**DEPARTMENT OF EDUCATION**

**KENDRAPARA AUTONOMOUS COLLEGE**

**PROGRAMME OUTCOMES(PO),**

**PROGRAMME SPECIFIC OUTCOMES(PSO) &**

**COURSE OUTCOMES(CO)**

**BACHELOR OF ARTS(HONOURS)**

**SUBJECT: UG (EDUCATION)**

**(For the session 2023-2024)**

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.

**1.1GRADUATE 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 informations.

**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- UG(EDUCATION)**

**PAPER – 1 : EDUCATIONAL PHILOSOPHY**

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| **Course** | **Course Name** | **Course Outcome** | **Need of Level** |
| **Core Paper-1** | **Educational Philosophy** | **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 philosophy and it’s implications. | **National** |
|  |  | **CO4:C**ritically appraise contribution of great educators to the field of education and society. | **National** |

**PAPER – 2 : EDUCATIONAL PSHYCOLOGY**

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| **Course** | **Course Name** | **Course Outcome** | **Need of Level** |
| **Core Paper-2** | **Educational Psychology** | **CO 2.1** :The learners explain the knowledge of concept of educational psychology and it’s relationship with psychology and its importance. | **National** |
|  |  | **CO 2.2 :** They understand the concept of development, individual differences and gain an understanding of different theories of development and it’s complications. | **National** |
|  |  | **CO 2.3 :** The children reflect the contribution of learning theories in teaching learning process. | **National** |
|  |  | **CO 2.4 :** The learners understand the concept of personality from Indian and develop the knowledge of adjustment. | **Local** |

**PAPER – 3 : EDUCATIONAL SOCIOLOGY**

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| **Course** | **Course Name** | **Course Outcome** | **Need of Level** |
| **Core Paper-3** | **Educational Sociology** | **CO 3.1 :** The learners establish relationship between sociology and education. | **National** |
|  |  | **CO 3.2 :** They understand the importance of family, school, society and mass media as agency of education. | **Local & International** |
|  |  | **CO 3.3 :** Critically reflect upon the process of social change in modern India. | **National** |
|  |  | **CO 3.4 :** Explain the process of equalisation of educational opportunity and the steps taken towards it’s attainment. | **National** |

**PAPER – 4 : CHANGING PEDAGOGICAL PERSPECTIVE**

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| **Course** | **Course Name** | **Course Outcome** | **Need of Level** |
| **Core Paper-4** | **Changing Pedagogical Perspective** | **CO 4.1** : The learners establish relationship between teaching and learning. | **National** |
|  |  | **CO 4.2** : The learners define different type of task of teaching and learning. | **National** |
|  |  | **CO 4.3** : The learners formulate the different core teaching skills in the teaching learning process. | **Regional** |
|  |  | **CO 4.4** : The students expose the lesson planning procedure of 5E and ICON Models of the content. | **Local** |

**PAPER – 5 : EDUCATIONAL ASSESSMENTS AND EVALUATION**

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| **Course** | **Course Name** | **Course Outcome** | **Need of Level** |
| **Core Paper-5** | **Educational Assessments And Evaluation** | **CO 5.1**: The learner develop understanding concept of measurement, evaluation, test & assessment in education. | **National** |
|  |  | **CO 5.2**: Students orient about the innovations and reforms in different aspects of assessment. | **National** |
|  |  | **CO 5.3**: The learners familiarize with the tools and techniques followed in constructivist approach of learning and assessment. | **National** |
|  |  | **CO 5.4**: The learners understand the concept of validity and reliability of a test | **Local** |

**PAPER – 6 : EDUCATIONAL RESEARCH**

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| **Course** | **Course Name** | **Course Outcome** | **Need of Level** |
| **Core Paper-6** | **Educational Research** | **CO 6.1**: The learners describe the meaning, nature and scope of educational research. | **National** |
|  |  | **CO 6.2**: The students analyse different research methods of doing research work. | **National** |
|  |  | **CO 6.3**: Formulate hypothesis for the research studies. | **National** |
|  |  | **CO 6.4**: The students conduct a review of related literature in research and develop a research proposal. | **National** |

