

COURSE OUTCOME
DEPARTMENT OF EDUCATION

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| EDUCATIONAL PHILOSOPHY | CORE-I | <p>The course objective is to</p> <p>State and analyze the meaning of education</p> <ul style="list-style-type: none"> Describe the essence of different formal philosophies <p>Explain philosophy as the foundation of education and analyze the aims of education.</p> <ul style="list-style-type: none"> Compare and contrast Indian and western philosophies of education | <p>Learners will be able</p> <ul style="list-style-type: none"> To form own concept on education. To draw educational implications of different formal philosophies. To promote the Indian way of life encapsulating Indian values, ethos and cultural context. To appreciate the Indian metaphysics of Sankhya and Vedanta. To familiar with the western philosophies of education. |
| EDUCATIONAL PSYCHOLOGY | CORE-II | <p>Explain the concept of educational psychology.</p> <ul style="list-style-type: none"> Understand different methods of educational psychology. Describe the theoretical perspectives of educational psychology. Explain the concepts of growth and development of child and adolescence, and underlined general principles | <p>Students will be able</p> <ul style="list-style-type: none"> To explain the relationship between education and psychology To identify the appropriate methods of psychology for studying behaviour of individuals. To analyse major developmental milestones for children from conception through adolescence in the areas of physical, cognitive, social and emotional development. To identify the learning needs during different stages of development and adopt appropriate strategies in and out of school to meet the learning needs. |

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| | | | <p>of growth and development.</p> <ul style="list-style-type: none"> • Describe briefly the periods and the typical characteristics of growth and development during childhood and adolescence. • Specify the contexts and factors influencing development. • Explain the theory of cognitive development and its educational implications. • State the different forms and characteristics of individual differences | <ul style="list-style-type: none"> • To search the ways of meeting the classroom issues arising out of the individual differences. |
| | EDUCATIONAL SOCIOLOGY | CORE-III | <p>State the relationship between education and society.</p> <ul style="list-style-type: none"> • Understand the meaning of Educational Sociology and function of education as a social system. • State different agencies of education and their functions. • Explain the concept and factors of social change. • Explain the concept of modernization and globalization. • Describe the function of education to ensure equality | <p>Students will be able</p> <ul style="list-style-type: none"> • To explain how education as a sub-system of the society • To discriminate between formal and informal agencies of education. • To establish the relationship between school and community. • To discuss educational functions of home as an agency of education. • To justify the importance of education for social change. • To describe the role of education in modernization and globalization. |

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| | | | and equity. | |
| | CHANGING PEDAGOGICAL PERSPECTIVE | CORE-IV | <p>Explain the concept of pedagogy</p> <ul style="list-style-type: none"> • Differentiate pedagogy from other allied concepts • Discuss the concept of teaching task and its types. • Establish relationship between teaching and learning • List out different approaches and methods of teaching | <p>Students will be able</p> <ul style="list-style-type: none"> • To explain different teaching task with examples • To use appropriate approach of teaching convenient to current situations. • To prepare lesson plan following different designs. |
| | EDUCATIONAL ASSESSMENT AND EVALUATION | CORE-V | <p>State the nature, purpose and types of educational assessment and evaluation.</p> <ul style="list-style-type: none"> • Discuss the different types of tools and techniques educational assessment. • Explain the importance of assessment for learning and its processes for enhancing the quality of learning and teaching. • Describe the characteristic of a good test. • Discuss the concept of standard score. • Illustrate the principles of test construction in | <p>Students will be able</p> <ul style="list-style-type: none"> • To develop and use different types of tools and techniques for continuous and comprehensive assessment of learning in school situation • To analyze the trends and issues in the assessment of learning. • To prepare a good test assessing its validity, reliability, objectivity & usability. • To analyze and interpret results of the assessment using standard score i.e. 'z' score & 'T' score. |

