

# BANKIM SARDAR COLLEGE

## A College with Potential for Excellence

Department of Education

Programme Specific Outcome (PSO) - Course Outcome (CO)

**Programme Specific Outcome (PSO) – An General graduate of Education of the college should possess the capability to**

- ✓ Develop awareness thinking Own and Other persons for health condition.
- ✓ Education has been shown to increase economic growth and stability.
- ✓ Education is improves personal lives and helps societies run smoothly.
- ✓ A good education makes an individual develop personally, socially as well as economically.
- ✓ Education helps us to do our daily life activities in best possible ways.
- ✓ Education helps us to acquire new skills and knowledge that will impact our development in life.
- ✓ Education can promote gender equality, reduce child marriage, and promote peace.
- ✓ Education is to grow children into productive citizens that use their knowledge, talents, and learned skills to sustain themselves and help others while pushing the human race forward in areas of equality, equity, and harmony.
- ✓ Role of education is means of socializing individuals and to keep society smoothing and remain stable.
- ✓ Education is one of the main factors that allow people to grow and develop as individuals. It teaches people important life values, and it opens their mind to a lot of interesting aspects of life and not only.

Semester	Core Courses	Content of CU Syllabus	Course Outcome (CO) <b>Undermentioned Units introduces the learner learn about-</b>
		<b>Unit- I Concept of Education</b> 1 Narrow and broader concept of education.	<b>CO 01. Different meaning and concept of Education.</b>

1 ST	CCG 1. Introduction to Education	<p>2 Meaning, nature and scope of education.</p> <p>3 Aims of education – individual, social, vocational and democratic.</p> <p>4 Aims of modern education with special reference to Delor’s Commission.</p>	<p><b>CO 02. Nature and scope of Education.</b></p> <p><b>CO 03. The aims of modern education to Delors Commission.</b></p>
		<p><b>Unit- 2 Factors of Education</b></p> <p>1. Child / learner: influence of heredity and environment on the learner</p> <p>2. Teacher: qualities and duties of a good teacher.</p> <p>3. Curriculum- concept and types. Co-curricular activities: meaning, values and significance.</p> <p>4. Educational institutions: informal, formal and non-formal, their interrelation.</p>	<p><b>CO 01. The factors of education.</b></p> <p><b>CO 02. The meaning qualities and duties of a good teacher</b></p> <p><b>CO 03. Meaning classification and significance of curriculum and co-curricular activates.</b></p> <p><b>CO 04. Characteristic and their interrelation of educational institution.</b></p>
		<p><b>Unit- 3 Agencies of Education</b></p> <p>1.Home</p> <p>2. School</p> <p>3. State</p> <p>4.Mass-media- television, radio, cinema and newspaper</p>	<p><b>CO 01. The different educational role of Home, School, State and Mass-media.</b></p>
		<p><b>Unit- 4 Child Centricism and Play-way in Education</b></p> <p>1. Concept of child Centricism in education</p> <p>2. Characteristics and significance of child centricism in education</p> <p>3. Concept of play and work.</p> <p>4. Characteristics of play way in Education, Kindergarten, Montessori, Project method.</p>	<p><b>CO 01. The importance of Child centric education.</b></p> <p><b>CO 02. The educational implication of play way in education by Kindergarten, Montessori, Project method.</b></p>
		<p><b>Unit: 1 Relation between Psychology and Education</b></p> <p>1. Meaning and definition of Psychology</p> <p>2. Meaning and definition of Education</p> <p>3. Relation between Psychology and education</p> <p>4.Nature, scope and significance of educational</p>	<p><b>CO 01. Meaning and Definition of Psychology.</b></p> <p><b>CO 02. Meaning and Definition of education.</b></p> <p><b>CO 03. Major school of psychology.</b></p> <p><b>CO 04. Meaning and Definition of educational psychology.</b></p> <p><b>CO 05. Significance of educational psychology.</b></p>

