

# **BANKIM SARDAR COLLEGE**

## **A College with Potential for Excellence**

**Department of Education**

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

**Programme Outcome(PO) - It is expected that on completion of the Education Honours Programme the learner would**

- (a) Develop a thirst to know new knowledge domain and a searching eye towards lifelong scholarship**
- (b) Appreciating the role as a citizen in the era of globalization**
- (c) Developing Life skills like communicating, debating, Competitive discussing**

**Programme Specific Outcome (PSO) – An Honours 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)
1ST	CCH1. Introduction to Education	<p align="center"><b>Unit- I Concept of Education</b></p> 1 Narrow and broader concept of education. 2 Meaning, nature and scope of education. 3 Aims of education – individual, social, vocational and democratic. 4 Aims of modern education with special reference to Delors Commission.	<p><b>Undermentioned Units introduces the learner learn about-</b></p> <p><b>CO 01. Different meaning and concept of Education.</b>  <b>CO 02. Nature and scope of Education.</b>  <b>CO 03. The aims of modern education to Delors Commission.</b></p>
		<p align="center"><b>Unit- 2 Factors of Education</b></p> 1. Child / learner: influence of heredity and environment on the learner 2. Teacher: qualities and duties of a good teacher. 3. Curriculum- concept and types. Co-curricular activities: meaning, values and significance. 4. Educational institutions: informal, formal and non-formal, their interrelation.	<p><b>CO 01. The factors of education.</b>  <b>CO 02. The meaning qualities and duties of a good teacher</b>  <b>CO 03. Meaning classification and significance of curriculum and co-curricular activates.</b>  <b>CO 04. Characteristic and their interrelation of educational institution.</b></p>
		<p align="center"><b>Unit- 3 Agencies of Education</b></p> 1.Home 2. School 3. State 4.Mass-media- television, radio, cinema and newspaper	<p><b>CO 01. The different educational role of Home, School, State and Mass-media.</b></p>
		<p align="center"><b>Unit- 4 Child Centricism and Play-way in Education</b></p> 1. Concept of child Centricism in education 2. Characteristics and significance of child centricism in education 3. Concept of play and work. 4. Characteristics of play way in Education, Kindergarten, Montessori, Project method.	<p><b>CO 01. The importance of Child centric education.</b>  <b>CO 02. The educational implication of play way in education by Kindergarten, Montessori, Project method.</b></p>
		<p><b>Unit: 1 Education in India during ancient and medieval period</b></p> 1.Vedic (aim, curriculum, teaching method, teacher-pupil	<p><b>CO 01. Main Characteristics of Vedic, Brahmanic, Buddhist, Islam in education.</b></p>

		<p>relation)</p> <ol style="list-style-type: none"> <li>2. Brahmanic</li> <li>3. Buddhistic</li> <li>4. Islamic</li> </ol>	
<b>CCH2: History of Indian Education</b>		<p><b>Unit: 2 Education in India during British period (1800-1853)</b></p> <ol style="list-style-type: none"> <li>1. Sreerampore trio and their contribution in the field of education</li> <li>2. Charter Act, Oriental-occidental controversy</li> <li>3. Macaulay Minute and Bentinck's resolution</li> <li>4. Adam's report</li> </ol>	<p><b>CO 01. Contribution of Sreerampore trio in education.</b></p> <p><b>CO 02. Concept about Charter Act, Oriental-occidental controversy.</b></p> <p><b>CO 03. The contribution of Macaulay Minute and Bentinck's resolution in education.</b></p> <p><b>CO 04. The contribution of Adam's report in indian education.</b></p>
		<p><b>Unit: 3 Education in India during British period (1854-1946)</b></p> <ol style="list-style-type: none"> <li>1. Woods Despatch, Hunter Commission Curzon policy regarding primary, secondary and higher education</li> <li>2. National education movement (cause and effect)</li> <li>3. Basic education (concept and development)</li> <li>4. Sadler Commission</li> </ol>	<p><b>CO 01. Contribution of Woodoods Despatch, Hunter Commission Curzon policy regarding primary, secondary and higher.</b></p> <p><b>CO 02. Cause and effect of National education movement.</b></p> <p><b>CO 03. Main concept characteristics and development of Basic education.</b></p> <p><b>CO 04. Educational contribution of Sadler Commission.</b></p>
		<p><b>Unit: 4 Education in India after independence</b></p> <ol style="list-style-type: none"> <li>1. Radhakrishnan Commission (aim, curriculum of higher education, rural university)</li> <li>2. Mudaliar Commission (aim, structure and curriculum of secondary education)</li> <li>3. Kothari Commission (aim, structure and curriculum of primary and secondary education)</li> <li>4. National Policy of Education, 1986, POA 1992.</li> </ol>	<p><b>CO 01. The Recommendations of Radhakrishnan Commission.</b></p> <p><b>CO 02. The recommendations of rural university.</b></p> <p><b>CO 03. The recommendations of Secondary Education.</b></p> <p><b>CO 04. The recommendations of Kothari Commission.</b></p> <p><b>CO 05. The recommendations of National Policy of Education, 1986, POA 1992.</b></p>
		<p><b>Unit: 1 Relation between Psychology and Education</b></p>	<p><b>CO 01. Meaning and Definition of Psychology.</b></p>

