

## COURSE OUTCOMES OF DEPARTMENT OF EDUCATION

DEPARTMENT OF EDUCATION Class/ Course code	Course Name	Course Outcome
EDNH101	PHILOSOPHICAL FOUNDATIONS OF EDUCATION	<ol style="list-style-type: none"> <li>1. DESCRIBE THR MODERN CONCEPT, AIMS, FUNCDTIONS AND ROLE OF EDUCATION.</li> <li>2. DESCRIBE THE ROLE OF PHILOSOPHY IN EDUCATION.</li> <li>3. EXPLAIN THE BASIC TENANTS OF THE GIVEN INDIAN AND WESTERN PHILOSOPHIES AND THEIR INFLUENCE IN EDUCATION.</li> <li>4. APPRAISE THE CONTRIBUTION OF THE GIVEN PHILOSOPHERS IN THE DOMAIN OF EDUCATION.</li> </ol>
EDNH102	SOCIOLOGICAL FOUNDATIONS OF EDUCATION	<ol style="list-style-type: none"> <li>1. EXPLAIN THE CONCEPT, APPROACHES AND THEORIES OF EDEUCATIONAL SOCIOLOGY.</li> <li>2. ILLUSTRATE SOCIAL ASPECTS, SOCIAL PROCESSES AND ROLE OF EDUCATION.</li> <li>3. EXPLAIN THE ROLE OF EDUCATION IN SOCIAL CHANGE AND DEVELOPMENT.</li> <li>4. DESCRIBE VARIOUS SOCIAL GROUPS AND THEIR EDUCATION.</li> <li>5. EXPLAIN DIFFERENT POLITICAL IDEOLOGIES AND THEIR BEARINGS ON EDUCATION.</li> </ol>
GEED101	GUIDANCE AND COUNSELLING	<ol style="list-style-type: none"> <li>1. DESCRIBE MEANING, NATURE, PURPOSE AND SCOPE OF GUIDANCE AND COUNSELLING.</li> <li>2. DESCRIBE THE CHARACTERISTICS AND FUNCTIONS OF GUIDANCE AND COUNSELLING.</li> <li>3. STATE THE BASIC PRINCIPLES OF GUIDANCE AND COUNSELLING.</li> <li>4. EXPLAIN THE TYPES AND AREAS OF GUIDANCE AND COUSELLING.</li> <li>5. USE VARIOUS TOOLS AND TECHNIQUES OF GUIDANCE IN APPROPRIATE CONTEXT</li> </ol>
EDNH201	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION	<ol style="list-style-type: none"> <li>1. EXPLAIN THE CONCEPT, NATURE, SCOPE AND USES OF PSYCHOLOGY IN EDUCATION.</li> <li>2. EXPLAIN THE INFLUENCE OF GROWTH ABD DEVELOPMENT IN EDUCATION.</li> <li>3. DESCRIBE THE MEANING, CONCEPT, VARIABLES, TYPES AND THEORIES OF LEARNING.</li> <li>4. DISCUSS THE CONCEPT AND THEORIES OF INTELIGENCE AND CREATIVITY.</li> <li>5. EXPLAIN THE MEANING, CONCEPT, FACTORS AND THEORIES OF PERSONALITY.</li> <li>6. DESCRIBE THE CONCEPTS OF MENTAL HEALTH AND MENTAL HYGIENE, MEASURES OF MENTALHEALTH IN SCHOOL.</li> </ol>
EDNH202	EDUCATIONA ADMINISTRATION AND MANAGEMENT	<ol style="list-style-type: none"> <li>1. DEFINE THE CONCEPT OF EDUCATIONAL MANAGEMENT.</li> <li>2. DESCRIBE THE TYPES OF MANAGEMENT AND MODERN MANAGEMENT.</li> <li>3. DEFINE THE CONCEPT OF EDUCATIONAL LEADERSHIP.</li> <li>4. EXPLAIN THE PRINCIPLES OF EDUCATIONAL LEADERSHIP.</li> <li>5. DESCRIBE THE STYLES PF LEADERSHIP AND ITS IMPLICATION IN EDUCATIONAL LEADERSHIP.</li> <li>6. DEFINE THE CONCEPT OF EDUCATIONAL PLANNING AND ITS IMPORTANCE.</li> <li>7. ANALYZE THE ROLE AND IMPORTANCE OF EDUCATIONAL SUPERVISION.</li> <li>8. SUGGEST MEASURES TO ENSURE QUALITY IN</li> </ol>

EDUCATIONAL MANAGEMENT.