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| | | | education. | |
| | EDUCATIONAL RESEARCH | CORE-VI | <p>Describe nature, scope and limitation of educational research.</p> <ul style="list-style-type: none"> • Understand different types and methods of educational research. • Explain sources from where knowledge could be obtained. • Describe the process of research in education. • Analyze research design in education. • Describe procedure of collecting and analyzing data. • Discuss the procedure of preparing research report. | <p>Students will be able</p> <ul style="list-style-type: none"> • To differentiate between quantitative and qualitative research. • To familiar with conducting a literature review for a scholarly educational study. • To identify the appropriate research design for conducting an educational research. • To illustrate procedure of collecting and analyzing data for conducting a research. • To prepare a research proposal as well as a research report. • To familiar with ethical issues in educational research. |
| | STATISTICS IN EDUCATION | CORE-VII | <p>Describe the term statistics, its nature, scope & importance of statistics in education.</p> <ul style="list-style-type: none"> • Explain the importance of data organization. • Compute and use various statistical measures of average, variation and bi-variate distribution to in analysis and interpretation of educational data. | <p>Students will be able</p> <ul style="list-style-type: none"> • To explain the uses and importance of statistics in the field of education. • To organize and represent educational data in tabular and graphical form. • To differentiate between individual and group data. • To compute mean, median and mode from ungrouped and grouped data. • To compare uses & limitations of mean, median and mode for their relative importance in a given context. • To select the appropriate measure of central tendency as per the nature of data and purpose. |

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| | | | <p>Discuss the concept and importance of coorelation.</p> <ul style="list-style-type: none"> • Describe the concept and importance of normal probability curve and interpret test scores in using normal probability curve. • Understand the divergence of data from normality | <ul style="list-style-type: none"> • To calculate different measures of variability i.e. range, quartile deviation, mean deviation and standard deviation. • To use appropriate measure of variability on the basis of their uses and limitations. • To calculate the correlation according to the nature of scores and their distribution. • To apply the knowledge of Normal Probability Curve in solving various practical problems related to educational measurement and evaluation. • To justify the significance of Skewness and Kurtosis in the educational measurement and evaluation. |
| | HISTORY OF EDUCATION IN INDIA | CORE-VIII | <p>Understand the development of education in India during ancient period, medieval period and pre-independence period.</p> <ul style="list-style-type: none"> • Describe the development of education in India during post-independence period. • Describe major recommendations of different policies and committee reports on education in India | <p>Students will be able</p> <ul style="list-style-type: none"> • To compare the changes in the education system between ancient period and medieval period. • To compare the changes in the education system between medieval period and British period. • To compare the development of education in pre-independence period and post-independence period. • To relate changes to the then prevailing social, political and economic contexts in each period. • To examine the various goals of education set by different policies for their relevance. |
| | CURRICULUM DEVELOPMENT | CORE-IX | <p>Discuss the cocept of curriculum, syllabus, courses of study and text book.</p> <ul style="list-style-type: none"> • Analyse bases and sources of curriculum. • Describe different types of | <p>Students will be able</p> <ul style="list-style-type: none"> • To differentiate curriculum from courses of study, syllabus and text book. • Identify the philosophical, psychological and sociological bases that need to be considered in framing a curriculum. • To analyse different types of curriculaum on |

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| | | | <p>curriculum. • discuss the principle of National curriculum framework- 2000 and 2005.</p> <p>• Describe process of curriculum development and differentiate different models of curriculum development.</p> <p>• Evaluate curriculum using different evaluation models.</p> | <p>the basis of their advantages and limitations.</p> <ul style="list-style-type: none"> • To critically examine National curriculum framework- 2000 and 2005. |
| | GUIDANCE AND COUNSELLING | CORE-X | <p>State the concept, need, principles and bases of guidance.</p> <ul style="list-style-type: none"> • Discuss various tools and techniques of guidance. • Explain the role of school in organizing different guidance programmes. • State the concept, scope and type of counseling. • Narrate the process, tools and techniques of counseling. • Explain the qualities and role of a counselor. • Describe different programmes for with differently abled children. | <p>Students will be able</p> <ul style="list-style-type: none"> • To use various tools and techniques of guidance in appropriate contexts. • To identify the situations that need guidance and counseling. • To resolve their social, emotional, academic and career problems to achieve optimum potentials. • To explain the role of teacher and head master of school in organizing different guidance programmes. |
| | DEVELOPMENT OF EDUCATION IN | CORE- | <ul style="list-style-type: none"> • State the function of institutions/units at the state | <p>Students will be able</p> |

