

EDUCATION SYLLABUS

COURSE OUTCOME

Honours

PAPER I

PHILOSOPHICAL FOUNDATION OF EDUCATION AND CONTRIBUTION OF GREAT EDUCATORS

CO1 Understanding the aims of education with special reference to Delor's Commission

CO2 Analyzing and differentiating between life-centric and child-centric education

CO3 Analyzing the difference between the individual and social perspectives in education

CO4 Elaborating on the role of education in propagation of values

CO5 Understanding the various schools of philosophy such as Idealism, Naturalism, and Pragmatism.

CO6 Discussing the basic features of Vedic schools (Sankhya, yoga, Nyaya) and Non-Vedic schools (Charvak, Buddhist, Jain)

CO7 Understanding and analyzing the contributions of Western and Eastern educators Rousseau, Froebel, Montessori, Bertrand Russell, Dewey, Rabindranath and Vivekananda.

LECTURE HOURS- 4.5 Hours per week.

TUTORIAL- 3 Hours per week.

Paper II

PSYCHOLOGICAL FOUNDATION OF EDUCATION

CO1 Understanding the concepts and nature of Psychology and Educational psychology and analyzing different perspectives concerning them

CO2 Explaining the concept of personality and its related theories.

CO3 Discussing the various stages of development and their educational implications

CO4 Understanding and analyzing the neural basis of cognition

CO5 Explaining the role and factors of perception

CO6 Comprehending the role of attention in cognition and distinguishing between the factors of attention

CO7 Discussing the process of memory and its related concepts

CO8 Understanding the concept of motivation

CO6 Discussing learning, its types and transfer of learning

CO7 Analyzing intelligence and its theories

LECTURE HOURS- 3.75 Hours per week.

TUTORIAL- 3 Hours per week.

Paper III

DEVELOPMENT OF EDUCATION IN INDIA

CO1 Understanding and comparing the features of Brahmanic, Buddhistic and Islamic education systems in ancient and mediaeval India

CO2 Identifying the activities of the Missionaries (Srirampur Trio) and Charter Act of 1813

CO3 Highlighting the contribution of Rammohan Roy, H.L.V. Derozio and Vidyasagar during Bengal Renaissance

CO4 Analyzing the Adams Report, Anglicist –Orientalist controversy, Macaulay’s Minute, Bentinck’s resolution and Wood Despatch

CO5 Highlighting the recommendations of Hunter Commission (1882-83), Curzon Policy, National Education Movement, Calcutta University Commission(1917-1919), Basic Education and Sargent Plan

CO6 Understanding and analyzing the National Education Movement

CO7 Analyzing the development of Education after 1947 in the light of constitutional provisions concerning education in India

CO8 Understanding the various Education Commissions- University Education Commission, Secondary Education Commission and Indian Education Commission

CO9 Assessing the National Policies on education

CO10 Understanding various current issues in education

LECTURE HOURS- 5.25 Hours per week.

TUTORIAL- 4.5 Hours per week.

Paper 1V

Sociological Foundation of Education and Educational organization & Management

CO1 Understanding the nature and scope of sociological foundation of education

CO2 Discussing the origin of society and impact of different political systems on education and social groups

CO3 Identifying the relation between social change and education in the Indian context

CO4 Identifying and analyzing the relation between education and social communication, agencies and contemporary social issues

CO5 Understanding and classifying the principles of school organization

CO5 Analyzing the various aspects of school organization

CO6 Understanding the concept of educational management and types of educational management and educational planning.

CO7 Delineating the relation between educational management and administration among two administrations at different levels (Primary, Secondary and Tertiary), Board of Secondary Education, Council of H.S Education and Council of Higher education.

LECTURE HOURS- 3.75 Hours per week.

TUTORIAL- 3 Hours per week.

