Education B. A. General		
Program Specific Outcomes (PSO):		

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- An ability to use appropriate techniques, skills, and tools essential for computing practice
- An ability to evaluate a problem, and identify and define the computing necessities appropriate to its solution
- An ability to be a good teacher.
- An ability to design, implement, and evaluate a computer-based system, process, components, or program to meet desired needs
- An ability to used technology in education.
- An ability to used teaching aid's in class room situation.
- Personality development by individual.
- An ability to communicate efficiently with a variety of audiences
- An ability to know the difference between good and bad.

Class/ Paper/ Semester	Title	Course Outcome (CO)
Edu-G-CC-T-1 (Theory) Sem-I	Educational Philosophy	After finishing the course, students will be able to: • It provides a basis for understanding the nature and purpose of education. • It allows us to consider the questions that are at the heart of education, such as: What is the purpose of education? How should students be taught? • It helps to understand and to modify the educational process. • It helps to identify conflicts and contradictions in any theory. • It develops the human capacity to raise questions about theory. Also, it clarifies concepts and assumptions that are underlying educational theories. • Educational Philosophy gives importance to the essence of creating a sense of universal humanhood and spirituality. • It helps us to analyze concepts, definitions, arguments, and problems of education.
Edu-G-CC-T-2 (Theory) Sem-II	Educational Psychology	After finishing the course, students will be able to: • It improve the learning process and promote educational success for all students. • It relatively permanent changes in behavior, skills, knowledge, or attitudes resulting from identifiable psychological or social experiences. • It helps to identify children with special needs, tackle classroom problems, skills & interest in teaching, effective methods of teaching, the influence of heredity & environment on the child. • It helps to the mental health of the child, the procedure of curriculum-making, guidance & counseling, assessment & evaluation. • The Psychological Basis of Education Students will

		understand the concept, nature, scope, and applications of Psychology in education.
		• They will be able to describe the impact of growth and change on education.
		• They will comprehend the meaning and concept of learning, as well as its theories and factors.
		• They should be able to demonstrate the classroom implementation of learning theories.
		• Students would have the ability to understand the concept and theories of intelligence and creativity.
		• They will learn about the concept of personality and its development.
Edu-G-CC-T-3 (Theory) Sem-III	Educational Sociology	After finishing the course, students will be able to: • Students will understand the definition, scope, and essence of educational sociology, as well as the relationship between education and sociology. • Students would be able to comprehend the relationship between social factors and education. • They will learn about social organizations, socialization, social institutions, and educational agencies. • Students must be enabled to describe social change and its effect on education. • Understanding your own and others' goals will help you get the most from your educational experience. • It provides a unique look at the social variables that affect the education systems and illustrates the interdependence among the major institutions in society. • It helps development of Society through the formulation of various rules and regulations and understanding of culture and traditions.
Edu-G-SEC-T-1(A) (Theory) Sem-III	Statistical Analysis	After finishing the course, students will be able to: • Learners should be familiar with the principles, purposes, and demands of measurement and evaluation. • They will be able to comprehend how Evaluation & Measurement, Scale of Measurement, and the fundamentals of Statistics relate to one another. • Students will be able to compute the central tendency and describe various measuring scale types and their applications in education. • Students will be able to describe the many tools and techniques used in the field of education and comprehend the validity, reliability, and normative concepts and methodologies, as well as the various forms of evaluation processes.
Edu-G-SEC-T-1(B) (Theory)	Achievement Test	After finishing the course, students will be able to: • Describe Test.

Sem-III		• Identify Test Item. • Discussion of Type of Test Item. • Describe Achievement Test. • Clarify Characteristics of Achievement Test. • Identify Objectives of Achievement Test. • Explore Functions of Achievement Test. • Explain Functions of Test Item. • Develop Achievement test.
Edu-G-CC-T-4 (Theory) Sem-IV	History Of Education	After finishing the course, students will be able to: • It helps one to draw comparisons of the origins and development of several different ideas, practices and theories of education in different societies. • In that way it can help one to formulate better ideas, patterns and principles and provide a larger perspective. • By teaching children about the past, they can learn about the present and the future. • It helps them to understand the world around them and how it has changed over time. • Additionally, it provides context for current events and helps children see how they fit into the grand scheme. • The historical evolution of Indian education as well as the British Indian educational system should be known to students. • Students should be able to describe the Constitutional Provision of Education and explain the key aspects of a few chosen educational papers and reports from ancient, medieval, and British India. • They will be able to comprehend the contributions made by the Education Commission to India's post-independence education system as well as the National Policy on Education.
Edu-G-SEC-T-2(A) (Theory) Sem-IV	Lesson Planning	After finishing the course, students will be able to: • Students should be able to understand what a lesson plan is and what its qualities are. • Students will be able to comprehend the principles of lesson planning and build lesson plans. • They should be able to explain the benefits of lesson planning, classify various lesson plans, and describe the steps involved in creating lesson plans.
Edu-G-SEC-T-2(B) (Theory) Sem-IV	Use Of Teaching Aids	After finishing the course, students will be able to: • It makes learning more interesting, and students tend to remember the concepts longer if they learn them with interest. • It build students understand better, such as models, graphs.

