

Course Specific Outcome (CSO):

B.A. Honours in Education

Semester I

• CC-1: EDU-H-DSC-T-1: Philosophical Foundations of Education

Upon completion, students will be able to:

- Define the key concepts, objectives, and scope of education.
- Explain the concept and significance of educational philosophy.
- Identify and describe the main factors influencing education.
- Explore the principles of various Indian philosophical schools, such as Sankhya, Nyaya, Yoga, Buddhism, Charvaka, and Jainism.
- Analyse Western philosophical approaches to education, including Idealism, Naturalism, Pragmatism, and Marxism.
- Discuss the educational philosophies of renowned Indian thinkers like Swami Vivekananda, Rabindranath Tagore, and Mahatma Gandhi.
- Examine the educational views of Western educators such as Rousseau, Pestalozzi, Froebel, and Montessori.
- CC-2: EDU-H-DSC-T-2: Sociological Foundations of Education

Upon completion, students will be able to:

- Understand the relationship between sociology and education.
- Discuss how social factors influence education.
- Define and explain social groups, socialisation, and educational institutions.
- Evaluate the impact of social change on educational systems.

Semester II

• CC-3: EDU-H-DSC-T-3: Psychological Foundations of Education

Upon completion, students will be able to:

- Understand the role and scope of psychology in education.

- Examine the effects of human growth and development on educational practices.
- Identify and explain different learning theories and their applications.
- Explore the concept of intelligence, creativity, and their relationship to learning.
- Investigate the development of personality and its relevance to education.
- CC-4: EDU-H-DSC-T-4: History of Education in Ancient and Medieval India

Upon completion, students will be able to:

- Describe the educational systems during the Brahmanic and Buddhistic periods, including aims, methods, and evaluation systems.
- Compare the educational contributions of the Brahmanic and Buddhistic systems.
- Analyse the Islamic education system and the contributions of leaders like Akbar and Aurangzeb.
- Examine women's and vocational education in Ancient and Medieval India.

Semester III

- CC-5: EDU-H-DSC-T-5: Psychology of Instruction

Upon completion, students will be able to:

- Define key concepts related to teaching, such as factors and principles of instruction.
- Discuss the Flander's Interactional Analysis and its relevance in the classroom.
- Examine the characteristics of an effective teacher.
- Differentiate between traditional and constructivist teaching methods.
- Explore the concept and benefits of micro-teaching.
- Identify various teaching methods and their appropriate use.
- CC-6: EDU-H-DSC-T-6: Educational Evaluation & Statistics

Upon completion, students will be able to:

- Understand the relationship between evaluation and measurement in education.
- Organise and interpret data using statistical tools.
- Discuss different types of measuring scales and their educational applications.
- Explain the significance of reliability, validity, and norms in educational assessments.
- Explore various evaluation techniques and their role in education.
- CC-7: EDU-H-DSC-T-7:History of Education in Colonial India

Upon completion, students will be able to:

- Discuss the development of education in Colonial India in historical perspectives.
- Elaborate the contributions of Education Commission in post independent India
- Describe the Educational Policy in Colonial India.
- Discuss Bengal Renaissance and its influence on Indian Education.
- Describe National Education Movement and its impacts on Education.

Semester IV

- CC-8: EDU-H-DSC-T-8: Inclusive Education

Upon completion, students will be able to:

- Discuss the principles and need for inclusive education.
- Analyse the competencies required for effective inclusive teaching.
- Evaluate the infrastructural requirements for inclusive schools.
- Examine the role of teachers in inclusive educational settings.
- CC-9: EDU-H-DSC-T-9: Educational Management and Administration

Upon completion, students will be able to:

- Understand the scope, functions, and importance of educational management.
- Define and distinguish between educational administration and supervision.
- Explore different types of educational planning and administrative bodies.
- CC-10: EDU-H-DSC-T-10: History of Education in Post-Independence India

Upon completion, students will be able to:

- Examine the Indian Constitution's provisions for education.
- Analyse the recommendations and contributions of key education commissions.
- Discuss the evolution of educational policies and their impact post-independence.
- Understand human rights education in both national and international contexts.

Semester V

- CC-11: EDU-H-DSC-T-11: Contemporary Issues in Education

Upon completion, students will be able to:

- Analyse modern challenges in Indian education, including the RTE Act, SSA, and RMSA.
- Discuss issues like peace education, sustainable development, and gender equality in education.
- Examine the role of education in addressing social challenges like poverty and discrimination.
- CC-12: EDU-H-DSC-T-12: Educational Technology

Upon completion, students will be able to:

- Define educational technology and its significance in teaching and learning.
- Discuss the use of communication tools and multimedia in education.

- Evaluate the role of modern technology in transforming the learning process.

Semester VI

- CC-13: EDU-H-DSC-T-13: Curriculum Studies

Upon completion, students will be able to:

- Explore the fundamentals of curriculum design, including its scope and functions.
- Discuss curriculum construction based on the National Curriculum Framework (NCF-2005).
- Evaluate the effectiveness of different curriculum theories.
- CC-14: EDU-H-DSC-T-14: Educational Research

Upon completion, students will be able to:

- Define educational research and identify its types and methods.
- Understand the process of data collection and analysis, both qualitatively and quantitatively.
- Evaluate the role of hypotheses, variables, and research data in educational studies.

Generic Elective Courses (GE)

- EDU-H-GE-T-1(A): Lifelong Learning and Education

Upon completion, students will be able to:

- Define lifelong learning and its importance in personal and societal development.
- Analyse the various dimensions of lifelong learning and its role in modern education.
- Examine the teaching methods and curriculum structures that support lifelong learning.
- EDU-H-GE-T-1(B): Gender and Society in Educational Context

Upon completion, students will be able to:

- Understand key gender studies terms and concepts.

- Examine the role of gender in the construction and dissemination of knowledge.
- Develop sensitivity towards gender issues within educational settings.

B.A. Programme in Education

Semester I

- EDU-G-DSC-1: Philosophical Foundations of Education

Upon completion, students will be able to:

- Explain the basic concepts, goals, and scope of education.
- Analyse the educational philosophies of thinkers such as Vivekananda, Tagore, Rousseau, and Dewey.

Semester II

- EDU-P-DSC-1: Psychological Foundations of Education

Upon completion, students will be able to:

- Understand the relationship between psychology and education.
- Explore the impact of growth, development, and learning theories on education.