GEED 201	HUMAN RIGHTS EDUCATION	<ol style="list-style-type: none"><li>1. EXPLAIN THE MEANING, CDEFINITION, NATURE, SCOPE, THEORIES AND CONSTITUTIONAL PERSPECTIVES OF HUMAN RIGHTS.</li><li>2. DESCRIBE THE CONCEPT, OBJECTIVES, PRINCIPLES, NEED AND CURRICULUM, OF HUMAN RIGHTS EDUCATION.</li><li>3. DESCRIBE METHODS AND ACTIVITIES OF TEACHING HUMAN RIGHT EDUCATION.</li><li>4. DESCRIBE THE FACTORS PROMOTING HUMAN RIGHT EDUCATION.</li><li>5. DESCRIBE THE BASICS OF HUMAN RIGHTS EDUCATION I.E. SOCIETAL, POLITICAL, REGIONALISM AND LIMITATIONS OF ITS</li></ol>
EDNH301	GREAT EDUCATORS AND EDUCATIONAL THOUGHTS	<ol style="list-style-type: none"><li>1. DESCRIBE THE CONTRIBUTION OF THE GIVEN PHILOSOPHERS IN THE DOMAIN OF EDUCATION.</li><li>2. EXSPLAIN THE RELEVANCE OF THE EDUCATIONAL THOUGHT OF THE GIVEN PHILOSOPHERS.</li></ol>
EDNH302	MEASUREMENT AND EVALUATION IN EDUCATION	<ol style="list-style-type: none"><li>1. EXPLAIN THE MEANING, NATURE, SCOPE, NEED AND TYPES OF MEASUREMENT AND EVALUATION IN EDUCATION.</li><li>2. DESCRIBE THE MEANING OF PSYCHOLOGICAL TESTS, THEIR CHARACTERISTICS AND PROCESS OF CONSTRUCTION.</li><li>3. DESCRIBE SOME SPECIFIC TOOLS TO MEASURE ACHIEVEMENT, INTELLIGENCE, PERSONALITY AND APTITUDE.</li><li>4. DESCRIBE THE MEANING AND NATURE OF DIFFERENT STATISTICAL MEASURES.</li><li>5. USE STATISTICS IN MEASUREMENT AND EVALUATION IN EDUCATION.</li></ol>
EDNH303	EXPERIMENTAL PSYCHOLOGY AND LABORATORY PRACTICAL	<ol style="list-style-type: none"><li>1. EXPLAIN THE CONCEPT, SCOPE AND NEED OF EXPERIMENTAL PSYCHOLOGY.</li><li>2. CONDUCT AND REPORT OF PSYCHOLOGICAL EXPERIMENTS.</li><li>3. DESCRIBE THE MEANING AND NATURE OF MEMORY, IMMEDIATE MEMORY, MEMORY SPAN AND ITS RELATED PRACTICAL.</li><li>4. EXPLAIN THE CONCEPT OF ATTENTION, SPAN OF ATTENTION AND ITS RELATED PRACTICAL.</li><li>5. EXPLAIN THE CONCEPT, THEORIES AND METHODS OF LEARNING AND ITS RELATED PRACTICAL.</li><li>6. STATE THE CONCEPT OF PERSONALITY, DIFFERENT TECHNIQUES OF PERSONALITY TESTING AND ITS RELATED PRACTICAL.</li><li>7. STATE THE CONCEPT OF INTELLIGENCE, HISTORICAL BACKGROUND OF INTELLIGENCE TESTING AND ITS RELATED PRACTICAL.</li></ol>
GEED301	INCLUSIVE EDUCATION	<ol style="list-style-type: none"><li>1. EXPLAIN THE CONCEPT OF SPECIAL EDUCATION, INTEGRATED EDUCATION, AND INCLUSIVE EDUCATION.</li><li>2. DISCUSS THE GLOBAL AND NATIONAL COMMITMENTS TOWARDS THE EDUCATION OF CHILDREN WITH DIVERSE NEDS.</li><li>3. APPRECIATE THE NEED FOR PROMOTING INCLUSIVE PRACTICE AND THE ROLES AND RESPONSIBILITIES OF</li></ol>

