


BLDEA's
NEW ARTS COLLEGE TIKOTA

DEPARTMENT OF EDUCATION

PROGRAMME OUTCOMES
AND
COURSE OUTCOMES

2023-24


HOD


Co-ordinator
IQAC


PRINCIPAL
New Art's College, Tikota
Dist. Vijayapur.

PROGRAMME OUTCOMES OF EDUCATION

By the end of the program the students will be able to :

The learning outcomes-based curriculum framework is based on the premise that every student and graduate is unique. Each student or graduate has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the higher education institutions help develop their characteristic attributes. The graduate attributes reflect both disciplinary knowledge and understanding, generic skills, including global competitiveness all students in different academic fields of study should acquire/attain and demonstrate. Some of the characteristic attributes that a graduate should demonstrate are as follows:

- **Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.
- **Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
- **Critical thinking:** Capability to apply analytic thought to a body of knowledge analyses and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

Problem solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.

- **Analytical reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.

- **Research-related skills:** A sense of inquiry and capability for asking relevant/appropriate questions, problematizing, synthesizing and articulating; Ability to recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyze, interpret and draw conclusions from data, establish hypotheses, predict cause-and- effect relationships; ability to plan, execute and report the results of an experiment or investigation.

- **Cooperation/Team work:** Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

- **Scientific reasoning:** Ability to analyze, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.

- **Reflective thinking:** Critical sensibility to lived experiences, with self- awareness and reflexivity of both self and society.

- **Information/digital literacy:** Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.

- **Self-directed learning:** Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
- **Multicultural competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.
- **Moral and ethical awareness/reasoning:** Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behavior such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.
- **Leadership readiness/qualities:** Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.
- **Lifelong learning:** Ability to acquire knowledge and skills, including learning how to learn', that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development / re-skilling.

COURSE OUTCOMES

BA Ist Semester FOUNDATIONS OF INDIAN EDUCATION - (DSC- 01)

On completion of the course, the student will be able to:

- Recognize the salient features of the various systems of education that prevailed in India in the past.
- Compare and contrast the Vedic, Buddhistic, Medieval and Contemporary systems of Education.
- Appreciate the great educational heritage of India.
- Make a critical analysis of the different systems that prevailed in India at various points of time.
- Synthesise the various beneficial aspects of the different systems.
- Analyze the contributions of the various education commissions /committees/policies in shaping the present systems of education.

BA Ist Semester PHILOSOPHICAL FOUNDATIONS OF EDUCATION (DSC-02)

On completion of the course, the student will be able to:

1. Recognize the meaning of philosophy and Philosophy of education.
2. Relate Philosophy to education.
3. Understand the Need for Philosophical Inquiry of Education
4. Appreciate the role of Philosophy in Human Development.

BA IInd Semester
SOCIOLOGICAL FOUNDATIONS OF EDUCATION (DSC-3)

On completion of the course, the student will be able to reflect on the concepts of 'Sociology' and 'Sociology of Education'.

- Identify the various social processes involved in education.
- Analyses the role of different modes of education.
- Identify and relate education to various factors of social development like social change, modernization and social mobility.
- Develop concern for various social issues and relate education to social development.

BA IInd Semester
PSYCHOLOGICAL FOUNDATIONS OF EDUCATION (DSC-4)

On completion of the course, the student teacher will be able to:

- Identify the relevance and implications of educational psychology.
- Develop an understanding of different dimensions and stages of human development and developmental tasks.
- Analyse the range of cognitive capacities among learners.
- Reflect on the understanding of the nature of learning and the factors influencing learning.
- Explain the influence of socio-cultural factors on learning.

BA III Semester -DSC-A5
DEVELOPMENT OF EDUCATION IN MODERN INDIA

On completion of the course, the student teacher will be able to:

- Analyze the development of education in India
- Identify the problems of various stages of education
- Explain the role of agencies of education in development of education
- Elaborates the evolution of National Education System.

BA III Semester - DSC-A6
ISSUES AND CHALLENGES IN SECONDARY EDUCATION

On completion of the course, the student teacher will be able to:

- Enumerates the issues and challenges in secondary Education.
- Explain the constitutional provisions related to education.
- Identify and analyse the challenges of Indian Education.
- Enlist the diverse initiatives of governmental and non-governmental agencies for improving the school education.

BA- IVth Semester
INDIAN THINKERS IN EDUCATION (DSC-7)

On completion of the course, the student teacher will be able to:

- Explains the Contributions of Indian Philosophers to Education.
- Compare and distinguishes the views of different Indian Thinkers about Indian Education Philosophy.
- Identify the Influence of Indian Education Thinkers Thoughts on Indian Education.

BA- IVth Semester
WESTERN THINKERS IN EDUCATION (DSC-8)

On completion of the course, the student teacher will be able to:

- Explain the Contributions of Westerns Philosophers to Education.
- Compare and distinguishes the views of different Western Thinkers about Western Education Philosophy.
- Identify the Influence of Indian Education Thinkers Thoughts on Western Education.

BA Vth Semester - DSC-A9
EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. Elucidates concerns of Educational organization, administration and management.
- CO2. Explain the process of Educational Administration and management at different levels and their functioning.
- CO3. Explicates the role of headmaster and the teachers in school management: Supervision and inspection.

BA Vth Semester
VALUE EDUCATION - DSC-A11

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. Analyze the concept of values.
- CO2. Compare Indian values with western values.
- CO3. Discuss different types of values.
- CO4. Give reasons for value crisis
- CO5. Discuss the need of the value education.
- CO6. Adopt different methods in imparting value education
- CO7. Predicts the outcome of individual and social values
- CO8. Identify the role of teacher in imparting value education

BA Vth Semester
GENDER AND SOCIETY - DSC-A12

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. Explain the concept and concerns of gender sensitization and discrimination
- CO2. Analyze the Feminist theories and its impact on society
- CO3. Describe socialization and its interaction with gender
- CO4. Identify the gender disparities in the curriculum framing and implementation
- CO5. Recall the constitutional provisions for girls education and upliftment

BA VIth Semester
PEACE EDUCATION - DSC-A13

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. Explain the aims and objective of Peace Education.
- CO2. Elucidate the role of Family, Mass media, NGOs in promoting Peace Education
- CO3. Suggest measures to foster Peace Education
- CO4. Identify the challenges to Peace Education.
- CO5. Illustrate classification of Peace.
- CO6. Explain theories of Peace

BA VIth Semester
HUMAN RIGHTS EDUCATION - DSC-A15

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. Defines the concepts of Human Rights
- CO2. Explains the issues concerning to the rights of citizens.
- CO3. Identifies the problems related to human rights with regard to social customs prevailing in India
- CO4. Develops an awareness for the need of Human Rights

BA VIth Semester
SPECIAL EDUCATION - DSC-A16

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. Explains the global and national commitments towards the education of children with diverse needs
- CO2. Identifies and addresses diverse needs of all learners.
- CO3. Familiarize with the trends and issues in special education.
- CO4. Lists different types of disability.
- CO5. Distinguishes the concepts of special education, integrated education and inclusive education.