

Swarnamoyee Jogendranath Mahavidyalaya

At+P.O.: Amdabad, P.S.: Nandigram, Dist.: Purba Medinipur, PIN 721650

DEPARTMENT OF EDUCATION

COURSE OUTCOMES OF HONOURS COURSES UNDER CBCS w.e.f. 2018-19

| COURSE CODE | COURSE NAME | COURSE OUTCOME |
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| CC1 | INTRODUCTION TO EDUCATION | <ul style="list-style-type: none">• Grasping the essence, breadth, objectives, and goals of education.• Outlining the elements influencing education and how they interconnect.• Recognizing the various entities that shape educational processes.• Gaining insights into child-centered approaches and the role of play in education.• Understanding the value of extracurricular activities in education. |
| CC2 | HISTORY OF INDIAN EDUCATION | <ul style="list-style-type: none">• Familiarizing oneself with key characteristics of Indian education during the ancient and medieval periods.• Learning about the progression of education in India under British colonial rule.• Understanding the crucial elements of various education commissions and the national education policy in post-independence India. |

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| | | <ul style="list-style-type: none"> Summarizing the principal suggestions from various educational policies and committee findings in India. |
| CC3 | <p>PSYCHOLOGICAL FOUNDATION OF EDUCATION</p> | <ul style="list-style-type: none"> Grasping the definition of psychology and familiarize with its various dimensions. Recognizing the various patterns in human development and connect this understanding to educational practices. Understanding the assorted theories of development. Gaining insight into the cognitive development approach, comprehending the cognitive processes and factors. Understanding the theories of learning along with their implications for education, including the mechanisms of memory, reasons for forgetting, and strategies to enhance memory retention. |
| CC4 | <p>PHILOSOPHICAL FOUNDATION OF EDUCATION</p> | <ul style="list-style-type: none"> Comprehending the significance and connection between philosophy and education. Recognizing the role of philosophy within the educational sphere. Becoming familiar with both Indian and Western philosophical traditions and their influence on educational practices. Cultivating an understanding of how philosophy contributes to human development. |

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| <p>CC5</p> | <p>SOCIOLOGICAL FOUNDATION OF EDUCATION</p> | <ul style="list-style-type: none"> • Grasping the connection between sociology and education, including the breadth and realm of sociology within education. • Clarifying the notion of social groups and the process of socialization. • Equipping students with the knowledge of social change concepts. • Raising awareness about the role of social communication within the educational context. |
| <p>CC6</p> | <p>EDUCATIONAL ORGANISATION, MANAGEMENT AND PLANNING</p> | <ul style="list-style-type: none"> • Cultivating an understanding of what constitutes an ideal organization within educational settings. • Acquiring knowledge about the core functions of educational management. • Comprehending the various facets involved in planning. |
| <p>CC7</p> | <p>GUIDANCE AND COUNSELLING</p> | <ul style="list-style-type: none"> • Cultivating an understanding of what constitutes an ideal organization within educational settings. • Acquiring knowledge about the core functions of educational management. • Comprehending the various facets involved in planning. |
| <p>CC8</p> | <p>TECHNOLOGY IN EDUCATION</p> | <ul style="list-style-type: none"> • Cultivating knowledge on the role and application of educational technology. • Familiarizing oneself with the systems approach in educational contexts. |

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| | | <ul style="list-style-type: none"> • Enhancing understanding of how computers are utilized in education and communication. • Gaining insights into various instructional strategies and teaching methodologies. • Understanding the fundamental principles of Information and Communication Technology (ICT) and e-learning. |
| CC9 | CURRICULUM STUDIES | <ul style="list-style-type: none"> • Fostering an understanding of the concept, essence, varieties, and primary methodologies of curriculum design. • Building knowledge on the process of curriculum development, including the specifics of the National Curriculum Framework 2005. • Becoming familiar with the principles of content selection and the theoretical frameworks supporting these choices. • Cultivating insight into the processes for evaluating and reforming curricula. |
| CC10 | INCLUSIVE EDUCATION | <ul style="list-style-type: none"> • Comprehending the definitions and distinctions between inclusion and exclusion. • Acquiring knowledge about the concepts of impairment, disability, and handicap. • Learning about the different forms of disability. |

