**MASTER OF ARTS**

**PROGRAM OUTCOMES(PO), PROGRAMME SPECIFIC OUTCOMES(PSO) & COURSE OUTCOMES(CO)**

**(For the session 2024-2025)**

**SUBJECT: PG (EDUCATION)**

1. **INTRODUCTION**

The Programme Learning outcomes means how much knowledge or skills a student should acquire through various assignments, course, class or programmes by the end of a specific time period. Learning out comes of a subject are measurable statements that articulate at the beginning what students should know, be able to do or value as a result of taking a course or completing a programme. The term ‘course ‘is used to mean the individual courses of study that makeup the scheme of study for a programme. Course learning outcomes are specific to the learning for a given course of study related to a disciplinary and a multi -disciplinary area. The revised Bloom’s taxonomy of educational objectives (Bloom -1956) consists of 6 levels of the cognitive processes such as remember, understand, apply, analyse, evaluate and create. The undergraduate syllabus of Education under the Choice Based Credit System (CBCS) requires students to complete fourteen core courses (CC) spread across six semesters. Course Outcomes are the statements that help the learners to understand the reason for pursuing the course and helps him to identify what he will be able to do at the end of the course. A Course outcomes should define the knowledge, the application of the knowledge and the skills the learner has acquired which he is able to demonstrate as the result of pursuing the course.

 **1.1 GRADUATE ATTRIBUTES**

The graduate attributes reflect the particular quality and characteristics of an individual, including the knowledge ,skills attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution(HEI) .The graduate attributes include capabilities that help strengthen one’s abilities for widening current new knowledge and skills undertaking future studies ,performing well in a chosen career and playing a constructive role as a responsible citizen in the society .The graduate attributes define the characteristics of a students university degree programme, and describe a set of competencies. Graduate attributes are fostered through meaningful learning experiences made available through the curriculum higher educational institutions and a process of critical and reflective thinking.

* 1. **PROGRAMME OUTCOMES**

The outcomes and attributes described in qualification descriptors are attained by students through learning acquired on completion of a programme of study. The term ‘Programme’ refers to the entire scheme of study followed learners leading to qualification. Individual programmes of study will have defined learning outcomes which must be attained for the award of a specific certificate on degree. Programme learning outcomes will include subject -specific skills and generic skills, including transferable global skill and competencies, the achievement of which the students of a specific programme of study should be able to demonstrate for the award of the certificate/Diploma/Degree qualification. The programme outcomes would also focus on knowledge and skills that prepare students for further study, employment and good citizenship.

 **PO1- Disciplinary knowledge**:

Education is a process of expediting learning, acquiring knowledge, values, and virtue. It contributes to the development of better people around the globe. It is more of an enduring method in which people gain information, skills, and ethics.

 **P02- Communication Skills:**

Ability to express thoughts and ideas effectively in writing and orally, communicate with others using appropriate media: confidently share on views, demonstrate the ability to listen carefully, read a write analytically, and present complex information in a clear and concise manner different groups.

 **P03-Critical thinking:**

To inculcate creative thinking, innovation, inquiry, analysis and synthesis of information.

 **P04- Problem Solving:**

Understand and solve problems of relevance to society to meet the specified needs using the knowledge, skill and attitude required.

 **P05- Research -related skills:**

A sense of inquiry and capability for asking relevant appropriate questions. Problematising, synthesising. Ability recognise cause-and effect relationships, define problems, formulate test hypothesis, analyse, interpret and draw conclusions from data, establish hypothesis: ability to plan, execute a report the results of an experiment or investigation.

 **P06-Team work:**

Ability to work effectively and respectfully with team, facilitate coordinated effort on the part of a group and together as a group in the interest of a common cause and work efficiency as a member of a team.

 **P07- Moral and ethical awareness:**

Ability to embrace moral and ethical values in conducting ones life, formulate a argument about an ethical issue from multiple perspectives, and use ethical practices in all work.

 **PO08-Lifelong Learning:**

Ability to acquire knowledge and skills, including ‘learning how to learn ‘ that are necessary for participating in learning activities throughout life, through self-directed learning .It aims personal development ,meeting economic ,social and cultural objectives, and adapting to changing the demands of work place through knowledge and development.

* 1. **PROGRAM SPECIFIC OUTCOMES (PSO)**

 PSO1: Students will be fit for Teacher Educator, TGT (High School Teacher) and Educational Administrative Officer

 PSO2: Students develop knowledge about the details history of Indian Education system, which will help them to crack UGC-NET and research related examination.

 PSO3: Students gather knowledge about Educational Psychology, theories of psychology and their role and importance & impact in the field of education and education system which will be helpful for getting professional education like B.Ed,M.Ed & OES.

 PSO4: 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 which will be helpful for social work.