2 ND	CCG 2: Psychological Foundation of Education	psychology.	
		<b>Unit: 2 Stages and types of human development and their educational significance.</b> 1. Piaget's cognitive development theory 2. Erikson's psycho-social development theory 3. Kohlberg's moral development theory 4. Vygotsky's social development theory and Bandura's Social Learning Theory	<b>CO 01. Cognitive development.</b> <b>CO 02. Epistemology of Jean Piaget.</b> <b>CO 03. Stages of psycho-social development.</b> <b>CO 04. Vygotsky's social development theory.</b> <b>CO 05. Bandura's Social Learning Theory</b>
		<b>Unit: 3 Learning: concept and theories</b> 1. Concept and characteristics of learning 2. Theories: Connectionism (Trial and error, classical, operant conditioning) 3. Insightful learning 4. Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization	<b>CO 01. Learning concept and their characteristics.</b> <b>CO 02. Trial and error theory.</b> <b>CO 03. Classical conditioning theory.</b> <b>CO 04. Operant conditioning theory.</b> <b>CO 05. Insightful learning theory.</b> <b>CO 06. Memorization and Forgetting.</b> <b>CO 07. Process of memorization, causes of forgetting and economical ways of improving memorization.</b>
		<b>Unit: 4 Intelligence</b> 1. Concept of intelligence 2. Theories of Intelligence by Spearman, Thorndike and Guilford 3. Types and uses of intelligence tests 4. Concept of Emotional Intelligence and E.Q.	<b>CO 01. The concept, types, and uses of intelligence.</b> <b>CO 02. Know the theories of intelligence by Spearman, Thorndike and Guilford.</b> <b>CO 03. What are the concept of IQ and EQ.</b>
		<b>Unit-I: Introductory Concept of Sociology of Education</b> 1. Meaning and definition of Sociology of Education 2. Relation between Sociology and Education 3. Nature of Sociology of Education 4. Scope of Sociology of Education	<b>CO 01. Sociology of Education.</b> <b>CO 02. Relation between Sociology and Education.</b> <b>CO 03. Nature and Scope of Sociology of Education</b>
		<b>Unit-2: Social Groups</b> 1. Social Groups: meaning and definition 2. Types of Social groups – Primary, Secondary and	<b>CO 01. Concept of Social Group.</b> <b>CO 02. To explain the concept of social groups and socialization process.</b>

3 RD	CCG3: Sociological Foundation of Education	Tertiary 3.Socialization Process: Concept 4. Role of the family and school in Socialization process	
		<b>Unit-3 Social Change and Education</b> 1. Concept of Social Change 2. Interrelation between Social change and Education 3. Social stratification and Social Mobility. 4.Social interaction Process	<b>CO 01. The concept of social change.</b> <b>CO 02. Understand the social interaction in education.</b> <b>CO 03. Understand the social stratification and social mobility.</b>
		<b>Unit-4 Social Communication in Education</b> 1. Social Communication: Concept 2.Informal agencies of social communication Inter relation between Culture, religion and Education. 3. Inter relation between Technology, Economy and Education.	<b>CO 01. The Concept of Social Communication.</b> <b>CO 02. Understand the inter relation between culture and religion in education.</b> <b>CO 03. Understand the inter relationship between technology and economic in education.</b>
	SEC-A Communication Skill	<b>Unit: 1:Introduction to Communication</b> 1. Meaning, Nature and types of communication 2. Principles of communication 3. Process of communication: Sender, encoding, recipient, decoding and feedback 4. Barriers of effective communication	<b>CO 01. Meaning, Nature and Types of Communication</b> <b>CO 02. Analysing the Process of communication</b> <b>CO 03. Barriers of Effective Communication</b>
		<b>Unit: 2 :Listening Skills</b> 1. Principles of listening skills 2. Types of listeners 3. Barriers to listening	<b>CO 01. To acquire of Listening Skills .</b> <b>CO 02. Barriers of Listening.</b>
		<b>Unit: 3: Speaking Skills</b> 1 Verbal and non-verbal communication 2. Public speaking: Extempore 3.Group discussion	<b>CO 01. To acquire of Speaking Skills .</b> <b>CO 02. Different between Verbal and Non Verbal Communication.</b>
		<b>Unit: 4: Reading and Writing Skills</b> 1.Previewing, skimming, and scanning 2. Development of skills for correct pronunciation,	<b>CO 01. To acquire of Reading and Writing Skills.</b> <b>CO 02. Development of Skills for Correct Pronunciation reading and Comprehension.</b>

		reading and comprehension 3. Sentence formation and punctuation	
4 TH	CCG 4: Inclusive Education.	<b>Unit: 1: Inclusion Overview</b> 1. Meaning of Inclusion and Inclusive Society 2. Exclusion and Inclusion: Conceptual overview 3. Obstacles/barriers in Inclusion 4. Elements necessary for creating an inclusive society	<b>CO 01. Understand the meaning of Inclusion and Exclusion.</b> <b>CO 02. Elements of necessary for creating an inclusive society.</b>
		<b>Unit: 2: Differently Abled</b> 1. Concept of Impairment, Disability and Handicap 2.Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems) 3. General causes of disabilities 4.Role of school and society in creating a barrier free environment	<b>CO 01. Know about Impairment, Disability and Handicap.</b> <b>CO 02. Know the general causes of Disability.</b>
		<b>Unit: 3: Socially Disabled</b> 1. Concept of SC, ST and OBC groups. 2. Concept of Gender, and sexuality 3.Causes of social exclusion 4.Understanding social inclusion: role of education	<b>CO 01. Concept of SC, ST, OBC groups, Gender, and sexuality</b> <b>CO 02. Know the causes of social exclusion.</b>
		<b>Unit: 4: Educational Reforms for Inclusive Society.</b> 1. Building an Inclusive school: desired changes in System, Structure, Practice and Culture, 2. Education for a multicultural society. 3. Education for peaceful co-existence 4.Role of Informal agencies (like mass media etc) in building an inclusive society	<b>CO 01. Know how to bring about inclusion in different spheres.</b>
		<b>Unit: 1 :Understanding Teaching</b> 1. Concept and definition of Teaching 2. Nature of teaching and characteristic factors affecting teaching	<b>CO 01. Know the basic concept of Teaching</b> <b>CO 02. Know relation between teaching and training</b>

