20. Course Outcomes: Description of attainment of course outcomes.

- Enlightenment of the outcomes

- Description on course outcomes through daily teaching-learning-evaluation activities.

- Activities to inculcate and attain the course outcomes among the students.

- Record of attainments of outcomes as per the standard procedures.

B. A. I (NEP-2020) Semester II
: Paper- Sociological Foundation Of Education

Name of the Topic	Expected Learning Outcome
1. Sociological Foundation Of Education	1. Understanding the role of society in shaping educational systems and practices. 2. Analyzing how social institutions, such as family, economy, and politics, influence education. 3. Examining theories of education from a sociological perspective, such as functionalism, conflict theory, and symbolic interactionism. 4. Exploring the relationship between education and social stratification, including issues of inequality and social mobility. 5. Critically evaluating the impact of cultural diversity and globalization on education. 6. Applying sociological concepts and theories to analyze contemporary educational issues and reforms. 7. Developing skills in research methods to investigate sociological phenomena related to education. 8. Enhancing critical thinking and communication skills through class discussions, presentations, and written assignments. 9. Reflecting on personal beliefs and biases about education in light of sociological perspectives. 10. Engaging in discussions about the ethical implications of educational

	policies and practices within different societal contexts.
2. Sociological Functions of education	1.Developing critical thinking skills, 2.Understanding social inequalities, 3.Promoting empathy and cultural competence, 4. Fostering advocacy and activism, and cultivating a commitment to social justice. 5. These outcomes aim to empower students to contribute positively to their communities and address societal issues through education and advocacy.
3.Social groups and culture	1. Understand the concept of social groups and their significance in shaping individual identity. 2. Recognize and analyze different types of social groups, including primary, secondary, reference, and in-groups/out-groups. 3. Explore how socialization processes within groups influence beliefs, attitudes, and behaviors. 4. Evaluate the impact of cultural norms, values, and symbols on social interactions and behavior. 5. Demonstrate awareness of cultural diversity and its implications for interpersonal communication and relationships. 6. Develop critical thinking skills to assess stereotypes, prejudices, and

	discrimination within social and cultural contexts. 7. Examine the role of power dynamics, social inequalities, and privilege in shaping group dynamics and societal structures. 8. Engage in discussions and activities promoting cross-cultural understanding and empathy. 9. Reflect on personal cultural biases and assumptions, and explore strategies for intercultural competence development. 10. Apply theories and concepts learned to analyze contemporary social issues related to diversity, inclusion, and social justice.
4.Current social Problem Relating to Education in India	1. Understanding the Structural Issues: Students should comprehend the systemic challenges in the Indian education system, such as unequal access to quality education, socio-economic disparities, and regional variations. 2. Critical Analysis Skills: Developing the ability to critically analyze educational policies, initiatives, and their impact on marginalized communities, including those based on gender, caste, and socio-economic status. 3. Awareness of Educational Inequalities: Students should be aware of the disparities in educational opportunities and outcomes across different regions, communities, and social strata within India. 4. Socio-cultural Sensitivity: Cultivating empathy and understanding towards diverse socio-cultural backgrounds prevalent in India's educational landscape to foster inclusive learning environments. 5. Advocacy and Activism: Equipping students with the knowledge and skills

	to advocate for policy changes, promote inclusive practices, and actively participate in initiatives aimed at addressing educational inequalities.
	6. Community Engagement: Encouraging students to engage with local communities, educational NGOs, and grassroots organizations to understand the ground realities and contribute meaningfully to addressing educational challenges.
	7. Ethical Considerations: Instilling a sense of ethical responsibility in students towards promoting equity, diversity, and inclusion in educational settings, and to critically evaluate their own biases and privileges.

B.A.II (NEP-2020) Semester IV
Paper -IV Pedagogy

Name of the Topic	Expected Learning Outcome
1. Science of Teaching	1.Analyze the dynamic interplay between teaching and learning processes. 2.Identify and evaluate the key factors influencing teaching effectiveness, including student characteristics, instructional strategies, and learning environments. 3.Critically assess educational theories and models that elucidate the relationship between teaching and learning. 4.Apply pedagogical principles to design instructional strategies that accommodate diverse learning needs and preferences. 5.Synthesize research literature on effective teaching practices and their impact on student learning outcomes. 6.Demonstrate the ability to adapt teaching approaches based on formative assessment data and student feedback. 7.Evaluate the ethical and cultural implications of various teaching methods and instructional decisions.