 PSO5: Students develop the concept of an ideal organization in educational institutions, the essential functions of educational management and they understand the different aspects of planning to study higher education and educational administrative post.

 PSO6: Students develop the concept of guidance and counselling, various types of Guidance and basic data necessary for Guidance to find teaching job.

 PSO7: 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 for improving technological knowledge.

 PSO08: 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 in research work.

 PSO09: Students develop a concept of educational research, various steps to be followed for conducting a research and write a research proposal and review research papers for getting their higher education such as Phd , D.Lit & project work .

* 1. **COURSE OUTCOMES(CO): CORE COURSES, Programme- PG(EDUCATION)**

**SEMESTER-1**

 **PAPER – 1 : PHILOSOPHICAL FOUNDATION OF EDUCATION**

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| **Course**  | **Course Name** | **Course Outcome** | **Need of Level** |
| **Paper-1** | **Philosophical Foundation of Education** | **CO1:** The learners analyse detail knowledge about the relationship between philosophy and education. | **National** |
|  |  | **CO2:** Learners apply the propositions of different philosophical schools in educational practices | **National** |
|  |  | **CO3:** Expose the students with Indian and Western philosophy and it’s implications. | **National and International**  |
|  |  | **CO4:C**ritically appraise contribution of great Indian thinkers to the field of education and society. | **National** |

 **PAPER – 2 : SOCIOLOGICAL FOUNDATION OF EDUCATION**

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| **Course**  | **Course Name** | **Course Outcome** | **Need of Level** |
|  **Paper-2** | **Sociological Foundation of Education** | **CO 2.1 :** The learners establish relationship between sociology and education. Critically reflect upon the process of social change in modern India. | **National** |
|  |  | **CO 2.2 :** They understand the importance of family, school, society and mass media as agency of education. | **Local & International** |
|  |  | **CO 2.3 :Assess the sociological thought of modern sociologists and their educational implications** | **National** |
|  |  | **CO 2.4 : Critically reflect upon the role of education for inculcation of values.** | **Local andNational** |

 **PAPER – 3 : PSHYCOLOGICAL FOUNDATION OF EDUCATION**

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| **Course**  | **Course Name** | **Course Outcome** | **Need of Level** |
| **Paper-3** | **Psychological foundation of Education** | **CO 3.1** :The learners explain the knowledge of concept of educational psychology and describe the contribution of different schools of psychology in the field of education. | **National** |
|  |  | **CO 3.2 :** The children reflect the contribution of learning theories in teaching learning process with their educational implications. | **National** |
|  |  | **CO 3.3 :**. They understand the concept of development, individual differences and gain an understanding of different theories of development and it’s complications. | **National** |
|  |  | **CO 3.4 :** The learners understand the concept of personality, development of creative thinking and the knowledge of adjustment. | **Local** |

**PAPER - 4 : PEDAGOGY OF TEACHING(THEORY) :MOTHER TONGUE**

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| **Course**  | **Course Name** | **Course Outcome** | **Need of Level** |
| **Paper-4** | **Pedagogy of Teaching: Mother tongue(Odia)** | **CO4.1:** The students justify the importance, objectives and place of Odia language as Mother Tongue in school curriculum. | **Regional** |
|  |  | **CO 4.2:** Justify the methods of teaching of Mother Tongue (Odia) at school stage. | **Regional** |
|  |  | **CO 4.3 :** Use various strategies and pedagogical approaches for facilitating the acquisition of language skills in odia teaching. | **Local** |
|  |  | **CO 4.4 :E**xpose the students to the lesson planning procedure of 5E and ICON Model of Odia language. | **Local** |

**PAPER – 5: PRACTICAL: SCHOOL INTERNSHIP**

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| **Course**  | **Course Name** | **Course Outcome** | **Need of Level** |
| **Paper-5** | **School Internship** | **CO-5 :** The learners shall be able to prepare 10 lesson plans(5E and ICON Model) in Odia method subject for school internship which are to be delivered and supervised by the faculty members of the department. | **National** |

 **SEMESTER-2**

**PAPER – 6 : STATISTICS IN EDUCATION**

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| **Course**  | **Course Name** | **Course Outcome** | **Need of Level** |
| **Paper-6** | **Statistics in education** | **CO 6.1:** The learners comprehend the importance of descriptive and inferential statistics in educational research. In addition to it Students develop knowledge and skill about the importance of normal probability curve and interpret test scores in using normal probability curve and its usage in education. | **National** |
|  |  | **CO 6.2:** Understand different types of correlation techniques for development of tools and data analysis. | **National** |
|  |  | **CO 6.3**: Calculate the significant difference between two or more sets of independent and correlated samples**.** | **National** |
|  |  | **CO 6.4:** The students analyse the hypothesis based on sample statistics and use the Chi-square test. | **Local** |