2 ND	<b>CCH3: Psychological Foundation of Education</b>	<ol style="list-style-type: none"> <li>1. Meaning and definition of Psychology</li> <li>2. Meaning and definition of Education</li> <li>3. Relation between Psychology and education</li> <li>4. Nature, scope and significance of educational psychology.</li> </ol>	<p><b>CO 02. Meaning and Definition of education.</b>  <b>CO 03. Major school of psychology.</b>  <b>CO 04. Meaning and Definition of educational psychology.</b>  <b>CO 05. Significance of educational psychology.</b></p>
		<p><b>Unit: 2 Stages and types of human development and their educational significance.</b></p> <ol style="list-style-type: none"> <li>1. Piaget's cognitive development theory</li> <li>2. Erikson's psycho-social development theory</li> <li>3. Kohlberg's moral development theory</li> <li>4. Vygotsky's social development theory and Bandura's Social Learning Theory</li> </ol>	<p><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></p>
		<p><b>Unit: 3 Learning: concept and theories</b></p> <ol style="list-style-type: none"> <li>1. Concept and characteristics of learning</li> <li>2. Theories: Connectionism (Trial and error, classical, operant conditioning)</li> <li>3. Insightful learning</li> <li>4. Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization</li> </ol>	<p><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></p>
		<p><b>Unit: 4 Intelligence</b></p> <ol style="list-style-type: none"> <li>1. Concept of intelligence</li> <li>2. Theories of Intelligence by Spearman, Thorndike and Guilford</li> <li>3. Types and uses of intelligence tests</li> <li>4. Concept of Emotional Intelligence and E.Q</li> </ol>	<p><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></p>
		<p><b>Unit 1: Concept of educational philosophy</b></p> <ol style="list-style-type: none"> <li>1. Meaning of philosophy</li> <li>2. Etymological meaning of education</li> <li>3. Relation between philosophy and education</li> </ol>	<p><b>CO 01. The meaning of philosophy in education.</b>  <b>CO 02. Know the educational implication of philosophy and education.</b></p>

		4. Importance of philosophy in education.	<b>CO 03. The relation between philosophy and education.</b>
	<b>CCH4: Philosophical Foundation of Education</b>	<b>Unit 2: Indian schools of philosophy</b> 1. Vedic school - Sankhya 2. Vedic school - Yoga 3. Non-Vedic School - Buddhism 4. Non-vedic School - Jainism	<b>CO 01. Meaning of sankha, yoga, Buddhism, Jainism.</b> <b>CO 02. Educational implication of sankha, yoga, Buddhism, Jainism.</b>
		<b>Unit 3: Western schools of philosophy</b> 1. Idealism 2. Naturalism 3. Pragmatism 4. Realism	<b>CO 01. Meaning, classification, main tenets and influence of naturalism, idealism, pragmatism and realism in Education.</b>
		<b>Unit 4: Philosophy for development of humanity</b> 1. Education and development of values 2. Education for national integration 3. Education for international understanding 4. Education for promotion of peace and harmony	<b>CO 01. The value in education.</b> <b>CO 02. Know the importance of value in Education.</b> <b>CO 03. Meaning, causes, obstacles and needs of national integration and international understanding.</b> <b>CO 04. Nature, scope, importance and barriers in way to peace education.</b>
		<b>CCH5: Sociological Foundation of Education</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