	8.Collaborate with peers to analyze case studies and real-world scenarios illustrating the complex nature of teaching and learning interactions. 9.Reflect on personal teaching experiences and articulate strategies for continuous improvement. 10.Develop a comprehensive understanding of the role of technology and educational resources in enhancing teaching effectiveness and student engagement
2. Teaching methods	1. Demonstrate proficiency in various teaching methods through active participation and reflection. 2. Develop problem-solving skills by applying diverse instructional strategies to address educational challenges. 3. Apply storytelling techniques effectively to engage learners and enhance content retention. 4. Analyze the effectiveness of different teaching methods in achieving learning objectives. 5. Synthesize theoretical knowledge with practical application to design innovative instructional approaches. 6. Demonstrate the ability to adapt teaching methods to diverse learning styles and contexts. 7. Reflect critically on personal teaching practices and continuously strive for improvement. 8. Collaborate with peers to evaluate, refine, and innovate teaching methods for optimal student learning outcomes

3. Teacher	
	1. Understand the historical evolution of the teaching profession and its impact on contemporary educational practices.
	2. Identify and analyze the key characteristics that contribute to effective teaching, such as empathy, communication skills, and adaptability.
	3. Evaluate various teaching methodologies and approaches in relation to student learning styles and educational contexts.
	4. Demonstrate proficiency in lesson planning, including setting objectives, selecting appropriate instructional strategies, and designing assessments.
	5. Explore the ethical responsibilities and professional standards associated with teaching, including issues of equity, diversity, and inclusion.
	6. Apply knowledge of educational psychology to create a positive and inclusive learning environment that fosters student engagement and motivation.
	7. Utilize technology and other resources effectively to enhance teaching and facilitate student learning.
	8. Reflect on personal teaching philosophy and practice, integrating feedback and self-assessment to continually improve as an educator.
	9. Collaborate with colleagues and engage in professional development opportunities to stay current with research and best practices in teaching.
	10. Develop a comprehensive understanding of the multifaceted role of a teacher in supporting the holistic development of students academically, socially, and emotionally.

4. Perception, Attention and Attitude	1. Understand the fundamental principles of perception, including sensory processing, perceptual organization, and interpretation of sensory information. 2. Analyze the role of attention in cognitive processes, including selective attention, divided attention, and sustained attention, and its impact on perception and behavior. 3. Examine the factors influencing perception, such as environmental context, individual differences, and cultural influences, and their implications for understanding human behavior. 4. Evaluate the cognitive and affective components of attitude formation, including beliefs, emotions, and values, and their influence on behavior and decision-making. 5. Apply theoretical frameworks and research methods in perception, attention, and attitude to analyze real-world phenomena and develop practical solutions.

	6. Critically assess current research findings and theories in the field, and communicate effectively about complex concepts and debates in perception, attention, and attitude.
	7. Develop skills in designing and conducting experiments, collecting and analyzing data, and interpreting results to advance knowledge in the field of cognitive psychology.
	8. Demonstrate ethical awareness and responsibility in conducting research and applying psychological principles to promote individual and societal well-being.

B.A.II (NEP-2020) Semester IV
Paper -VI Education in Post independence in India

Name Of Topic	Expected Learning Outcome
1. University Education commission 1948-49. 2.The secondary Education commission 1952 53 3. Kothari commission 1964 66 4.National policy on Education 1986	1.Academic Excellence: Emphasized proficiency in the chosen field of study, ensuring that students acquired in-depth knowledge and expertise in their respective disciplines.

	2.Critical Thinking and Inquiry: Promoted the development of critical thinking skills, encouraging students to question, analyze, and evaluate information independently.
	3.Character Development: Aimed to cultivate moral and ethical values, including integrity, honesty, and social responsibility, fostering the holistic development of students.
	4.Leadership and Citizenship: Prepared students for leadership roles in society, promoting active citizenship and engagement in civic affairs for the betterment of the community and the nation.
	5.Research and Innovation: Encouraged students to engage in research and innovation, fostering a culture of intellectual curiosity and creativity.
	6.Communication and Collaboration: Developed effective communication and collaboration skills,

	enabling students to work harmoniously with others and contribute to team efforts.
	7.Career Readiness: Equipped students with the knowledge, skills, and competencies necessary for successful careers in their chosen fields or for further academic pursuits.