		<p>ALL CONCERNED PERSONNEL.</p> <ol style="list-style-type: none"> <li>ANALYSE CRITICALLY THE RECOMMENDATIONS OF VARIOUS COMMITTEES TOWARDS TEACHER PREPARATION FOR INCLUSIVE EDUCATION.</li> <li>DESCRIBE THE NATURE OF DIFFICULTIES ENCOUNTERED BY CHILDREN AND IN PREPARING CONDUCIVE TEACHING LEARNING ENVIRONMENT IN INCLUSIVE SCHOOLS.</li> <li>IDENTIFY EXISTING SUPPORT SERVICES FOR PROMOTING INCLUSIVE PRACTICE.</li> <li>DESCRIBE THE POLICY PERSPECTIVES RELATED TO EDUCATIONOF SOCIALY DISADVANTAGED SECTION IN INDIA.</li> <li>DESC RIBE THE SCHEMES AND PROGRAMMES FOR EDUCATION OF SOCIALLY DISADVANTAGED GROUPS.</li> </ol>
EDNH401	EDUCATION IN PRE-INDEPENDENT INDIA.	<ol style="list-style-type: none"> <li>EXPLAIN THE CONCEPT OF EDUCATION IN THE CONTEXT OF INDIAN HERITAGE.</li> <li>DESCRIBE THE EDUCATION IN ANCIENT INDIA, PARTICULARLY VEDIC EDUCATION AND BUDDHIST EDUCATION.</li> <li>CRITICALLY EXAMINE THE EDUCATION SYSTEM IN MEDIEVAL INDIA.</li> <li>EVALUATE THE EDUCATION SYSTEM DURING BRITISH PERIOD WITH SPECIAL EMPHASISON THE COMMISSIONS AND COMMITTEES.</li> </ol>
EDNH402	TECHNIQUES OF TEACHING	<ol style="list-style-type: none"> <li>EXPLAIN THE MEANING AND NATURE OF TEACHING.</li> <li>DESCRIBE THE PRINCIPLES OF TEACHING AND LEARNING.</li> <li>DESCRIBE THE ROLE OF TEACHER AT DIFFERENT PHASES OF TEACHING.</li> <li>EXPLAIN THE IMPORTANCE OF PLANNING LESSONS IN TEACHING-LEARNING PROCESS.</li> <li>DESCRIBE THE CONCEPT OF TEACHING SKILLS AND THE STAGES OF MICROTEACHING CYCLE.</li> <li>STATE THE OBJECTIVES OF TEACHING DIFFERENT SUBJECTS IN ELEMENTARY AND SECONDARY LEVELS.</li> <li>DESCRIBE DIFFERENT METHODS AND APPROACHES OF TEACHING.</li> </ol>
EDNH4020	TEACHING PRACTICE	<ol style="list-style-type: none"> <li>DEMONSTRATE A FEW TEACHING SKILLS IN CLASSROOM.</li> <li>INTEGRATE THE TEACHING SKILLS IN REAL CLASSROOM SITUATION.</li> <li>PREPARE LESSON PLANS FOR MICROTEACHING AND PRACTICE TEACHING.</li> </ol>
EDNH403	EDUCATIONAL TECHNOLOGY	<ol style="list-style-type: none"> <li>DESCRIBE THE CONCEPT, NATURE AND COMPONENTS OF EDUCATIONAL TECHNOLOGY.</li> <li>DISTINGUISH BETWEEN EDUCATIONAL TECHNOLOGY AND INSTRUCTIONAL TECHNOLOGY</li> <li>APPLY ICT IN TEACHING LEARNING</li> <li>DESCRIBE THE CONCEPT, COMPONENTS AND CHARACTERISTICS OF COMMUNICATION</li> <li>DEMONSTRATE THE SKILLS OF EFFECTIVE COMMUNICATION</li> <li>APPLY MODELS OF TEACHING, PERSONALIZED SYSTEM OF INSTRUCTION, PROGRAMMED LEARNING IN TEACHING LEARNING.</li> </ol>
GEED401	ECONOMICS OF EDUCATION	<ol style="list-style-type: none"> <li>DESCRIBE THE MEANING, SCOPE AND IMPORTANCE OF ECONOMICS OF EDUCATION</li> <li>DEFINE AND ILLUSTRATE THE CONCEPTS USED IN ECONOMICS OF EDUCATION.</li> <li>EXAMINE THE HIOSTORICAL DEVELOPMENT OF</li> </ol>

		ECONOMICS OF EDUCATION.