EDU-G-GE-T-1 (Theory) Sem-V	Educational Evaluation & Statistics	After finishing the course, students will be able to: - define idea, objective & requirements of measurement & Evaluation in education. - Classify the comparison between measurement & evaluation. - Recognize conception about various scale of measurement & its practice in education. - Interpret basic idea of statistics & arrange, analyze & categorize data. - Explain various types of tools & techniques in education. - Discuss the idea of validity, objectivity & reliability.Give example about its procedure & tactics in modern education. - Classify & differentiate diverse type of evaluation process.
EDU-G-DSE-T-1/2(A) (Theory) Sem-V	Value Education	After finishing the course, students will be able to: - Articulate the significance, purpose, characteristics of value & it's influence in indian Constitution. - Express the aim, motive & necessity of value education. - Interpret the purpose of value education through curriculum & co-curricular activities. - Describe the keynote, benefit & difficulties of storytelling, play-way method & role plays.
EDU-G-DSE-T-1/2(B) (Theory) Sem-V	Population Education	After finishing the course, students will be able to: - Describe the significance, idea, extension & aim of population education. - Explain the historical development of population education. Articulate the connotation, components, reason & prohibition of population growth. - Suggest the population education curriculum & policies.
EDU-G-DSE-T-1/2(C) (Theory) Sem-V	Peace Education	After finishing the course, students will be able to: - Recognize the idea, goal, purpose, extension, necessity & components of peace education. - Interpret & differentiate the Opinion of Mahatma Gandhi, Rabindranath Tagore, Sri Aurobinda & Jiddu Krishnamurti regarding peace education. - Describe the theory, practice & syllabus of peace education. - Express the impact of education in peace education. - Relate, associate & practice the course & accession of peace education
EDU-G-DSE-T-1/2(D) (Theory) Sem-V	Distance Education	After finishing the course, students will be able to: - Discuss the significance, feature, aim, benefits & difficulty of distance & open education. - Articulate & express the method, system, tactics &

		technique of distance education.
		• Interpret & predict the association & interconnection within Non-formal, Correspondence, Distance & Open Education.
		• Review, investigate & criticize the existing situation of distance & open education in India.
		• Interpret the impact & importance of multi-media in distance & open education.
		• Review & evaluate the complicated issues & amendaments of distance & open education in India.
EDU-G-SEC-T-3(A) (Theory) Sem-V	Guidance Service	After finishing the course, students will be able to: • Define different guidance services. • Describe the Significance, value & consequences of guidance services. • Arrange guidance services in school level.
EDU-G-SEC-T-3(B) (Theory) Sem-V	Life Skill Education	After finishing the course, students will be able to: • Define the concept, characteristics, objective & extent of life skill education. • Suggest & apply significant & useful communion. Analyze & criticize it's process, pattern & obstacles. • Describe the meaning & concept of interpersonal association & influencing elements. • Discuss the concept, significance, Characteristics, phase & steps of productive, evaluative & interpretive idea & conception. • Identify the idea, aspect, feature, components & strategy of rational, systematic & investigative thinking. • Describe the idea, nature, attributes, techniques & approaches of endure, accept & overcome sentiment. • Explain the theory, root & cause, techniques of bear up & overcome stress & stressors.
EDU-G-GE-T-2 (Theory) Sem-VI	Educational Technology	After finishing the course, students will be able to: • Articulate the idea, characteristics, significance & extent of educational technology. • Differentiate & interpret the theory of technology in education & technology of education. • Identify & apply different kind of approaches of technology in modern education. • Discuss the function of communication, it's interpretation, characteristic, norms & elements. • Identify the obstacles of classroom communication & apply various kind of techniques to overcome it. • Describe various kinds of media usage in education. Evaluate it's benefit & damages. • Analyze the nature of seminar, panel discussion,