		<p align="center"><b>Unit-2: Social Groups</b></p> <p>1.Social Groups: meaning and definition 2.Types of Social groups – Primary, Secondary and Tertiary 3.Socialization Process: Concept 4. Role of the family and school in Socialization process</p>	<p><b>CO 01. Concept of Social Group.</b> <b>CO 02. To explain the concept of social groups and socialization process.</b></p>
		<p align="center"><b>Unit-3 Social Change and Education</b></p> <p>1. Concept of Social Change 2. Interrelation between Social change and Education 3. Social stratification and Social Mobility. 4.Social interaction Process</p>	<p><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></p>
		<p align="center"><b>Unit-4 Social Communication in Education</b></p> <p>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.</p>	<p><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></p>
		<p align="center"><b>Unit: 1:Organization and Management</b></p> <p>1 Concept of organization 2.Concept of management 3.Concept of educational organization 4. Concept of school organization</p>	<p><b>CO 01. Concept of Organization, Management, Educational Organization and School Organization.</b> <b>CO 02. Difference among Organization, Management, Educational Organization and School Organization.</b></p>
	<b>CCH6 Educational Organization, Management and Planning</b>	<p align="center"><b>Unit: 2: Educational organization</b></p> <p>1. Meaning of school plant 2.Elements of school plant (concepts only) 3. Features of library and time-table 4. Features of school medical services, workshop, computer laboratory</p>	<p><b>CO 01. Basic concept of School plant, Library, Time Table, Medical Services, Workshop and Computer laboratory</b> <b>CO 02. Know about Elements and the essential function of school plant.</b></p>
		<p align="center"><b>Unit: 3: Educational Management</b></p> <p>1. Meaning of educational management 2. Objectives of educational management 3. Types of educational management</p>	<p><b>CO 01. Meaning of educational management.</b> <b>CO 02.Know about Objectives, Types and Significance of educational management.</b></p>

3 RD		4. Significance of educational management	
		<p align="center"><b>Unit: 4: Educational Planning</b></p> <p>1. Meaning of educational planning  2. Aims and objectives of educational planning  3. Steps of educational planning  4. Types and significance of educational planning</p>	<p><b>CO 01. Meaning of educational planning.</b>  <b>CO 02. Know about aim &amp; objectives, steps, Types and Significance of educational planning.</b></p>
	<b>CCH7: Guidance and Counselling</b>	<p align="center"><b>Unit I :Guidance – Meaning, Functions, Need</b></p> <p>1. Guidance – Meaning, Definitions and Functions  2. Individual Guidance – Meaning, advantages and disadvantages  3. Group Guidance – Meaning and Advantages and disadvantages  4. Need for guidance in secondary schools and requisites of a good school guidance programme.</p>	<p><b>CO 01. Meaning of Guidance, Individual Guidance and Group Guidance.</b>  <b>CO 02. Function of Guidance, Individual Guidance and Group Guidance.</b>  <b>CO 03. Advantages and disadvantages of Individual Guidance and Group Guidance.</b>  <b>CO 04. Basic need of guidance in secondary schools and requisites of a good school guidance programme.</b></p>
		<p align="center"><b>Unit 2 :Guidance - Educational, Vocational, Personal</b></p> <p>1. Educational Guidance- Meaning, Function at different stages of Education  2. Vocational Guidance- Meaning, Function at different stages of Education  3. Personal Guidance- Meaning, Importance for the Adolescents</p>	<p><b>CO 01. Meaning and function of Educational guidance, Vocational and Personal guidance.</b>  <b>CO 02. Educational implication of Educational vocational and personal guidance.</b></p>
<p align="center"><b>Unit 3: Counseling – Meaning, Techniques, Types</b></p> <p>1. Counselling - Meaning, importance and Scope  2. Techniques of Counselling- Directive, Non-Directive, Eclectic  3. Individual and Group Counselling –Meaning , Importance</p>		<p><b>CO 01. Meaning of Counseling, Individual and Group Counseling. .</b>  <b>CO 02. Know about Techniques, Types, Scope, and importance of Counseling, Individual and Group Counseling.</b></p>	