**PAPER – 7 : STATISTICS OF EDUCATION**

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| **Course** | **Course Name** | **Course Outcome** | **Need of Level** |
| **Core Paper-7** | **Statistics of education** | **CO 7.1:** The learners compute relevant measures of average and measures of variation. | **National** |
|  |  | **CO 7.2:** The learners spell out the characteristics of normal probability of distribution. | **National** |
|  |  | CO 7.3: 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 7.4:** The students analyse the hypothesis based on sample statistics. | **Local** |

**PAPER – 8 : HISTORY OF EDUCATION IN INDIA**

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| **Course** | **Course Name** | **Course Outcome** | **Need of Level** |
| **Core Paper-8** | **History of Education in India** | **CO 8.1 :** The learners become familiar with the contribution of various committees and commissions on education set up during British period. | **National** |
|  |  | **CO 8.2 :** Conceptualize the objectives, curriculum, methods of teaching and teach-pupil relationship in Buddhist and Muslim system of education. | **National** |
|  |  | **CO 8.3 :** Acquire the knowledge of policies and programmes related to various level of education since independence. | **National** |
|  |  | **CO 8.4 :** Learn the development of education in India during post-independence period. | **Local** |

**PAPER – 9 : CURRICULUM DEVELOPMENT**

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| **Course** | **Course Name** | **Course Outcome** | **Need of Level** |
| **Core Paper-9** | **Curriculum development** | **CO 9.1 :** The learners examine an understanding of the basic concept of the national curriculum framework – NCF2005. | **National** |
|  |  | **CO 9.2 :** Students develop understanding of underlying approaches to curriculum and curriculum design. | **National** |
|  |  | **CO 9.3 :** Students develop understandingof principles of curriculum construction. | **National** |
|  |  | **CO 9.4 :** Students evaluate using different Tyler and Taba Model of curriculum development. | **Local** |
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**PAPER – 10 : GUIDANCE AND COUNSELLING**

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| **Course** | **Course Name** | **Course Outcome** | **Need of Level** |
| **Core Paper-10** | **Guidance And Counselling** | **CO 10.1 :** The learners gain knowledge about use of various tools and techniques of guidance in appropriate context. | **National** |
|  |  | **CO 10.2 :** They provideguidance and counselling for school level. | **Local** |
|  |  | **CO 10.3 :** The learners create an awareness of the working of the guidance centres. | **Local** |
|  |  | **CO 10.4 : E**xplain the role of teacher and head master in organizing different guidance programs. | **National** |

**PAPER – 11 : DEVELOPMENT OF EDUCATION IN ODISHA**

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| **Course** | **Course Name** | **Course Outcome** | **Need of Level** |
| **Core Paper-11** | **Development of Education in Odisha** | **CO 11.1 :** The learners develop and understanding of the functions of educational institutions at the state and district level. | **Regional** |
|  |  | **CO 11.2 :** The student should analyse the scenario of higher and technical education of Odisha. | **Regional** |
|  |  | **CO 11.3 :** The learners know the role of Board of Secondary Education(BSE) and Rastriya Uchatara Sikhya Abhijan(RUSA). | **Regional** |
|  |  | **CO 11.4 : A**nalyse the difference between pre-service and in-service teacher education for secondary school teachers. | **Local** |

**PAPER – 12 : INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION**

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| **Course** | **Course Name** | **Course Outcome** | **Need of Level** |
| **Core Paper-12** | **Information and Communication Technology in Education** | **CO 12.1 :** The learners explore ICT resources for teaching and learning. | **National** |
|  |  | **CO 12.2 :** They demonstrate the use of various software applications in education. | **National** |
|  |  | **CO 12.3 :** Develop the ability to use various ICT assessment tools to connect the world. | **National** |
|  |  | **CO 12.4 :** The learners know the importance of web 2.0 tools. | **National** |

**PAPER – 13 : CONTEMPORARY TRENDS AND ISSUES IN INDIAN EDUCATION**

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| **Course** | **Course Name** | **Course Outcome** | **Need of Level** |
| **Core Paper-13** | **Contemporary Trends and Issues in Indian Education** | **CO 13.1 :** The students enumerate the importance of universalization of elementary education for all. | **National** |
|  |  | **CO 13.2 :** The students justify the challenges of vocationalisation of secondary and higher secondary education. | **National** |
|  |  | **CO 13.3 : A**nalyse various problems and issues for ensuring quality in higher education. | **National** |
|  |  | **CO 13.4 :** The learners know the importance, problems and issue for Choice Based Credit System. | **National** |

