>5.8. Explains the principles for stating the instructional objectives-general and specific.</p> <p>5.9. Explains with example the relationship of evaluation procedure with the objectives.</p> <p>5.10. Differentiates between objective type and objective based test.</p> <p>5.11. Explains the various steps in development of a standardized test.</p> <p>5.12. States the principles for construction of different types of objective test items.</p> <p>5.13. Describe the use of different tools in assessment.</p> <p>5.14. Describe the various characteristics of good test.</p> <p>5.15. Explains the procedure for estimating the characteristics – validity, reliability, usability and objectivity.</p>
	PO6: Development of basic skills of research	<p style="text-align: center;">Core-6</p> <p>6.1. Describes the concept and nature of educational research.</p> <p>6.2. Classifies educational research into different types.</p> <p>6.3. Differentiate between qualitative and quantitative research.</p> <p>6.4. Explains the various steps in educational research.</p> <p>6.5. Describes the significance and typology of hypotheses.</p> <p>6.6. Explains need of review of Literature in research.</p> <p>6.7. Explains different tools & techniques for collection of data.</p> <p>6.8. Describes various research design in education,</p> <p>6.9. Explain the procedure of data analysis and interpretation in research.</p> <p>6.10. Illustrates the preparation of report of research.</p>
	PO-7- Development of statistical knowledge, skills.	<p style="text-align: center;">Core-7</p> <p>7.1. Describes the meaning, nature, scope of educational statistics.</p> <p>7.2. Provides graphical representation of data in form of histogram, frequency polygon, agive, pie-chart.</p> <p>7.3. Illustrates the procedure for calculation of various measures of central tendencies and measures of variability.</p> <p>7.4. Describes meaning and types of correlation.</p> <p>7.5. Describes the process of estimation of correlation by product moment method and rank difference method.</p> <p>7.6. Explains the characteristics of Normal Probability Curve (NPC).</p> <p>7.7. Applies the characteristics of normal probability curve to solve varied problems.</p> <p>7.8. Describes different forms of divergence from normality.</p> <p>7.9. Explain the interpretation of standard scores – Z – score & 7-score.</p>

<p>PO8: Understanding of History of Education in India</p>	<p>Core-8</p>	<p>8.1. Describes the features of ancient Indian Education. 8.2. Describes the features of Buddhist system of education. 8.3. Explains the relevance of ancient seats of learning in education. 8.4. Describes the features of Islamic system of education. 8.5. Explaining the impact of Islamic rule on Indian education system. 8.6. Describes the historical development of Indian education during British period. 8.7. Describes the recommendation of different commissions and policies on education during post-independence period.</p>
<p>PO9: Understanding of the process of curriculum development</p>	<p>Core-9</p>	<p>9.1. Differentiates between syllabus course of study, curriculum and text book. 9.2. Explains the philosophical, sociological and psychological bases of curriculum. 9.3. Describes different component of curriculum. 9.4. Explains the concept of curriculum design. 9.5. Describes different types of curriculum and their advantages and limitations. 9.6. Explains various principles of curriculum construction. 9.7. Describes the process of selection and organization of content. 9.8. Describes the process of selection and organization of learning experience. 9.9. Explains the guiding principles of National curriculum frame work-2005. 9.10. Describes the role of state level agencies (SCERT, BSE) and National level agencies (CBSE, NCERT) for curriculum development. 9.11. Explain model of curriculum development by Hilda Taba and R.W. Tayler. 9.12. Describes the meaning and nature of curriculum evaluation.</p>
<p>P10: Recognition of guidance and Counselling in Education</p>	<p>Core-10</p>	<p>10.1. Explains the meaning, nature and scope of guidance. 10.2. Describes the philosophical, psychological, sociological bases of guidance. 10.3. Describes the importance of educational and vocational guidance in schools. 10.4. Described different types of data needed for educational guidance. 10.5. Explains the importance of cumulative record in school guidance. 10.6. Explains the case study procedure in guidance. 10.7. Narrates the relation between guidance and counselling. 10.8. Explains different types of counselling. 10.9. Explains different approaches to counselling.</p>

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