		<p><b>Unit 4 :Basic data necessary for Guidance</b></p> <p>1.Tools for collecting information on pupil: Intelligence: Concept and Test, Personality: Concept and Test, Aptitude: Concept and Test</p> <p>2.Cumulative Record Card</p> <p>3.Anecdotal Record Card</p>	<p><b>CO 01. To find out the basic data of necessary for Guidance .</b></p> <p><b>CO 02.To knows about the Utility of CRC &amp; ARC.</b></p>
<b>SEC-A Communication Skill</b>	<p><b>Unit: 1:Introduction to Communication</b></p> <p>1. Meaning, Nature and types of communication</p> <p>2. Principles of communication</p> <p>3. Process of communication: Sender, encoding, recipient, decoding and feedback</p> <p>4. Barriers of effective communication</p>	<p><b>CO 01. Meaning, Nature and Types of Communication</b></p> <p><b>CO 02. Analysing the Process of communication</b></p> <p><b>CO 03. Barriers of Effective Communication</b></p>	
	<p><b>Unit: 2 :Listening Skills</b></p> <p>1. Principles of listening skills</p> <p>2. Types of listeners</p> <p>3. Barriers to listening</p>	<p><b>CO 01. To acquire of Listening Skills .</b></p> <p><b>CO 02. Barriers of Listening.</b></p>	
	<p><b>Unit: 3: Speaking Skills</b></p> <p>1 Verbal and non-verbal communication</p> <p>2. Public speaking: Extempore</p> <p>3.Group discussion</p>	<p><b>CO 01. To acquire of Speaking Skills .</b></p> <p><b>CO 02. Different between Verbal and Non Verbal Communication.</b></p>	
	<p><b>Unit: 4: Reading and Writing Skills</b></p> <p>1.Previewing, skimming, and scamming</p> <p>2. Development of skills for correct pronunciation, reading and comprehension</p> <p>3. Sentence formation and punctuation</p>	<p><b>CO 01. To acquire of Reading and Writing Skills.</b></p> <p><b>CO 02. Development of Skills foe Courect Pronunciation reading and Comprehension.</b></p>	
	<p><b>Unit 1: Introductory concept</b></p> <p>1. Concept of Technology</p> <p>2.Need and scope of educational technology</p> <p>3. System approach- concept and need</p> <p>Classification and components of system approach</p>	<p><b>CO 01. Meaning of the Technology</b></p> <p><b>CO 02. Basic need and scope of Technology</b></p> <p><b>CO 03. We learn about Classification and components technology</b></p>	
	<p><b>Unit 2: Computer in education and communication</b></p> <p>1. Computer and its role in education</p> <p>2.Basic concept of hardware and software</p>	<p><b>CO 01. Role of computer in education</b></p> <p><b>CO 02. Basic concept of hardware and software</b></p>	



4 TH	<b>CCH8 : Technology in Education</b>	3. Computer network and internet- its role in education 4. Communication and classroom interactions- concept, element and process	<b>CO 03. Developed an understanding of the use of computer in education and communication</b>
		<b>Unit 3: Instructional techniques</b> 1. Mass instructional technique- characteristics and types 2. Personalised instructional techniques- characteristics and types 3. Difference in teaching and instruction 4. Models of teaching- concept, components and significance	<b>CO 01. Types and characteristics of mass instructional technique.</b> <b>CO 02. Types and characteristics of personalized instructional techniques.</b> <b>CO 03. Concept, component and significance of models teaching.</b>
		<b>Unit 4: ICT &amp; e-learning</b> 1. Meaning and concept of ICT, e-learning 2. Nature and characteristics of e-learning 3. ICT integration in teaching learning, massive open online course (MOOC) 4. Different approaches- Project based learning, co-operative learning and collaborative learning	<b>CO 01. Concept of ICT and E Learning.</b> <b>CO 02. Characteristics and nature of E Learning</b> <b>CO 03. How can develop of ICT and E Learning.</b>
	<b>CCH9: Curriculum Studies</b>	<b>Unit 1: Introductory concept</b> 1. Meaning, nature, scope and functions of curriculum 2. Bases of curriculum: philosophical, psychological and sociological 3. Major approaches to curriculum - behavioral, managerial, system, humanistic 4. Types of curriculum - knowledge, experience & activity based	<b>CO 01. How can develop an understanding about concept, nature, types and major approaches of curriculum.</b>
		<b>Unit 2: Content selection</b> 1. Determinants of content selection - perspectives of knowledge, culture & need 2. Curriculum and institution - instructional objectives 3. Revised Bloom's taxonomy 4. Bruner's theory of instruction	<b>CO 01. Relation among curriculum, pedagogy and assessment.</b>
		<b>Unit 3: Curriculum development</b> 1. Principles of curriculum construction 2. Learner centred curriculum framework - concept,	<b>CO 01. How can develop an understanding about curriculum development and national curriculum frame work, 2005.</b>

