

RISHI BANKIM CHANDRA COLLEGE FOR WOMEN

Program Outcomes Department of EDUCATION

SI No.	PO Master Name
1	PO1 (Understanding Educational Theories): Students will have a comprehensive understanding of historical, philosophical, sociological, and psychological foundations of education.
2	Po2 (Curriculum Development): Students will be able to design and evaluate curriculum frameworks based on educational principles and learner needs.
3	Po3 (Pedagogical Skills) : Ability to apply various teaching-learning methods and strategies in diverse educational settings.
4	PO4 (Lesson Planning): Students will demonstrate proficiency in lesson planning, instructional design, and resource management for effective teaching.
5	PO5 (Classroom Management): Ability to manage classroom dynamics, including student behavior, assessment, and instructional pacing.
6	PO6 (Technology Integration): Incorporating digital tools and technology-enhanced learning practices in education.
7	PO7 –(Educational Research Skills): Ability to conduct research, analyze data, and apply findings to solve educational problems or inform policy.
8	PO8- (Reflective Practice): Reflecting critically on teaching practices and educational experiences to foster continuous professional growth.
9	PO9-(Ethical Sensibility): Awareness and application of ethical standards in educational practice, ensuring inclusivity and fairness in teaching.
10	PO10-(Commitment to Social Justice): Promoting equity in education, addressing issues of access, diversity, and multiculturalism in schools.
11	PO11 (Effective Communication Skills): Enhance verbal, non-verbal, and written communication skills.
12	PO12 (Development of Values). Display core values such as dedication, loyalty, respect, integrity, cooperation, appreciation of others differences, hold no regards to culture, religious background, faith, moral and ethical awareness, and live in peace
13	PO-13: Empower students with knowledge, skills, and values to understand and address gender inequalities, promote women's rights, and contribute to the advancement of women's education, social development, and gender equality at local, national, and
14	PO14: Equip students with the knowledge, skills, and competencies necessary to become reflective, effective, and socially responsible educators who can foster inclusive, learner-centered environments and contribute to the overall development of students
15	PO-15: Provide students with a comprehensive understanding of curriculum theories, design, and implementation, enabling them to critically analyze and develop curricula that address diverse learner needs and contribute to the improvement of education
16	PO16: Equip students with the knowledge and skills necessary to understand and address the diverse needs of individuals with disabilities, and to create inclusive educational environments that promote equal opportunities, participation, and learning
17	PO17: Enable students to understand and integrate core human values into their personal and professional lives, fostering ethical behavior, social responsibility, and the development of a just and harmonious society.
18	PO18: Equip students with the knowledge and skills to promote peace, conflict resolution, and social harmony, fostering a culture of non-violence, human rights, and global citizenship in educational and societal contexts.