**PAPER – 14 : EDUCATIONAL MANAGEMENT AND LEADERSHIP**

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| **Course** | **Course Name** | **Course Outcome** | **Need of Level** |
| **Core Paper-14** | **Educational Management and Leadership** | **CO 14.1 :** The learners know the concept of educational management and leadership style in education. | **National** |
|  |  | **CO 14.2 :** The students reflect upon specific trends in educational management in Odisha. | **National** |
|  |  | **CO 14.3 : A**nalyse the structures of total quality management approach in education. | **Regional** |
|  |  | **CO 14.4 :**  Enable students to understand the various theories of leadership. | **Local** |

**PAPER - DSE-1 : PEDAGOGY OF LANGUAGE (ODIA)**

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| **Course** | **Course Name** | **Course Outcome** | **Need of Level** |
| **DSE-1** | **Pedagogy of Language (odia)** | **CO -1.1:** The students justify the importance and place of Odia language as Mother Tongue in school curriculum. | **Regional** |
|  |  | **CO 1.2:** Justify the objectives of teaching Mother Tongue (Odia) at secondary stage. | **Regional** |
|  |  | **CO 1.3 :** Prepare subject specific lesson plans for improvement of language skills. | **Local** |
|  |  | **CO 1.4 :E**xpose the students to the lesson planning procedure of 5E and ICON Model of Odia language. | **Local** |

**PAPER-DSE-II: PEDAGOGY OF SOCIAL SCIENCES**

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| **Course** | **Course Name** | **Course Outcome** | **Need of Level** |
| **DSE-2** | **Pedagogy of Social Sciences** | **CO 2.1:** The students prepare instructional aids need for teaching social science. | **National** |
|  |  | **CO 2.2:** The learners express different methods, approaches, and techniques of teaching social studies. | **National** |
|  |  | **CO 2.3:** The learners prepare lesson plans in 5E and ICON model in social studies. | **National** |
|  |  | **CO 2.4:** Identify the different methods and skills of teaching History and Political Science for transacting the contents effectively | **Local** |

**PAPER- DSE-3: POLICY AND PRATICES IN HIGHER EDUCATION IN INDIA**

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| **Course** | **Course Name** | **Course Outcome** | **Need of Level** |
| **DSE- 3** | **Policy and Pratices in Higher Education in India** | **CO -3.1:**The students identify and reflect on some of the global changes and their impact on higher education generally. | **National** |
|  |  | **CO 3.2:** Students express different methods, approaches, and techniques of teaching social studies. | **National** |
|  |  | **CO-3.3**:The learners examine the problems in implementation of the policies on higher education. | **National** |
|  |  | **CO-**3.4: Assess the management and relieve of different higher education organisation for quality and quantity in higher education. | **Local** |

**PAPER – DSE-IV: DISSERTATION/ RESEARCH PROJECT**

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| **Course** | **Course Name** | **Course Outcome** | **Need of Level** |
| **DSE- 4** | **Dissertation/ research project** | **DSE - 4 :** The learners shall be able to prepare a research project 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 learing new knowledge and skill. | **National** |

**ELECTIVE PAPER (EDUCATION)**

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| **Course** | **Course Name** | **Course Outcome** | **Need of Level** |
| **Generic Elective – I, II** | **Educational philosophy** | **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 philosophy and it’s implications. | **National** |
|  |  | **CO4:C**ritically appraise contribution of great educators to the field of education and society. | **National** |

**ELECTIVE PAPER**

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| **Course** | **Course Name** | **Course Outcome** | **Need of Level** |
| **Generic Elective – III, IV** | **Educational psychology** | **CO 2.1** :The learners explain the knowledge of concept of educational psychology and it’s relationship with psychology and its importance. | **National** |
|  |  | **CO 2.2 :** They understand the concept of development, individual differences and gain an understanding of different theories of development and it’s complications. | **National** |
|  |  | **CO 2.3 :** The children reflect the contribution of learning theories in teaching learning process. | **National** |
|  |  | **CO 2.4 :** The learners understand the concept of personality from Indian and develop the knowledge of adjustment. | **Local** |