	<p>factors &amp; characteristics</p> <p>3. Curriculum development - need, planning NCF, 2005</p>	
	<p><b>Unit 4: Evaluation &amp; reform of curriculum</b></p> <p>1. Concept &amp; significance of curriculum evaluation</p> <p>2. Approaches to curriculum evaluation - formative &amp; summative</p> <p>3. Models of evaluation - Stufflebeam &amp; Taylor</p> <p>4. Curriculum reform - factors &amp; obstacles</p>	<p><b>CO 01.</b> How can acquainted with content selection and selected theories in this regard</p> <p><b>CO 02.</b> How can develop an understanding of evaluation &amp; reform of curriculum</p>
<b>CCH10: Inclusive Education.</b>	<p><b>Unit: 1: Inclusion Overview</b></p> <p>1. Meaning of Inclusion and Inclusive Society</p> <p>2. Exclusion and Inclusion: Conceptual overview</p> <p>3. Obstacles/barriers in Inclusion</p> <p>4. Elements necessary for creating an inclusive society</p>	<p><b>CO 01.</b> Understand the meaning of Inclusion and Exclusion.</p> <p><b>CO 02.</b> Elements of necessary for creating an inclusive society.</p>
	<p><b>Unit: 2: Differently Abled</b></p> <p>1. Concept of Impairment, Disability and Handicap</p> <p>2. Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)</p> <p>3. General causes of disabilities</p> <p>4. Role of school and society in creating a barrier free environment</p>	<p><b>CO 01.</b> Know about Impairment, Disability and Handicap.</p> <p><b>CO 02.</b> know the general causes of Disability.</p>
	<p><b>Unit: 3: Socially Disabled</b></p> <p>1. Concept of SC, ST and OBC groups.</p> <p>2. Concept of Gender, and sexuality</p> <p>3. Causes of social exclusion</p> <p>4. Understanding social inclusion: role of education</p>	<p><b>CO 01.</b> Concept of SC, ST, OBC groups, Gender, and sexuality</p> <p><b>CO 02.</b> Know the causes of social exclusion.</p>
	<p><b>Unit: 4: Educational Reforms for Inclusive Society.</b></p> <p>1. Building an Inclusive school: desired changes in System, Structure, Practice and Culture,</p> <p>2. Education for a multicultural society.</p> <p>3. Education for peaceful co-existence</p> <p>4. Role of Informal agencies (like mass media etc) in building an inclusive society</p>	<p><b>CO 01.</b> Know how to bring about inclusion in different spheres.</p>

	<p align="center"><b>SEC-B: Teaching Skill</b></p>	<p align="center"><b>Unit: 1 :Understanding Teaching</b></p> <p>1. Concept and definition of Teaching 2. Nature of teaching and characteristic factors affecting teaching 3. Relation between teaching and training</p>	<p><b>CO 01. Know the basic concept of Teaching</b> <b>CO 02. Know relation between teaching and training</b></p>
		<p align="center"><b>Unit: 2 :Types of Teaching (Concept and Characteristics)</b></p> <p>1. Micro-teaching and Micro lesson 2. Simulated teaching 3. Integrated teaching</p>	<p><b>CO 01. Know the Types of Teaching</b> <b>CO 02. Different between Micro-teaching and Micro lesson.</b></p>
		<p align="center"><b>Unit: 3: Skills of Teaching (Basic Concept)</b></p> <p>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</p>	<p><b>CO 01. Understand the Skills of Teaching</b> <b>CO 02. Different phases of teaching.</b></p>
		<p align="center"><b>Unit: 4: Learning Design (LD)</b></p> <p>1. Concept and importance of learning design in teaching 2. Steps of learning design 3. Qualities of good learning design</p>	<p><b>CO 01. Concept of Learning Design (LD)</b> <b>CO 02. Qualities of good learning Design.</b></p>
<p>5TH</p>	<p align="center"><b>CCH11:</b></p>	<p align="center"><b>Unit: I: Measurement and Evaluation in Education</b></p> <p>1. Educational Measurement and Evaluation: Concept 2. Scope and Need of Educational Measurement and Evaluation 3. Relation between Measurement, Assessment and Evaluation. 4. Scales of Measurement- Nominal, Ordinal, Interval and Ratio.</p>	<p><b>CO 01. Understand Concept Educational Measurement and Evaluation.</b> <b>CO 02. Understand Scope and Need of Educational Measurement and Evaluation.</b> <b>CO 03. Different Scales of Measurement.</b> <b>CO 04. Relation between Measurement, Assessment and Evaluation.</b></p>
		<p align="center"><b>Unit: 2: Evaluation Process</b></p> <p>1. Evaluation Process: (Formative and Summative) 2. Norm-Referenced Test and Criterion Referenced Test. 3. Grading and Credit system.</p>	<p><b>CO 01. Meaning, types and different characteristics of Evaluation Process.</b> <b>CO 02. Different characteristics between NRT and CRT.</b> <b>CO 03. Educational implication of Grading and Credit system.</b></p>