		4. EXPLAIN THE CONCEPT OF INVESTMENT IN EDUCATION, RETURN ON INVESTMENT IN EDUCATION, EDUCATION AS PRODUCTION PROCESS ETC.
		5. EXPLAIN THE CONCEPTS OF DIFFERENT TYPES OF EDUCATIONAL COST.
EDNH501	EDUCATION IN POST-INDEPENDENT INDIA	1. DESCRIBE THE EDUCATIONAL SCENARIO AT THE TIME OF INDEPENDENCE.
		2. EXPLAIN THE ROLES OF VARIOUS COMMISSION AND COMMITTEES IN THE DEVELOPMENT OF EDUCATION IN POST INDEPENDENT INDIA.
		3. DESCRIBE THE RECENT EDUCATIONAL DEVELOPMENTS IN INDIA.
DSEED501	GUIDANCE AND COUNSELLING	1. DESCRIBE MEANING, NATURE, PURPOSE AND SCOPE OF GUIDANCE AND COUNSELLING.
		2. DESCRIBE THE CHARACTERISTICS AND FUNCTIONS OF GUIDANCE AND COUNSELLING.
		3. STATE THE BASIC PRINCIPLES OF GUIDANCE AND COUNSELLING.
		4. EXPLAIN THE TYPES AND AREAS OF GUIDANCE AND COUSSELLING.
		5. USE VARIOUS TOOLS AND TECHNIQUES OF GUIDANCE IN APPROPRIATE CONTEXT.
EDNH502	EDUCATION IN WORLD PERSPECTIVE	1. EXPLAIN THE MEANING AND DEFINITION, NATURE, SCOPE AND PURPOSE OF COMPARATIVE EDUCATION.
		2. DESCRIBE THE FACTORS INFLUENCING IN NATIONAL SYSTEM OF EDUCATION.
		3. DESCRIBE THE METHODS OF COMPARATIVE EDUCATION.
		4. EXPLAIN THE ORGANIZATION, ADMINISTRATION, OBJECTIVES AND EXAMINATION SYSTEMS OF THE COUNTRIES.
		5. DESCRIBE THE VOCATIONAL AND TEACHER EDUCATION OF DIFFERENT COUNTRIES, SPECIALLY UK, USA, INDIA AND JAPAN.
		6. EXPLAIN THE OPEN EDUCATION IN WORLD PERSPECTIVE.
DSEED503	INCLUSIVE EDUCATION	1. EXPLAIN THE CONCEPT OF SPECIAL EDUCATION, INTEGRATED EDUCATION, AND INCLUSIVE EDUCATION.
		2. DISCUSS THE GLOBAL AND NATIONAL COMMITMENTS TOWARDS THE EDUCATION OF CHILDREN WITH DIVERSE NEDS.
		3. APPRECIATE THE NEED FOR PROMOTING INCLUSIVE PRACTICE AND THE ROLES AND RESPONSIBILITIES OF ALL CONCERNED PERSONNEL.
		4. ANALYSE CRITICALLY THE RECOMMENDATIONS OF VARIOUS COMMITTEES TOWARDS TEACHER PREPARATION FOR INCLUSIVE EDUCATION.
		5. DESCRIBE THE NATURE OF DIFFICULTIES ENCOUNTERED BY CHILDREN AND IN PREPARING CONDUCIVE TEACHING LEARNING ENVIRONMENT IN INCLUSIVE SCHOOLS.
