

DEPARTMENT OF EDUCATION

Programme outcome for UG Education (CBCS) syllabus under University of North Bengal

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| PO1 | <i>Disciplinary knowledge:</i> Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines for a part of an undergraduate programmed of study. |
| PO2 | <i>Communication Skills:</i> Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups. |
| PO3 | <i>Critical thinking:</i> Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following Scientific approach to knowledge development. |
| PO4 | <i>Creativity:</i> Think and express any idea in a novel way or out of the box thinking. |
| PO5 | <i>Problem solving:</i> Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations. |
| PO6 | <i>Analytical reasoning:</i> Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints. |
| PO7 | <i>Research-related skills:</i> A sense of inquiry and capability for asking relevant/ appropriate questions, problematizing, synthesizing and articulating; Ability to recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyze, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation |
| PO8 | <i>Cooperation/Teamwork/ Leadership readiness:</i> Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group. |
| PO9 | <i>Information/digital literacy:</i> Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data. |
| PO10 | <i>Moral and ethical awareness/reasoning:</i> Ability to embrace moral/ethical values in conducting one's life, formulates a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behavior such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work. |

Programme Outcome Major Education NEP UNDER FYUGP-
2023-2024 SESSION

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| PO1 | <i>Disciplinary knowledge:</i> Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines for a part of an undergraduate programme of study. |
| PO2 | <i>Communication Skills:</i> Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one’s views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups. |
| PO3 | <i>Critical thinking:</i> Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following Scientific approach to knowledge development. |
| PO4 | <i>Creativity:</i> Think and express any idea in a novel way or out of the box thinking. |
| PO5 | <i>Problem solving:</i> Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one’s learning to real life situations. |
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| PO7 | <i>Research-related skills:</i> A sense of inquiry and capability for asking relevant/ appropriate questions, problematizing, synthesizing and articulating; Ability to recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyze, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation |
| PO8 | <i>Cooperation/Teamwork/ Leadership readiness:</i> Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group. |

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| PO9 | Information/digital literacy: Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data. Approaches of Educational Technology: Hardware, Software and system, Role of ICT in Education. |
| PO10 | Moral and ethical awareness/reasoning: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behavior such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work. |
| PO11 | Applied Dimensions: Ability to hands on training on how to prepare a lesson plan. |
| PO12 | Skills to be gained: Analyze the importance of philosophies of Great Indian Educators. |
| PO13 | Understanding and Appling of Physical Landscape: Ability to know the importance of Yoga and how it can be useful for improving our lifestyle. |

Course Outcome : Dhupguri Girls' College is affiliated under University Of North Bengal. Programme and Major Courses are taught at Graduate level in Department of Education as per CBSE system, which has been implemented from 2018 and FYUGP System (NEP2020), which has been implemented from 2023. We follow the syllabus of North Bengal University. The semester wise outcomes of the papers taught in Programme course in this syllabus are described below –

B.A. IN EDUCATION (PROGRAMME COURSE) :

Semester –I: DSC -Philosophical Foundation of Education-

After successful completion of this course, the students will be able to, Understand the foundation of Education and the disciplinary relationship between Education & Philosophy. They will get an idea of the Philosophical bases in Education, acquire knowledge of the Western & Indian Schools of Philosophy and their impact on Education. Perceive the values enshrined and educational provisions in the Indian Constitution. Understand the contributions of some great educators and their Philosophies of Education.

Semester –II: DSC: Psychological Foundation Of Education-

Develop the basic concept, nature, scope and uses of psychology in Education. Enable the students to understand the basic concepts and theories of learning, intelligence and creativity. Help the students to understand the meaning, concept, factors and theories of personality. Develop the basic concepts of mental health and mental hygiene, measures of mental health in school.

Semester –III: DSC: Sociological Foundation Of Education-

After successful completion of this course, the students will be able to, Understand the meaning of Sociology and its different perspectives related to Education. Realize the relationship between Education and Sociology. Acquaintance with the concept of Culture and its relationship with Education, understand National Integration & International Understanding, get an idea of social development and the role of Education, connect with some social issues in education.