<b>Evaluation and Measurement in Education</b>	<b>Unit: 3: Tools and Techniques of Evaluation</b>	<p>1. Concept of Tools and Techniques</p> <p>2. Testing tools i) Educational: Essay type and Objective type, Written, Oral. ii) Psychological: Personality Test-Types, Rorschach Ink Blot Test , Interest Test- Types , Kuder Richardson interest inventory, Intelligence Test - Types of intelligence tests , Stanford – Binet Scale,</p> <p>3.Non testing tools – Cumulative record Card, Portfolio</p> <p>4. Techniques: i) Self reporting : Interview , Questionnaire ii) Observation</p>	<p><b>CO 01. Meaning, Types, Method, Characteristics and Used of Tools.</b></p> <p><b>CO 02. Importance of CRC.</b></p> <p><b>CO 03. Used of different Scale in Statistis.</b></p> <p><b>CO 04. Definition and Techniques of Self reporting and Observation.</b></p>
	<b>Unit: 4: Criteria of a Good Tool and its Construction</b>	<p>1. Characteristics of a good tool (i) Objectivity- Concept (ii) Reliability- Concept, methods of determining reliability (iii)Validity- Concept and types (iv) Norms- Meaning &amp; types (v) Usability -Concept</p> <p>2. Steps for construction &amp; standardization of Achievement test</p>	<p><b>CO 01. Meaning, Types, Methods, Steps, Characteristics and Importance of Objectivity, Reliability, Validity, Norms and Usability.</b></p>
	<b>Unit: 1: Concept of Statistics and Descriptive Statistics</b>	<p>1. Concept of Statistics. Uses of Statistics in Education, Organization and presentation of data – tabulation, graphical representation (Frequency Polygon, Histogram, Ogive, Pie)</p> <p>2. Meaning &amp; measures of Central Tendency- Arithmetic Mean, Median and Mode-their Properties, Calculation and Application.</p> <p>3. Meaning &amp; measures of Variability- Range, Standard Deviation and Quartile Deviation - their Properties, Calculation and Application Percentile and Percentile Rank - Definition, Calculation, Application, Graphical Determination</p>	<p><b>CO 01. Concept and importance of Statistics.</b></p> <p><b>CO 02. Concept, Types and Method of Graphical Representation.</b></p> <p><b>CO 03. Meaning, Method, Properties, Uses, Merits and Demerits of measures of Central Tendency.</b></p> <p><b>CO 04. Meaning, Method, Properties, Uses, Merits and Demerits of measures of Variability.</b></p>
	<b>Unit: 2: Normal Distribution and Derived Score</b>	<p>1. Concept of Normal Distribution- Properties</p> <p>2. Uses of NPC in Education</p> <p>3. Divergence from Normality- Skewness and Kurtosis.(</p>	<p><b>CO 01. Concept of Normal Distribution</b></p> <p><b>CO 02. Describe the Characteristic and Uses of NPC.</b></p> <p><b>CO 03. Concept and Calculation OF Skewness</b></p>

<b>CCH12: Statistics In Education</b>	Concept and Calculation) 4. Derived Scores- Z-Score, T Score and Standard Score (Concept, Calculation and Uses).	and Kurtosis. <b>CO 04. Concept, Calculation , Characteristic and Uses of Z-Score, T Score and Standard Score</b>
	<b>Unit: 3: Measure of Relationship</b> 1. Bi-variate Distribution- Concept and types of Linear Correlation 2. Scatter Diagram (only Concept) 3. Uses of Correlation Computation of Co-efficient of Correlation by Rank Difference method and Product Moment method, Interpretation of Co-efficient of Correlation	<b>CO 01. Describe the concept and types of Linear Correlation.</b> <b>CO 02. Know concept of Scatter Diagram.</b> <b>CO 03. Concept, Types, Method and used of Correlation in statistics.</b>
	<b>Unit:4 : Statistics (Practical)</b> 1.Students are expected to collect relevant data (Bi-variate educational data) from their college or neighbourhood ( minimum sample size must be 50) with the objective of - describing the nature and characteristics of the two distributions, - comparing two distributions and - finding association between two sets of data by applying the following: <b>Method:</b> i) Tabulation of data ii) Determination of central tendencies and variability (standard deviation) iii) Graphical Representation- Bar graph, Frequency Polygon, Cumulative frequency graph. iv) Determination of the type of association between two sets of data by drawing scatter diagram	<b>CO 01. Data collection in Statistic.</b> <b>CO 02. Prepared the Tabulation of data.</b> <b>CO 03. Measure the central tendency.</b> <b>CO 04. Draw the Graphical Representations.</b> <b>CO 05. Draw the scatter diagram between two sets.</b>
<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>	<b>CO 01. Educational contribution of</b>