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| | | <ul style="list-style-type: none"> • Understanding the fundamental idea of social disability and the factors that lead to social exclusion. • Grasping the core principles of an inclusive society. |
| CC11 | EVALUATION AND MEASUREMENT IN EDUCATION | <ul style="list-style-type: none"> • Fostering comprehension of measurement and evaluation principles in the educational context. • Gaining familiarity with the evaluation process. • Learning about various measurement tools and their applications. • Enhancing understanding of validity and reliability concepts and their significance in educational assessments. |
| CC12 | STATISTICS IN EDUCATION | <ul style="list-style-type: none"> • Cultivating an understanding of statistics and enhance skills in analysing descriptive statistics. • Familiarizing oneself with the normal probability curve and its applications within educational contexts. • Establishing an understanding of relationship measures. • Acquiring the ability to organize pertinent educational data, represent it graphically, and refine skills in data analysis and presentation. |
| CC13 | PSYCHOLOGY OF ADJUSTMENT | <ul style="list-style-type: none"> • Grasping the notion of adjustment and identify frequently observed problematic behaviors. |

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| | | <ul style="list-style-type: none"> • Learning about the multi-axial system for classifying mental disorders. • Gaining awareness of various strategies to manage stress effectively. • Acquiring knowledge on administering, scoring, and interpreting psychological assessments. |
| CC14 | BASIC CONCEPT OF EDUCATIONAL RESEARCH | <ul style="list-style-type: none"> • Understanding the fundamentals of educational research. • Familiarizing oneself with the sequential steps necessary for conducting research. • Acquiring skills in drafting research proposals and critically reviewing research papers. |
| DSE1 | PEACE AND VALUE EDUCATION | <ul style="list-style-type: none"> • Comprehending the essence and significance of values. • Recognizing the critical function of educational institutions in fostering a society rooted in values. • Grasping the concept of peace, its significance in human life, and the importance of peace education both nationally and internationally. • Identifying the challenges faced in delivering peace education. • Outlining strategies and skills for promoting peace education within educational institutions. |

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| <p>DSE2</p> | <p>TEACHER EDUCATION</p> | <ul style="list-style-type: none"> • Understanding the foundational concept of teacher education. • Describing the historical evolution and development of teacher education in India. • Appreciating the role of various organizations in the field of teacher education. • Gaining insights into specific courses designed for teacher training. |
| <p>DSE3</p> | <p>EDUCATIONAL THOUGHT OF GREAT EDUCATORS</p> | <ul style="list-style-type: none"> • Developing an understanding of the educational philosophies of Indian and Western educators. • Learning about the pedagogical theories proposed by educational thinkers from India and the West. |
| <p>DSE4</p> | <p>WOMEN EDUCATION</p> | <ul style="list-style-type: none"> • Understanding the historical background of women's education. • Learning about policy perspectives and the work of committees and commissions on women's education. • Acknowledging the contribution of Indian thinkers to women's education. • Identifying the main obstacles to women's education and empowerment. |
| <p>SEC1</p> | <p>YOGA EDUCATION</p> | <ul style="list-style-type: none"> • Learning about the concept and practical aspects of Yoga. • Understanding how Yoga contributes to personality and social development. |

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| | | <ul style="list-style-type: none"> • Becoming familiar with various forms of Yoga and its tools. |
| SEC2 | SPECIAL EDUCATION | <ul style="list-style-type: none"> • Understanding the concept of education for children with disabilities. • Becoming aware of the identification, causes, prevention, intervention, and education for various disabilities. |
| GE1 | EDUCATIONAL PSYCHOLOGY | <ul style="list-style-type: none"> • Grasping the meaning of psychology and its diverse aspects. • Recognizing patterns in human development and their relevance to education. • Learning about the cognitive development approach and its implications for education. • Understanding learning theories and their educational implications. |
| GE2 | PSYCHOLOGY OF MENTAL HEALTH AND HYGIENE | <ul style="list-style-type: none"> • Understanding the concepts of mental health and hygiene. • Learning about adjustment, maladjustment, and the family's role in remedial measures. • Differentiating between mental health and hygiene. |
| GE3 | EDUCATION OF CHILDREN WITH SPECIAL NEEDS | <ul style="list-style-type: none"> • Understanding the concepts of mental health and hygiene. • Learning about adjustment, maladjustment, and the family's role in remedial measures. |

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| | | <ul style="list-style-type: none"> • Differentiating between mental health and hygiene. |
| GE4 | MENTAL HEALTH EDUCATION | <ul style="list-style-type: none"> • Understanding the concepts of mental health and hygiene. • Learning about adjustment, maladjustment, and the family's role in remedial measures. • Differentiating between mental health and hygiene. |