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Course Outcomes

Department of EDUCATION

Sl No.	Semester	Course Name	Course Outcome
1	1st Semester	Cc-1: edcacor01t (educational philosophy)	On completion of this course, the learners will be able to: 1. state and analyze the meaning of education and form own concept on education 2. explain philosophy as the foundation of education 3. analyze aims of education 4. describe the essence of different formal philosophies and draw educational implications 5. compare and contrast indian and western philosophies of education 6. describe, explain and distinguish key concepts of philosophical thoughts used in education. 7. identify an argument in a passage of ordinary text, including identifying the premises and conclusions and distinguishing them from extraneous information. 8. engage with peers in cogent and respectful discussion. 9. analyze specific arguments for consistency and credibility. 10. apply good reasoning to issues and problems in professional and personal contexts. 11. evaluate evidence and draw inferences from that evidence. 12. determine what evidence is necessary to support a conclusion and identify and apply key strategies to find that evidence. 13. construct and defend arguments in support of or in opposition to particular propositions. 14. analyze and solve complicated strategic challenges in various areas of life. 15. read and comprehend philosophical texts, both classical and contemporary. 16. write clear and concise explanations and arguments about basic philosophical problems in teaching-learning situation. 17. identify and explain the main ethical or moral issues that arise in everyday life, including friendship, trust, love, fidelity, promises, dignity, honor, respect, tolerance, acceptance, vulnerability, intimacy, etc. 18. apply philosophical methods to examine and evaluate various dimensions of and issues pertaining to academic field. 19. distinguish and evaluate the relation of emotions, attitudes, beliefs, character, and non-moral values to personal morality. 20. to acquire detail knowledge about the meaning, relation and significance of philosophy and education, indian schools of philosophy, western schools of philosophy and philosophy for development of humanity. 21. they also learn the importance of educational philosophy in today's education system.
2	1st Semester	Cc-2: (edcacor02t educational psychology)	By the end of a course, the learners will be able to: 1. engage in the application of psychological principles and theories to improve educational practices 2. study the educational psychology that can be instrumental factors in understanding their learning process and their achievement. 3. grow interest in the use of educational psychology interventions to improve their learning outcomes, especially in traditional and online educational settings. 4. investigate the impact of educational psychology on learning outcomes in educational settings. 5. achieve this goal, a systematic review of the existing literature and a meta-analysis of empirical studies were conducted. 6. review and analysis of the effectiveness of various educational interventions, such as feedback, goal setting, and self-regulation strategies, on academic achievement, motivation, and engagement. 7. acquire detail knowledge about relation between psychology and education, nature, scope and significance of educational psychology, and its importance. 8. understand the stages, types and theories of human development and their educational significance, learning: concept and theories and concept, types and theories of intelligence.

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3	2nd Semester	Cc-3: edcacor03t (educational sociology)	By the end of the course: 1. students acquire detail knowledge about sociological foundation of education and relate the theories to real life. 2. they also learn about social groups, social change and education and social communication in education. 3. define sociology and describe the historical and social context from which it emerged. 4. explain the sociological imagination and the relationship between the individual and the broader workings of society. 5. describe and apply the scientific method to education 6. identify and differentiate between types of research methods, discussing the benefits and limitations of each 7. describe the causes and development of collective behavior, social movements, and social change 8. describe technology in a sociological context 9. understand and discuss how we analyze media and technology through various sociological perspectives
4	2nd Semester	Cc-4: edcacor04t (pedagogy)	By the end of the course: 1. the learners develop clear concept, definition, nature of teaching, importance of learning design in teaching, steps and good qualities of learning design. 2. they can develop their knowledge and understanding on bases of pedagogy 3. they also develop knowledge about factors affecting teaching, relation between learning and teaching, 4. they can develop their knowledge and understanding of teaching as a process. 5. the learners acquire teaching skills like introducing a lesson, questioning, and use of teaching aids, illustration and reinforcement and different levels of teaching like autonomous, memory, understanding and reflective 6. they will be able to apply the techniques of pedagogy in class room. 7. get an idea of pedagogy as an academic discipline 8. understand about different bases of pedagogy. 9. develop an understanding of philosophical, sociological and psychological bases of pedagogy 10. learn about pedagogy as a science of teaching and pedagogy of teaching - learning 11. get acquainted with some contemporary issues of pedagogy and its application in class room situation.
5	3rd Semester	Cc-5: edcacor05t (education in pre independence india)	By the end of the course: 1. learners will be able to develop knowledge about the details history of indian education system from ancient to modern. 2. learners will develop an idea of education in ancient and medieval india 3. learners will be able to know about the education under east india company 4. learners will be able to perceive the development of education under british rule 5. learners will be able to develop a concept of education from 1917-1947.
6	3rd Semester	Cc-6edcacor06t (education in post independence india)	By the end of the course: 1. learners develop knowledge about the details history of indian education system in modern period. 2. understand about the development of education from 1947-1953 3. develop a concept of education from 1964-1968 4. know about the education from 1986-1992 5. learn about the development of education from 1993 onward
7	3rd Semester	Cc-7: edcacor07t (contemporary issues)	By the end of the course: 1. learners will be able to explore the traditional issues, social issues and educational issues of indian educational system. 2. learners will have insight into constitution of india in relation to education. 3. learners will understand features, ideals, values and diversities in indian education. 4. learners will explain recommendations of various educational committees, commissions and contemporary policies. 5. learners will acquaint with the indian educational system in post-independence era. 6. learners will acquaint with the current initiatives being taken in indian education. 7. learners will sensitise to the emerging issues of concern in the field of education.
8	3rd Semester	Cc-7: edcacor07p (field tour & report writing)	By the end of the course: a) learners will be able to work, plan, and communicate effectively in teams whether in person or remotely; b) learners will be able to design and implement a strategy for conducting field-oriented research or analyzing available field data from various sources (images, geophysical data, drill core); c) learners will be able to