		team teaching, personalized instructions & computer in modern education & evaluate its advantages. • Discuss the function of technology in modern teaching-learning process & classify different models of teaching.
EDU-G-DSE-T-3/4(A) (Theory) Sem-VI	Mental hygiene	After finishing the course, students will be able to: • Describe the idea, characteristics, objective & extent of Mental Hygiene. • Describe the conception, attributes, symptoms, origin & purpose of mental illness. • Classify the various nature of mental disorder. • Describe the conduct of parent for preclusion mental illness. • Describe the conduct of teacher for preclusion mental illness.
EDU-G-DSE-T-3/4(B) (Theory) Sem-VI	Comparative Education	After finishing the course, students will be able to: • Describe the idea, characteristics, extent, significance & process of comparative education. • Identify various kind of aspects & circumstances of comparative education. • Describe the idea of universalization of elementary & secondary education in UK & USA. • Evaluate the similarity & differences of education system within india & USA. • Evaluate the similarity & differences of education system within india & UK.
EDU-G-DSE-T-3/4(C) (Theory) Sem-VI	Guidance & Counseling	After finishing the course, students will be able to: • Describe the idea, characteristics, extent, variety & significance of guidance. • Describe the idea, characteristics, extent, variety & significance of counseling. • Explain variant instrument & methods used in guidance & counseling. • Define the nature of special pupils. • Discuss the necessity of guidance for special pupil. • Discuss the necessity of counseling for special pupil.
EDU-G-DSE-T-3/4(D) (Theory) Sem-VI	Grate Educators	After finishing the course, students will be able to: • Explain the educational philosophy of indian educationalist. • Explain the educational philosophy of western educationalist. • Discuss the educational idea of eastern educationalist. • Discuss the educational idea of western educationalist. • Identify & express some exploration & observation

Class/ Paper/ Semester	Title	Course Outcome (CO)
		on education of eastern & western philosophers & educationalists. • Explain the theory of eastern & western synchronous educationalist .
EDU-G-SEC-T-4(A) (Theory) Sem-VI	Pedagogical knowledge	After finishing the course, students will be able to: • Articulate the idea, significance & extent of pedagogy. • Discuss the distinction within pedagogy & andragogy. • Discuss the goal of various area such as - language, social science, science & mathematics. • Describe various pedagogical approaches.
EDU-G-SEC-T-4(B) (Theory) Sem-VI	Yoga Education	After finishing the course, students will be able to: • Discuss the idea, characteristics, objectives & conduct of teacher of yoga education. • Explain various kinds of yoga. • Explain the instructions of yoga education. • Explain the purpose of yoga education. • Discuss the historical context of yoga education. • Explain the connection within yoga, sankhya Philosophy & Bhagwat gita. • Explain the significance of yoga for salubrious life style.

Education B. A. Honors (GE)
Program Specific Outcomes (PSO): • An ability to use appropriate techniques, skills, and tools essential for computing practice • An ability to evaluate a problem, and identify and define the computing necessities appropriate to its solution • An ability to be a good teacher. • Personality development by individual. • An ability to communicate efficiently with a variety of audiences • An ability to know the difference between good and bad.

Class/ Paper/ Semester	Title	Course Outcome (CO)
EDU-H-GE-T-1 Sem -I	Philosophical and Psychological Foundationof Education	After finishing the course, students will be able to: • It provides a basis for understanding the nature and purpose of education. • It allows us to consider the questions that are at the heart of education, such as: What is the purpose of education? How should students be taught? • It helps to understand and to modify the educational process. • It helps to identify conflicts and contradictions in any theory. • It develops the human capacity to raise questions about theory. Also, it clarifies concepts and