**PAPER – 7 : RESEARCH IN EDUCATION**

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| **Course**  | **Course Name** | **Course Outcome** | **Need of Level** |
| **Paper-7** | **Research in Education** | **CO 7.1**: The learners describe the meaning, nature, scope and types of educational research. | **National** |
|  |  | **CO 7.2**: The students analyse different research methods of doing research work. | **National** |
|  |  | **CO 7.3**: Formulate hypothesis for the research studies. In addition to it The students conduct a review of related literature in research to develop research projects. | **National** |
|  |  | **CO 7.4**: The learners prepare research proposal and report through APA style. | **National** |

**PAPER – 8 : TEACHER EDUCATION**

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| **Course**  | **Course Name** | **Course Outcome** | **Need of Level** |
| **Paper-8** |  **Teacher Education**  | **CO 8.1 :** Familiarize students with the concept of teacher education at elementary and secondary level.The learners become familiar with the recommendations of various committees and commissions on teacher education. | **National** |
|  |  | **CO 8.2 :** Conceptualize with pre-service and in service teacher education programme. | **National** |
|  |  | **CO 8.3 :** Acquire the knowledge about the problems and qualitative improvement of teacher education.  | **National** |
|  |  | **CO 8.4 :** Justify teaching as a profession and code of professional ethics of teachers and teacher educators. | **Local** |

 **PAPER – 9 : ECONOMICS OF EDUCATION**

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| **Course**  | **Course Name** | **Course Outcome** | **Need of Level** |
| **Paper-9** | **Economics of Education** | **CO 9.1**: The learners explain the relationship between education and economic system. | **National** |
|  |  | **CO 9.2** : Differentiate between the cost benefit and cost effective analysis in education. | **National** |
|  |  | **CO 9.3** : Familiarize students with different sources of finance for education. | **Regional** |
|  |  | **CO 9.4** : Orient the students on educational budget and grant-in-aid system of educational finance. | **Local** |

**PAPER – 10: EDUCATION PRACTICAL**

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| **Course**  | **Course Name** | **Course Outcome** | **Need of Level** |
| **Paper-10** | **A report on Conducting sociometric test, construction of checklist, rating scale and questionnaire** | **CO-10 :** The learners shall be able to prepare a report on Sociometric test,checklist,rating scale and questionnaire construction and equip with research acumen. In addition to it research will enhance the ability of the students to come up with information about a topic by deeply investigating the subject matter and learning new knowledge and skill. | **National/****Regional** |

**SEMISTER-3**

 **PAPER – 11 : EDUCATIONAL ASSESSMENT**

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| **Course**  | **Course Name** | **Course Outcome** | **Need of Level** |
| **Paper-11** | **Educational Assessment** | **CO-11.1**: The learners develop understanding concept of measurement, evaluation, test & assessment in education. | **National** |
|  |  | **CO 11.2**: Students orient about the innovations and reforms in construction of standardized test in assessment. | **National** |
|  |  | **CO 11.3**: The learners familiarize with the tools and techniques followed in constructivist approach of learning and assessment and characteristics of good test. | **National** |
|  |  | **CO 11.4**: The learners understand the concept of Continuous and Comprehensive Evaluation and paradigm shift in assessment. | **Local** |

**PAPER – 12 : CURRICULUM DEVELOPMENT**

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| **Course**  | **Course Name** | **Course Outcome** | **Need of Level** |
| **Paper-12** | **Curriculum development** | **CO-12.1:**The learners examine an understanding of the basic concept of the national curriculum framework – NCF2005 and NEP-2020. | **National** |
|  |  | **CO-12.2:**Students develop understanding of underlying approaches to curriculum and curriculum design. | **National** |
|  |  | **CO-12.3:**Students develop understandingof principles of curriculum construction, methods and recommendations of curriculum development. | **National** |
|  |  | **CO-12.4:**Students evaluate using Tyler and Taba Model of curriculum design. | **Local** |

**PAPER – 13 : SPECIAL PAPER(SPECIAL EDUCATION)**

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| **Course**  | **Course Name** | **Course Outcome** | **Need of Level** |
| **Paper-13** | **Special Education** | **CO 13.1**: The learners describe the meaning, nature, objectives and development of special education. | **National** |
|  |  | **CO 13.2**: The students analyse education of visually impaired and mentally retarded children with educational remedial measures. | **National** |
|  |  | **CO 13.3**: Acquaint students with learning disability and emotional disturbances with role of educational programmes. | **National** |
|  |  | **CO 13.4**: Identify the students of gifted and slow learners towards learning capacities. | **National** |