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			anticipate and work through problems in the field safely and reliably; d) learners will be able to develop and test hypotheses based on observations in the field and of images; e) learners will be able to work with ambiguity: be able to formulate and test multiple working hypotheses, revising as necessary based on continued data collection; f) learners will be able to collect, manage, and analyze data; and communicate results in written, graphical, and oral delivery formats. g) the experience outside of the classroom allows for students to think critically about, for example, resources and sustainability, power and privilege, and complex societal issues as they surface in real-world contexts and interactions. h) on a broader level, learning experiences outside of the classroom can act as interdisciplinary sites of engagement where students are encouraged to use knowledge from different classes and integrate it into their analysis of what is going on around them.
9	4th Semester	Cc-8: edcacor08t (educational management)	By the end of the course: a) learners internalize the concept of educational organization, management and planning. they also understand educational planning and essential functions of educational management. b) learners develop the concept of an ideal organization in educational institutions, the essential functions of educational management and they understand the different aspects of planning. c) learners explore the nature, scope, and objectives of educational management. d) an education management system improves both administrative processes and relations between students and teachers. e) good knowledge of educational management can ensure more organization optimizing the performance of teachers, learners and even the quality of education. f) learners will be efficient in planning and implementing the available resources like library, laboratory and others to execute own learning system. g) learners will understand the concept and operational components of school management. h) learners will enlist the physical resources of the school and the importance of their maintenance. i) learners will understand the importance of social life in school and the role of administrators and the teachers. j) learners will become successful teachers in their future endeavour of teaching. k) learners will develop practical skills in organizing school programmes and activities.
10	4th Semester	Cc-9: edcacor09t (basics of educational research and evaluation)	By the end of the course: a) learners will know the various sampling methodologies and their efficiencies in theoretical and practical aspects. b) learners will analyse the different mathematical models with the help of statistical deigns and appropriate data and made valuable conclusions by proper evaluation. c) learners will get scope of a research atmosphere among by assigning projects. d) learners will get the basic knowledge on data collection and various statistical elementary tools. e) learners will have the critical thinking in the theory of probability and its applications in real life problems. f) learners will apply the theoretical continuous probability distributions like normal, exponential, etc., in the relevant application areas. g) learners will understand the basic components of sampling and have the knowledge on exact sampling distributions which are essential for estimating and testing hypothetical statements. h) learners will find a best estimator with reference the different criteria in case of real life applications i) learners will develop skills of test standardisation and administration of tools j) learners will develop skills of collecting data k) learners will understand critically the problems that are faced in testing of a hypothesis with reference to the errors in decision making. l) learners will apply the different testing tools like t-test, f-test, chi-square test, sign test, run test, etc to analyse the relevant real life problems m) learners will know the various sampling methodologies and their efficiencies in theoretical and practical aspects. n) learners will analyse the different mathematical