		assumptions that are underlying educational theories.
		• Educational Philosophy gives importance to the essence of creating a sense of universal humanhood and spirituality.
		• It helps us to analyze concepts, definitions, arguments, and problems of education
		• It improve the learning process and promote educational success for all students.
		• It relatively permanent changes in behavior, skills, knowledge, or attitudes resulting from identifiable psychological or social experiences.
		• It helps to identify children with special needs, tackle classroom problems, skills & interest in teaching, effective methods of teaching, the influence of heredity & environment on the child.
		• It helps to the mental health of the child, the procedure of curriculum-making, guidance & counseling, assessment & evaluation.
		• The Psychological Basis of Education Students will understand the concept, nature, scope, and applications of Psychology in education.
		• They will be able to describe the impact of growth and change on education.
		• They will comprehend the meaning and concept of learning, as well as its theories and factors.
		• They should be able to demonstrate the classroom implementation of learning theories.
		• Students would have the ability to understand the concept and theories of intelligence and creativity.
		They will learn about the concept of personality and its development.
Edu-H-GE-T-2 Sem -II	Historical and Sociological foundations of Education	After finishing the course, students will be able to:
		• Students will understand the definition, scope, and essence of educational sociology, as well as the relationship between education and sociology.
		• Students would be able to comprehend the relationship between social factors and education.
		• They will learn about social organizations, socialization, social institutions, and educational agencies.
		• Students must be enabled to describe social change and its effect on education.
		• Understanding your own and others' goals will help you get the most from your educational experience.
		• It provides a unique look at the social variables that affect the education systems and illustrates the interdependence among the major institutions in society.

		• It helps development of Society through the formulation of various rules and regulations and understanding of culture and traditions.
		• It helps one to draw comparisons of the origins and development of several different ideas, practices and theories of education in different societies.
		• In that way it can help one to formulate better ideas, patterns and principles and provide a larger perspective.
		• By teaching children about the past, they can learn about the present and the future.
		• It helps them to understand the world around them and how it has changed over time.
		• Additionally, it provides context for current events and helps children see how they fit into the grand scheme.
		• The historical evolution of Indian education as well as the British Indian educational system should be known to students.
		• Students should be able to describe the Constitutional Provision of Education and explain the key aspects of a few chosen educational papers and reports from ancient, medieval, and British India.
		• They will be able to comprehend the contributions made by the Education Commission to India's post-independence education system as well as the National Policy on Education.
EDU-H-GE-T-1 Sem-III	Philosophical and Psychological Foundation of Education	After finishing the course, students will be able to: • It provides a basis for understanding the nature and purpose of education. • It allows us to consider the questions that are at the heart of education, such as: What is the purpose of education? How should students be taught? • It helps to understand and to modify the educational process. • It helps to identify conflicts and contradictions in any theory. • It develops the human capacity to raise questions about theory. Also, it clarifies concepts and assumptions that are underlying educational theories. • Educational Philosophy gives importance to the essence of creating a sense of universal humanhood and spirituality. • It helps us to analyze concepts, definitions, arguments, and problems of education • It improve the learning process and promote educational success for all students.

		• It relatively permanent changes in behavior, skills, knowledge, or attitudes resulting from identifiable psychological or social experiences. • It helps to identify children with special needs, tackle classroom problems, skills & interest in teaching, effective methods of teaching, the influence of heredity & environment on the child. • It helps to the mental health of the child, the procedure of curriculum-making, guidance & counseling, assessment & evaluation. • The Psychological Basis of Education Students will understand the concept, nature, scope, and applications of Psychology in education. • They will be able to describe the impact of growth and change on education. • They will comprehend the meaning and concept of learning, as well as its theories and factors. • They should be able to demonstrate the classroom implementation of learning theories. • Students would have the ability to understand the concept and theories of intelligence and creativity. They will learn about the concept of personality and its development.
Edu-H-GE-T-2 Sem-IV	Historical and Sociological foundations of Education	After finishing the course, students will be able to: • Students will understand the definition, scope, and essence of educational sociology, as well as the relationship between education and sociology. • Students would be able to comprehend the relationship between social factors and education. • They will learn about social organizations, socialization, social institutions, and educational agencies. • Students must be enabled to describe social change and its effect on education. • Understanding your own and others' goals will help you get the most from your educational experience. • It provides a unique look at the social variables that affect the education systems and illustrates the interdependence among the major institutions in society. • It helps development of Society through the formulation of various rules and regulations and understanding of culture and traditions. • It helps one to draw comparisons of the origins and development of several different ideas, practices and theories of education in different societies. • In that way it can help one to formulate better ideas, patterns and principles and provide a larger perspective.

		- By teaching children about the past, they can learn about the present and the future. - It helps them to understand the world around them and how it has changed over time. - Additionally, it provides context for current events and helps children see how they fit into the grand scheme. - The historical evolution of Indian education as well as the British Indian educational system should be known to students. - Students should be able to describe the Constitutional Provision of Education and explain the key aspects of a few chosen educational papers and reports from ancient, medieval, and British India. - They will be able to comprehend the contributions made by the Education Commission to India's post-independence education system as well as the National Policy on Education.