**PAPER – 14 : SPECIAL PAPER( EDUCATIONAL ADMINISTRATION AND SUPERVISION)**

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| **Course**  | **Course Name** | **Course Outcome** | **Need of Level** |
|  **Paper-14** | **Educational administration and supervision** | **CO 14.1 :** The learners know the concept of educational management and administration. | **National** |
|  |  | **CO 14.2 :** The students reflect upon specific trends in educational planning and leadership in educational administration. | **National** |
|  |  | **CO 14.3 : A**nalyse the principles, need and scope of educational supervision. | **Regional** |
|  |  | **CO 14.4 :**  Enable students to understand the planning, organising and implementation of supervisory programme. | **National/****Local** |

**PAPER – 15: PRACTICAL:RESEARCH PROPOSAL AND SEMINAR**

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| **Course**  | **Course Name** | **Course Outcome** | **Need of Level** |
| **Paper-15** | **Research proposal and seminar** | **CO-15.1 :** The learners shall be able to prepare a research proposal and equip with research acumen. In addition to it research will enhance the ability of the students to come up with information about a topic by deeply investigating the subject matter and learning new knowledge and skill.**CO-15.2:**Students are required to prepare and present a seminar paper on a particular educational issues and problems. | **National** |

**SEMESTER-4**

**PAPER-16:-TRENDS IN ASSESSMENT**

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| **Course**  | **Course Name** | **Course Outcome** | **Need of Level** |
|  **Paper-16** | **Trends in Assessment** | **CO 16.1**: The learners orient the Tyler’s objectives model , Metfessel Michael Model and Stuffle-Beam’s CIPP model of Educational Assessment. | **National** |
|  |  | **CO 16.2**: The students analyse different types of aptitude tests and Likert’s attitude scale of Measurement. | **National** |
|  |  | **CO 16.3**: Familiar with grading and semester system in reformation of Assessment.  | **National** |
|  |  | **CO 16.4**: The students acquaint with continuous and comprehensive evaluation along with use of computer in Assessment. | **National** |

**PAPER – 17 : EDUCATIONAL TECHNOLOGY**

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| **Course**  | **Course Name** | **Course Outcome** | **Need of Level** |
| **Paper-17** |  | **CO 17.1 :** The learners develop the conceptual understanding on educational technology ,ICT and its uses in Educational practices. | **National** |
|  |  | **CO 17.2 :** They demonstrate the use of various modern methods of teaching and levels of teaching models.  | **National** |
|  |  | **CO 17.3 :** Explore the ability to use programmed instruction and computer assisted instruction. | **National** |
|  |  | **CO 17.4 :** The learners understand the ethical issues for E-learner and E-teacher in teaching learning and research along with E-learning. INFLIBNET, OER and MOOC in educational technology.  | **National** |

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| **Course**  | **Course Name** | **Course Outcome** | **Need of Level** |
| **Paper-18** | **Educational and Vocational Guidance**  | **CO 18.1 :** The learners gain knowledge about Educational, Vocational and personal guidance at difference stages. | **National** |
|  |  | **CO 18.2 :** Explain the need and importance of placement service and follow-up services for launching a guidance programme. | **Local** |
|  |  | **CO 18.3 :** The learners create an awareness about theories and principles of counselling. | **Local** |
|  |  | **CO 18.4 :** The learners exposewith testing and non-testing device i.e. Questionnaire, interview schedule and sociometric test for tools and techniques of Educational and vocational guidance. | **National** |

**PAPER – 18 : A. EDUCATIONAL AND VOCATIONAL GUIDANCE (SPECIAL PAPER)**

**PAPER – 19 : B. EARLY CHILDHOOD EDUCATION(SPECIAL PAPER)**

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| **Course**  | **Course Name** | **Course Outcome** | **Need of Level** |
|  **Paper-19** | **Early childhood Education** | **CO 19.1 :** The learners develop an understanding of contribution of Froebel and Montessori to Pre-school education.  | **Regional** |
|  |  | **CO 19.2 :** The students analyse the scenario of identification, prevention and remediation of malnutrition for pre-school children. | **Regional** |
|  |  | **CO 19.3 :** The learners familiarize with the role of UNICEF,WHO and CARE for early childhood development. | **Regional** |
|  |  | **CO 19.4 : A**nalyse the difference between the role of Government and Non-government organisations in organising ECCE. | **Local** |

**PAPER – 20: DISSERTATION (PRACTICAL)**

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| **Course**  | **Course Name** | **Course Outcome** | **Need of Level** |
| **Paper-20** | **Dissertation****(practical)** | **CO-20.1: T**he researcher identify specific educational problems and conducting research on a selected topic**.****CO-20.2 :** The learners formulate the objectives, hypothesis and research questions related to specific research problems . In addition to it the researcher will enhance the ability of the students to justify the procedure of data collection and analysis and interpretation of research findings. | **National** |