Semester –III: SEC: Educational Statistics-

To acquire knowledge about the concept of Central Tendency , Variability , Properties & their uses, percentile rank & its application, correlation & their application, Parametric & Non Parametric Test. Apply the knowledge & calculate different statistical values .

Semester –III: SEC: Computer Application-

To learn about the uses and application of basics about computers, basic editing , templates by using MS word ,Draw Graph, Picture , Tables by using MS word , Work with Desktop publishing , Mail Merge by using MS word, Proofing , Printing , Publishing , Comparing, Merging & Protecting documents by using MS word ,activate to PowerPoint, Uses of Themes & Layout, Work to Insert text , wordArt , graphics , animations , sound, edit , Save , Print & Publish by using MS PowerPoint.

Semester –IV: DSC: Historical Foundation Of education-

Develop the basic concept, of the development of Education in India in historical perspective, British Indian Education system, significant point of the selected educational document & also report of Ancient, Medieval & British India, the constitutional Provision of Education, contribution of the Education commission in Post-Independent India, National Policy on Education & National Education System ,Function of Some Major Educational Organizations in India.

Semester –IV : SEC: (A) Community Development-

To learn about the basic concept of community & its development, community group dynamics, concepts of equality, diversity, social justice within the community, community development programmes in India.

Or,

(B) Lesson Planning-

To learn about the meaning & Characteristics of Lesson Plan, the advantages of the Lesson plan, Classify different Lesson Plans and its steps, principles. To learn about the practical uses and application constructing a Lesson Plan.

Semester –V DSE: (A): Value Education-

To introduce students the concept of meaning, Nature, Classify value & its reflection in the Indian Constitution. Students will be able to learn meaning, Objectives & need of Value Education, the role of value education through Curriculum, Co-curricular activities, Introduce the students to the basic concept of the meaning, advantages & disadvantages of Storytelling , Play-way method & Role play.

Or

(B) Comparative Education-

To enable the students to understand meaning, Nature, Scope, importance & methods of comparative education. To understand the importance of the concept of Universalization of Elementary & Secondary Education in the UK & USA, the Indian education system with the USA and the Indian education system with the UK.

(C) Distance Education-

To introduce students the concept of Meaning, Characteristics Objectives, Merits & Demerits of Distance Education & also Open Education. The mode & strategies of Distance Education To learn about the relationship among Non-Formal, Correspondence, Distance & Open Education. To acquire knowledge about the present status of distance & open education in India, the role of multimedia in distance education, the problems & overcome those problems in India.

Semester –VI-DSE: (A) Measurement & Evaluation in Education-

Develop the basic concept of Meaning, Nature & need of measurement and Evaluation. The relation between measurement & Evaluation & scale of measurement, basic concepts of Statistics. Develop different skills and increase knowledge about organizing & tabulating data. Develop the requisite statistical skill to understand the different types of tools & techniques of Evaluation in the field of education. Students are able to know about the concept & methods of validity, reliability & norms & their importance in educational measurement, different types of Evaluation process.

Or

(B) Guidance & Counseling-

After successful completion of this course, the students will be able to develop the basic concept of Guidance and Counseling. They will also understand the concepts of

adjustment and maladjustment, get acquainted with the basic data necessary for guidance, process of testing and diagnosis in Guidance and Counseling.

(C) Great Educators-

Help the students to understand the contribution of the various Indian and Western philosophers in the domain of education. Develop the ability of a student to critically analyze the relevance of the educational thought of the different philosophers.

Semester –V & VI- GE& I,II,III & IV (Excluding Education Honors)

SEMESTER V -GE-(A) Lifelong Learning & Education-

Students will be able to learn the concept, characteristics, aims, scope & need of Lifelong Learning, the different dimensions of Lifelong Learning. Acquire knowledge about the different methods of Lifelong Learning, curricular construction of Lifelong learning, historical background of Lifelong learning, different recommendations of different education commissions on Life Long learning.