	<b>Educators</b>	1. Vivekananda 2. Rabindranath 3. Gandhiji	Vivekananda, Rabindranath, Gandhiji.
		<b>Unit: 4 : Indian Educators (Part 2)</b> 1. Radhakrisnan 2. Begum Rokeya 3. Sister Nivedita	CO 01. Educational Thoughts of Radhakrisnan. CO 02. Educational Thoughts of Begum Rokeya. CO 03. Educational Thoughts of Sister Nivedita.
	<b>DSE-B Teacher Education</b>	<b>Unit: 1 Basic concept of teacher education.</b> 1. Concept and meaning of teacher education 2. Scope of Teacher Education 3. Aims and objectives of Education at Elementary, Secondary and College level. 4. Teacher training Vs Teacher education	CO 01. Basic concept meaning Scope of teacher education. CO 02. Aims and objectives Teacher education in different level. CO 03. Different between Teacher training and Teacher education
		<b>Unit: 2 : Development of teacher education in India</b> 1. Historical perspective of development of teacher education in India 2. Recommendations of Kothari Commission 3. Recommendations of National Policy on Education regarding teacher education. 4. Present System of teacher education in India.	CO 01. Historical background of development of teacher education in India. CO 02. Recommendations of Kothari Commission National Policy on Education regarding teacher education. CO 03. After dependent the Recommendations of teacher education.
		<b>Unit: 3 : Role of the different agencies in teacher education</b> 1. University 2. NCTE 3. NCERT 4. NUEPA	CO 01. Role and function of the different agencies in teacher education University, NCTE, NCERT, NUEPA.
		<b>Unit: 4 : Some Courses for preparation of teacher</b> 1. Pre service teacher education 2. In service teacher education 3. Orientation and Refresher courses	CO 01. Concept, objectives, principals and needs of Pre service teacher education. CO 02. Concept, objectives, principals and needs of In service teacher education. CO 03. Development of professional development of teacher education on

			Orientation and Refresher course.
6 TH	CCH13 Psychology of Adjustment	<b>Unit: 1: Adjustment, Maladjustment and Problem Behaviour</b> 1. Concept of adjustment, adjustment and adaptability 2. Psychodynamic Concept of adjustment, criteria of good adjustment 3. Concept of maladjustment. Causes of maladjustment, aggressiveness, delinquency, substance abuse	<b>CO 01.</b> Concept, Characteristics, need and conditions of Adjustment. <b>CO 02.</b> Concept and causes of Maladjustment, aggressiveness, delinquency, substance abuse. <b>CO 03.</b> Remedy of Maladjustment.
		<b>Unit: 2: Multi-axial Classification of Mental Disorders</b> 1. DSM – 4: Section 1, Section II and Section III 2. Brief outline of Schizophrenia, anxiety disorder, depressive disorder and personality disorder 3. Psychoanalysis, behavior therapy, cognitive therapy, and humanistic therapy. (Concept only)	<b>CO 01.</b> Describe DSM-4 <b>CO 02.</b> Describe the types and symptom of Schizophrenia. <b>CO 03.</b> Describe Psychoanalysis, behavior therapy, cognitive therapy, and humanistic therapy.
		<b>Unit: 3 : Coping Strategies for Stressful Situation</b> 1. Stress and Stressors 2. Personal and environmental stress 3. Coping strategies for stress	<b>CO 01.</b> Meaning and causes of stress. <b>CO 02.</b> Types of stress. <b>CO 03.</b> Coping strategies for stress
		<b>Unit: 4: Administration, Scoring and Interpretation of the following Tests (Practical)</b> 1. KNPI (Kundu Neurotic Personality Inventory) 2. KIEI (Kundu Introversion Extroversion Inventory) 3. Effect of Learning material on memorization	<b>CO 01.</b> Administration, Scoring and Interpretation of KNPI, KIEI Test. <b>CO 02.</b> Learning material on memorization.
		<b>Unit: 1 : Concept of Educational Research</b> 1. Definition, meaning and concept of research 2. Educational research and its characteristics 3. Types of Educational Research 4. Problems, difficulties and ethics	<b>CO 01.</b> Definition, meaning and concept of Educational Research. <b>CO 02.</b> Characteristics of Educational Research. <b>CO 03.</b> Different types of Educational Research. <b>CO 04.</b> Research Problem.
		<b>Unit: 2: Basic elements of educational research</b> 1. Literature review 2. Problem selection 3. Objectives, Research question and Hypothesis 4. Tools of Data collection –types	<b>CO 01.</b> Prepared research report. <b>CO 02.</b> Element of Research Report.