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			models with the help of statistical designs and appropriate data and made valuable conclusions by proper evaluation.
11	4th Semester	Cc-10: edcacor010t (statistics in education)	By the end of the course: a) learners will formulate complete, concise, and correct mathematical proofs. b) learners will frame problems using multiple mathematical and statistical representations of relevant structures and relationships and solve using standard techniques. c) learners will understand the have the basic knowledge on data collection and various statistical elementary tools. d) learners will have the critical thinking in the theory of probability and its applications in real life problems. e) made a bridge between the elementary statistical tools and probability theory. f) learners will apply the different testing tools like t-test, f-test, chi-square test, sign test, run test, etc to analyse the relevant real life problems. g) learners are to be able to effectively conduct research, to be able to read and evaluate journal articles, to further develop critical thinking and analytic skills, to act as an informed consumer, and to know when need to hire outside statistical help.
12	4th Semester	Cc-10: edcacor010p (statistics practical)	By the end of the course: 1. learners will formulate complete, concise, and correct mathematical proofs. 2. learners will frame problems using multiple mathematical and statistical representations of relevant structures and relationships and solve using standard techniques. 3. learners will understand the have the basic knowledge on data collection and various statistical elementary tools. 4. learners will have the critical thinking in the theory of probability and its applications in real life problems. 5. made a bridge between the elementary statistical tools and probability theory. 6. learners will apply the different testing tools like t-test, f-test, chi-square test, sign test, run test, etc to analyse the relevant real life problems.
13	5th Semester	Cc-12: edcacor12t (educational technology)	After completion of this course learners will be able to : a. acquire knowledge about the concept and approaches of educational technology. b. understand the concepts, components and basic models of communication used in education. c. know the techniques of instructional technology used in education. d. have the knowledge and skills to use, technology resources in professional practice and in research and to understand the application of ethical practice to use of assessment and information management tools. e. to obtain total perspective of the role of techniques in educational practice. f. to create an awareness about models of teaching and teaching-learning aids in educational technology. g. to distinguish between communication and instruction in order to design sound instructional system. h. explain the concept of educational technology. i. explain the nature and scope of educational technology. j. trace the history of educational technology.
14	5th Semester	Cc-12: edcacor12p (basic ict)	After completion of this course learners will be able to : 1. learn about computer and its components 2. know how to operate dtp & excel 3. oral presentation with ppt along with report writing 4. to demonstrate understanding of the main components of the computer hardware in use. 5. to use various digital technologies (hardware and software) for creating resources and providing learning experiences for all types of learners (including differently abled). 6. to acquire the skills of operating a computer in multifarious activities pertaining to teaching. 7. to understanding features of ms office and their operations. 8. to develop skill in using ms-word, powerpoint and spreadsheet. 9. to integrate technology in to classroom teaching learning strategies.
15	5th Semester	Dse-edcadse01t (women education)	Co-1: understand the historical context of women's education co-2: analyze the socio-cultural factors affecting women's education co-3: evaluate the role of education in empowering women co-4: examine policies and programmes for women's education. co-5: discuss gender

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			sensitivity in the educational process co-6: explore contemporary issues in women's education
16	5th Semester	Dse-teacher education- edcadse02t	Co-1: understand the concept and scope of teacher education co-2: identify the key components of teacher training programs co-3: explore various models of teaching and learning co-4: develop professional competencies for effective teaching co-5: evaluate the role of educational policies and practices in teacher education co-6: reflect on the ethical and social responsibilities of teachers
17	6th Semester	Cc-13: edcacor13t (curriculum studies)	Co-1: understand the concept and importance of curriculum co-2: analyze different curriculum models and approaches co-3: examine the role of educational theories in curriculum development co-4: critically assess curriculum design and evaluation co-5: understand the impact of social, cultural, and political factors on curriculum co-6: explore innovations and trends in curriculum development
18	6th Semester	Cc-14: edcacor14t (special education)	Co1: understand the principles and concept of special education co2: identify different types of disabilities and their educational implications co3: explore methods and strategies for teaching children with special needs co4: examine legal frameworks and policies in special education co5: develop skills for creating inclusive learning environments co6: understand the role of support systems in special education
19	6th Semester	Dse: edcadse04t – (value education)	Co1: understand the concept and importance of value education co2: identify various types of values and their relevance in education co3: explore the role of education in promoting human values co4: examine approaches and methods for teaching value education co5: critically assess the impact of value education on society co6: develop strategies for fostering ethical and moral development in students
20	6th Semester	Dse :edcadse05t- (peace education)	Co1: understand the concept and scope of peace education co2: identify the key principles and objectives of peace education co3: examine the role of peace education in building a just society co4: analyze methods and approaches for teaching peace education co5: explore the relationship between peace, human rights, and sustainable development co6: develop strategies for promoting peace and conflict resolution in educational settings