GE(B): Gender & Society in Educational Context-

To learn about the meaning and nature of gender and its related terms, gender biases and gender inequality in family, school and society. To be aware about different laws and policies related to gender equality.

SEMESTER VI-GE(A)Yoga Education-

To learn about the meaning, nature, aims, types of Yoga Education. Introduce students to the principles of Yoga education and the need of Yoga for healthy life.

GE(B)Human Right Education-

To enable the students to know about the concept of Human Right, the role of the United Nations & Human Rights. To develop awareness about enforcement mechanisms in India and the role of advocacy groups.

COURSE OUTCOME OF EDUCATION (MAJOR) UNDER FYUGP-2023-2024 SESSION

1.1. Semester-I-MAJOR: Foundations of Education:

- To know the knowledge of Educational Philosophy in day-to-day life.
- Understand the principles of Educational Sociology for a basic overview of social life.
- To know principles of Educational Psychology for dealing with classroom situations.
- Get an idea of developing knowledge & implementation of ICT in Education.

Semester-I- SEC – Yoga Education:

- To know address Yoga as a discipline.
- Realize the understanding of the importance of Yoga as a discipline.
- To know the importance of Asanas for a healthy life.
- Doing various asanas with a demo.

Semester-I-MDC-Distance Education:

- Address the Concept of Open and Distance Education.
- Understand the strategies of Distance Education.
- Analyzing the Need and Importance of Distance Education.
- Understand the role of mass media in Distance Education.
- Able to highlight the problems of Distance Education.
- To develop the ability to think of steps to improve the condition of Distance Education.

Semester-I-MDC-Great Indian Educators:

- Address the Philosophies of Great Indian Educators.
- Know the contribution of Great Indian Educators towards formulation of aims of education, curriculum and method of teaching.
- Analyze the importance of philosophies of Great Indian Educators.
- Understand the contribution of Great Indian Educators.
- Ability to implement the philosophies of Great Indian Educators in the present educational scenario.

Semester-II-MAJOR-Perspective of Education:

- Address Information about Child Centric Education.
- Understand the Importance of Co–Curricular Activities.
- Know Concept of Social Groups and Socialization.
- Inform Different stages of Growth and Development.
- Develop Concept of Teacher Education and Teaching.
- Understanding the importance of social groups and the process of socialization.
- Introduce the process of child growth and development.
- Develop Analyzing the principles of teaching.
- An attitude of mutual cooperation for group members.
- Respect for other cultures.
- Apply the knowledge of growth and development while dealing with children and adolescents.
- Develop Ability to distinguish between Pre–Service and In–Service Teacher Education.

Semester-II- SEC-Lesson Planning:

- Concept of a lesson plan.
- Principles of preparing a lesson plan.
- Types of lesson plan.
- Teaching Learning Materials.
- Analyzing teaching skills.

- Competency to be Developed:
- Preparation of a lesson plan.

Semester-II-MDC-Education of Children with Special Needs:

- Concept of Disability, Handicap and Impairment, Sensory Impairment.
- Educational Interventions for Children with Special Needs.
- Understanding the importance of educational interventions.
- Understanding the role of NGOS.
- Differentiating between the different types of disabilities.
- Ability to implement educational interventions.
- Ability to devise strategies for improving the condition of children with special Needs.

Semester-II - MIN/VAC-Philosophical Foundation of Education:

- Concept of Educational Philosophy.
- Information about factors of Education.
- Contribution of Schools of Philosophy towards development of educational
- Aims, curriculum, method of teaching.
- Contribution of Educators.
- Analyzing the aims of education
- Understanding of factors of education.
- Understanding of the importance of schools of philosophy.
- Understanding the philosophies of the educators.
- Inter-relating the factors of education.
- Application of principles of schools of philosophy. Comparing the philosophies of the thinkers.