		6. IDENTIFY EXISTING SUPPORT SERVICES FOR PROMOTING INCLUSIVE PRACTICE.
		7. DESCRIBE THE POLICY PERSPECTIVES RELATED TO EDUCATIONOF SOCIALY DISADVANTAGED SECTION IN INDIA.
		8. DESC RIBE THE SCHEMES AND PROGRAMMES FOR EDUCATION OF SOCIALLY DISADVANTAGED GROUPS.

EDNH601	EMERGING TRENDS IN INDIAN EDUCATION	<ol style="list-style-type: none"> <li>1. EXPLAIN THE NEED OF CONSTITUTIONAL PROVISIONS FOR EDUCATION, AND THE ROLE OF CONSTITUTION IN EQUALIZING EDUCATIONAL OPPORTUNITIES IN THE DIVERSE INDIAN SOCIETY.</li> <li>2. IDENTIFY THE CHALLENGES OF INDIAN EDUCATION AT DIFFERENT LEVELS AND SUGGEST MEASURES TO OVERCOME THESE.</li> <li>3. DEFINE THE NEW PERSPECTIVES OF EDUCATION SUCH AS ENVIRONMENTAL EDUCATION, INCLUSIVE EDUCATION, GENDER EDUCATION, HUMAN RIGHT EDUCATION, VALUE EDUCATION, POPULATION EDUCATION ETC.</li> <li>4. CRITICALLY EXAMINE AND EVALUATE THE INITIATIVE TAKEN BY GOVERNMENT OF INDIA THROUGH VARIOUS PLANS AND POLICIES TO COUNTER THE CHALLENGES OF INDIAN EDUCATION.</li> <li>5. EXPLAIN THE POLITICAL INFLUENCES ON THE NATIONAL EDUCATION SYSTEM.</li> <li>6. ANALYZE THE ROLE OF INTERNATIONAL AGENCIES IN DEVELOPMENT OF EDUCATION.</li> </ol>
EDNH 602	CHILD& ADOLESCENT PSYCHOLOGY	<ol style="list-style-type: none"> <li>1. EXPLAIN THE SIGNIFICANCE OF A STUDY OF CHILDHOOD AND ADOLESCENCE TODAY.</li> <li>2. DESCRIBE THE DEVELOPMENTAL CHANGES OF CHILDHOOD AND ADOLESCENCE.</li> <li>3. SUMMARIZE THE EFFECT OF FAMILY DYNAMICS ON CHILD AND ADOLESCENT DEVELOPMENT.</li> <li>4. EXPLAIN THE SIGNIFICANCE OF THE ROLE OF SOCIETY IN MONITORING AND GUIDING YOUNG CHILDREN IN THEIR PROPER DEVELOPMENT.</li> </ol>
DSEEEED 601	HUMAN RIGHTS EDUCATION	<ol style="list-style-type: none"> <li>1. EXPLAIN THE MEANING, DEFINITION, NATURE, SCOPE, THEORIES AND CONSTITUTIONAL PERSPECTIVES OF HUMAN RIGHTS.</li> <li>2. DESCRIBE THE CONCEPT, OBJECTIVES, PRINCIPLES, NEED AND CURRICULUM, OF HUMAN RIGHTS EDUCATION.</li> <li>3. DESCRIBE METHODS AND ACTIVITIES OF TEACHING HUMAN RIGHT EDUCATION.</li> <li>4. DESCRIBE THE FACTORS PROMOTING HUMAN RIGHT EDUCATION.</li> <li>5. DESCRIBE THE BASICS OF HUMAN RIGHTS EDUCATION I.E. SOCIETAL, POLITICAL, REGIONALISM AND LIMITATIONS OF ITS</li> </ol>
DSEED 604	PROJECT REPORT	<ol style="list-style-type: none"> <li>1. EXPLAIN THE PROCESS OF CONDUCTING A PROJECT.</li> <li>2. IDENTIFY THE PROBLEMS FOR EDUCATIONAL PROJECT.</li> <li>3. SOLVE PROBLEMS FACED IN EDUCATIONAL FIELD THROUGH PROJECT.</li> <li>4. PREPARE A PROJECT REPORT.</li> </ol>