	<b>SEC-B: Teaching Skill</b>	3.Relation between teaching and training	
		<b>Unit: 2 :Types of Teaching (Concept and Characteristics)</b> 1. Micro-teaching and Micro lesson 2.Simulated teaching 3. Integrated teaching	<b>CO 01. Know the Types of Teaching</b> <b>CO 02. Different between Micro-teaching and Micro lesson.</b>
		<b>Unit: 3: Skills of Teaching (Basic Concept)</b> 1.Nature and definition of skills of teaching 2.Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement 3. Phases of teaching: Pre-active, Inter-active, Post-active	<b>CO 01. Understand the Skills of Teaching</b> <b>CO 02. Different phases of teaching.</b>
		<b>Unit: 4: Learning Design (LD)</b> 1.Concept and importance of learning design in teaching 2. Steps of learning design 3. Qualities of good learning design	<b>CO 01. Concept of Learning Design (LD)</b> <b>CO 02. Qualities of good learning Design.</b>
5 TH	<b>DSE –A: Educational Thought of Great</b>	<b>Unit:1 :Western Educators(Part 1)</b> 1. Plato 2.Rousseau 3. Montessori	<b>CO 01. Educational contribution of Plato, Rousseau, Montessori.</b>
		<b>Unit:2 :Western Educators(Part 2)</b> 1. Pestalozzi 2. Dewey 3. Ivan Illich	<b>CO 01. Educational contribution of Pestalozzi, Dewey, Ivan Illich.</b>
		<b>Unit: 3 :Indian Educators (Part 1)</b> 1. Vivekananda 2.Rabindranath 3. Gandhiji	<b>CO 01. Educational contribution of Vivekananda, Rabindranath, Gandhiji.</b>
		<b>Unit: 4 :Indian Educators (Part 2)</b> 1. Radhakrisnan 2. Begum Rokeya 3. Sister Nivedita	<b>CO 01. Educational Thoughts of Radhakrisnan.</b> <b>CO 02. Educational Thoughts of Begum Rokeya.</b> <b>CO 03. Educational Thoughts of Sister Nivedita.</b>

6TH	<b>DSE –B Women Education</b>	<b>Unit: 1 Historical Perspectives of Women Education</b> 1. Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period 2. Contribution of Missionaries 3.Role of British Govt.	<b>CO 01. Women Education in Different Periods.</b> <b>CO 02. Role of Missionaries for Women Education.</b> <b>CO 03. Role of British Govt. for Women Education.</b>
		<b>Unit: 2 Policy Perspectives, Committee and Commission on Women Education</b> 1. Constitutional provision, NPE -1968, 1986, 1992, POA-1992 2. Radhakrisnan, Mudaliar and Kothari Commission 3. Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee	<b>CO 01. Recommendations of NPE -1968, 1986, 1992, POA-1992.</b> <b>CO 02. Recommendations of Radhakrisnan, Mudaliar and Kothari Commission on women education.</b> <b>CO 03. Recommendations of rgabai Deshmukh Committee on women education.</b> <b>CO 04. Recommendations of Hansraj Mehta Committee on women education.</b> <b>CO 05. Recommendations of Bhaktabatsalam Committee on women education.</b>
		<b>Unit: 3: Role of Indian Thinkers in promoting Women Education</b> 1. Rammohan Roy 2. Vidyasagar	<b>CO 01. Contribution of Rammohan Roy on Women Education.</b> <b>CO 02. Contribution of Vidyasagar on Women Education</b>
		<b>Unit: 4: Major Constraints of Women Education and Women Empowerment</b> 1. Social – Psychological 2.Political – Economical 3. Role of women empowerment in modern society in brief.	<b>CO 01. Women education.</b> <b>CO 02. Women empowerment</b> <b>CO 03. Role of women empowerment in modern society.</b>