<b>CCH14 Basic Concept of Educational Research</b>	<b>Unit: 3: Data collection procedure</b> 1.Sampling –concept and definition 2. Types of sampling- Probability and non-probability 3. Data reporting- Descriptive and Inferential (basic statistical procedure that come under each) 4. Referencing and Bibliography	<b>CO 01. Data collection in research.</b> <b>CO 02. Concept, Definition and Types of Sampling.</b> <b>CO 03. Difference between Probability and non-probability sampling.</b> <b>CO 04. Contraction of Data Reporting.</b> <b>CO 05. Contraction of Referencing and Bibliography in Research.</b>
	<b>Unit: 4: Tutorial (Project/Term Paper centric)</b> 1. Writing Research proposal (Within 1000 words) - Plan of Work– steps and review (atleast5)	<b>CO 01. Construction Project Paper.</b> <b>CO 02. Prepared the Research proposal.</b> <b>CO 03. Prepared the work plane.</b>
<b>DSE -A Gender and Society</b>	<b>Unit: 1 Gender Concepts</b> 1. Definition of Gender and difference with sex 2. Gender Dynamics: Gender identity; Gender role and gender stereotype 3. Social Construction of Gender	<b>CO 01. Concept of Gender and Sex.</b> <b>CO 02. Difference between Gender and Sex.</b> <b>CO 03. Other concept related to Sex.</b> <b>CO 04. Comparison of Gender and Sex.</b> <b>CO 05. Formation of Gender stereotype.</b> <b>CO 06. Construction of Gender in Society.</b>
	<b>Unit: 2 Gender Socialization</b> 1. Childhood, socialization and gender biases in the family and school 2. Social Differentiation among women in educational context by caste, tribe, religion and region 3. Gender discrimination in the management of the school and education system.	<b>CO 01. Concept of Gender Identity and Socialization.</b> <b>CO 02. Role of Gender and Socialization in Childhood.</b> <b>CO 03. The role of family and school on gender biases in education.</b> <b>CO 04. Differentiation among women in education.</b> <b>CO 05. Management of gender discrimination in School Education.</b>
	<b>Unit: 3: Gender roles</b> 1. Gender Roles and Relationships Matrix Gender based division and Valuation of Work 2. Exploring Attitudes towards Gender	<b>CO 01. Roles and Relationships Matrix of Gender.</b> <b>CO 02. Division and valuation of work for Gender.</b> <b>CO 03. Attitudes towards Gender in society.</b>
	<b>Unit: 4 Gender inequalities in the schools</b>	<b>CO 01. Concept and structure of Gender</b>



		<ol style="list-style-type: none"> <li>1. Gender inequality in the structure of knowledge</li> <li>2. Presentation of gender in the development of curriculum and text books.</li> <li>3. Dynamics of gender in the classroom in reference to girl friendly school, co-education and single sex schooling</li> </ol>	<p><b>inequality.</b></p> <p><b>CO 02. Development of curriculum and text books for Gender Inequality.</b></p> <p><b>CO 03. Group Dynamics of gender in the class room.</b></p>
<b>DSE –B Women Education</b>	<b>Unit: 1 Historical Perspectives of Women Education</b>	<ol style="list-style-type: none"> <li>1. Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period</li> <li>2. Contribution of Missionaries</li> <li>3. Role of British Govt.</li> </ol>	<p><b>CO 01. Women Education in Different Periods.</b></p> <p><b>CO 02. Role of Missionaries for Women Education.</b></p> <p><b>CO 03. Role of British Govt. for Women Education.</b></p>
	<b>Unit: 2 Policy Perspectives, Committee and Commission on Women Education</b>	<ol style="list-style-type: none"> <li>1. Constitutional provision, NPE -1968, 1986, 1992, POA-1992</li> <li>2. Radhakrisnan, Mudaliar and Kothari Commission</li> <li>3. Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee</li> </ol>	<p><b>CO 01. Recommendations of NPE -1968, 1986, 1992, POA-1992.</b></p> <p><b>CO 02. Recommendations of Radhakrisnan, Mudaliar and Kothari Commission on women education.</b></p> <p><b>CO 03. Recommendations of rgabai Deshmukh Committee on women education.</b></p> <p><b>CO 04. Recommendations of Hansraj Mehta Committee on women education.</b></p> <p><b>CO 05. Recommendations of Bhaktabatsalam Committee on women education.</b></p>
	<b>Unit: 3: Role of Indian Thinkers in promoting Women Education</b>	<ol style="list-style-type: none"> <li>1. Rammohan Roy</li> <li>2. Vidyasagar</li> </ol>	<p><b>CO 01. Contribution of Rammohan Roy on Women Education.</b></p> <p><b>CO 02. Contribution of Vidyasagar on Women Education</b></p>
	<b>Unit: 4: Major Constraints of Women Education and Women Empowerment</b>	<ol style="list-style-type: none"> <li>1. Social – Psychological</li> <li>2. Political – Economical</li> <li>3. Role of women empowerment in modern society in brief.</li> </ol>	<p><b>CO 01. Women education.</b></p> <p><b>CO 02. Women empowerment</b></p> <p><b>CO 03. Role of women empowerment in modern society.</b></p>