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| ODISHA | XI | <p>and district levels</p> <ul style="list-style-type: none"> • Describe schemes of central as well as state government being implemented in the state of Odisha • Explain the role of various state and district level institutions in education • Analyze the scenario of higher and technical education of Odisha • Establish linkage between higher education and development of the state | <ul style="list-style-type: none"> • To grasp the structure of educational system of Odisha • To describe various strategies for achieving Universalisation of Elementary Education(UEE). • To appreciate the role of SSA, DPEP, NPEGEL and KGBV to achieve UEE in Odisha. • To analyse the role of BSE,CHSE in maintaining the status of secondary education in Odisha. • To analyze the scenario of higher and technical education of Odisha. |
| INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION | CORE-XII | <p>Explain the concept, nature and scope of ICT in education</p> <ul style="list-style-type: none"> • Describe the importance of free and open source software in education • Demonstrate the use of various application software in education. • Develop the ability to use various tools connect the world • Explain the content by using various subject tools. • Explain different tools and techniques of ICT for evaluation | <p>Students will be able</p> <ul style="list-style-type: none"> • To explore the ICT resources for teaching and learning • To differentiate between Web1.0 and Web2.0. • To demonstrate the use of various application software in education. • To explore tools and techniques of ICT for evaluation. • To prepare subject tools of digital story telling and e concept map by using different software application. • To prepare objective type test by using "Hot potatoes" software and subjective tools i.e "Rubistar" for assessing essay type test items. • To use "eportfolios" for collection of student performance overtime. |
| PEDAGOGY OF | DSE-I | Analyze the issues relating to | The student will be able |

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| | LANGUAGE(ENGLISH) | | <p>place of English in school curriculum, acquisition of skills in English, realization of aims and Learning Objectives of learning English and language policy as conceived in NPE, 1986 and NCF – 2005</p> <ul style="list-style-type: none"> • Describe various methods, approaches and strategies for teaching-learning English. • Discuss different types of test items to assess learning in English. • Describe the understanding of phonetics for facilitating students' speaking in English | <ul style="list-style-type: none"> • To use appropriate methods, approaches and strategies for teaching-learning English • To transact various types of lesson plans covering all aspects of English language following different approaches • To develop test items to assess learning in English and provide feedback as well as prepare enrichment materials • To pronounce the words perfectly understanding the principles of phonetics. • To plan appropriate pedagogical treatment of the prescribed content for effective classroom transaction. |
| | PEDAGOGY OF SOCIAL SCIENCES | DSE-II | <p>State the meaning, scope and importance of Social science</p> <ul style="list-style-type: none"> • Describe different methods and skills of teaching History and Political Science for transacting the contents effectively. • Explain the importance of time sense by using timelines for effecting teaching of History • Discuss different techniques of assessment used in social science subjects. | <p>The students will be able</p> <ul style="list-style-type: none"> • To Specify the skills and competencies to formulate specific LEARNING OBJECTIVES for teaching Social Science lessons • Identify the appropriate methods and skills of teaching History and Political Science for transacting the contents effectively. • To prepare timelines for effecting teaching of History • Prepare Unit Plans and Lesson Plans for teaching social science • To develop diagnostic achievement test, administer them and analyse the results for providing feedback |

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| | CONTEMPORARY TRENDS AND ISSUES IN INDIAN EDUCATION | CORE-XIII | <p>Understand the importance of pre-school and elementary school education.</p> <ul style="list-style-type: none"> • State the importance of secondary education • <p>Enumerate the importance of higher education.</p> <ul style="list-style-type: none"> • Justify the importance of teacher education | <p>Students will be able</p> <ul style="list-style-type: none"> • To analyze various problems and issues for ensuring quality in pre school and elementary education • To analyze various problems and issues for ensuring quality in secondary education. • To analyze various problems and issues for ensuring quality in higher education • To analyze various problems and issues for ensuring quality in teacher education. |
| | EDUCATIONAL MANAGEMENT AND LEADERSHIP | CORE-XIV | <p>Describe the concept, types and importance of educational management.</p> <ul style="list-style-type: none"> • Spell out the structure of educational management at different levels - from national to institution level • Describe different aspects and importance of educational management • Describe the concept, theories and style of leadership in educational management • Analyze the concept, principles and structures of total quality management approach in education. | <p>Students will be able</p> <ul style="list-style-type: none"> • To apply knowledge, skills and attitudes in educational management, to ensure more effective and efficient planning of resources, organizing and coordinating school programmes and directing, controlling and evaluating teaching learning processes in schools. |

POLICY AND
PRACTICES IN SCHOOL
EDUCATION IN INDIA

DSE-III

Analyse various policies on
education for school
education in India

- Evaluate progress of
schools education • Discuss
the problems in
implementation of the
policies on school education
- Discuss the status of
women education and
education for SC, ST and
Minorities in India.

The students will be able

- To establish the relationship between
education programme with policy.
- To appreciate the role of SSA, DPEP, NPEGEL
and KGBV to achieve UEE in India.
- To examine the problems in implementation
of the policies on school education
- To explore the status of women education
and education for SC, ST, disables and
Minorities in India.

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