Paper V

PSYCHOLOGY OF ADJUSTMENT AND EDUCATIONAL GUIDANCE AND COUNSELLING

CO1 Understanding and analyzing the different concepts of adjustment and criteria of good adjustment

CO2 Understanding and analyzing maladjustment in relation to stages of development and problem behaviours

CO3 Evaluating the concept of stress, stressors, coping strategies and therapies

CO4 Comprehending the multi axial classification of mental disorders

CO5 Understanding concept and nature of guidance

CO6 Differentiating between types of guidance

CO7 Classifying and understanding concept, types and techniques of counseling

CO8 Identifying the needs of special learners and means of providing guidance to them

C10 Classifying various tools for collecting data for providing guidance to students

C11 Comprehending diverse modes of disseminating information about courses and occupations

LECTURE HOURS- 2.25 Hours per week.

TUTORIAL- 1.5 Hours per week.

Paper V1

EVALUATION IN EDUCATION

- CO1 Identifying the concept, scope and needs of educational measurement and evaluation
- CO2 Classifying and analyzing tools and techniques of evaluation
- CO3 Understanding and classifying types of tests, observation and Inquiry
- CO4 Comprehending and classifying Cumulative Record Card
- CO5 Comprehending and classifying scales of measurement
- CO6 Understanding the criteria of constructing standardized tests
- CO7 Understanding Statistics and its use in the field of education
- CO8 Organizing and graphically representing data
- CO9 Calculating and applying measures of central tendencies
- CO10 Calculating and applying measures of variability
- CO11 Calculating, applying and graphically representing percentile and percentile rank
- CO12 Understanding and applying characteristics of normal curve
- CO13 Comprehending the concepts and application of skewness and kurtosis and Z score
- CO14 Understanding and calculating Linear Correlation

LECTURE HOURS- 4.5 Hours per week.

TUTORIAL- 3 Hours per week.

Paper VII

EDUCATIONAL TECHNOLOGY AND CURRICULUM

- CO1 Understanding educational technology, its need and scope
- CO2 Comprehending systems approach in education and its classification, needs and components
- CO3 Understand the application of computers and multi-media in the field of education

CO4 Classifying and analyzing models of teaching

CO5 Analyzing the various components of communication and educational technology

CO6 Classifying the various instructional techniques

CO7 Understanding distance education, its need and scope

CO8 Understanding concept, nature and types of curriculum

CO9 Analyzing the various bases of curriculum viz. Philosophical Sociological & Psychological

CO10 Comprehending the objectives and need of curriculum

CO11 Determining the diverse criteria of content selection

CO12 Understanding the importance of Bloom's Taxonomy of educational objectives and its implication in various educational context

CO13 Interpreting Bruner's theory of instruction

CO14 Analyzing curriculum evaluation, its sources and means, viz. Formative and Summative evaluation

LECTURE HOURS- 3.75 Hours per week.

TUTORIAL- 3 Hours per week.

Paper VIII

COMPARATIVE EDUCATION AND PRACTICAL

CO1 Interpreting comparative education and scope

CO2 Analyzing and comparing various issues of the Indian educational system with another country

CO3 Collecting and analyzing data for applying statistical concepts in the practical field

CO4 Graphical representation of data for applying statistical concepts in the practical field

CO5 Determining memory span and index of complete learning

CO6 Comparing the concept of recall and recognition as modes of measuring retention

LECTURE HOURS- 4.5 Hours per week.

TUTORIAL- 1.5 Hours per week.

EDUCATION SYLLABUS

COURSE OUTCOME

General

Paper 1

Principles of Education

CO1 Understanding the concept of education, its nature and scope.

CO2 Analyzing the difference between the individualistic and socialistic perspectives in education

CO3 Comprehending the concepts of freedom and discipline

CO4 Understanding the various factors influencing education

CO5 Discussing the role of different agencies and institutions of education

CO6 Understanding and analyzing child-centricism

CO7 Analyzing the role of play and play- way in education

LECTURE HOURS- 4.5 Hours per week.

TUTORIAL- 3 Hours per week.

Paper II

Educational Psychology

CO1 Understanding the concepts, nature and scope of Psychology and Educational psychology

CO2 Discussing the various stages of development and their educational implications

CO3 Explaining the concept of personality and its related theories.

CO3 Comprehending the concept of emotion and its related theories.

CO4 Understanding Habit and its educational significance

CO5 Comprehending and classifying of intelligence

CO6 Discussing the process of memory and its related concepts

CO7 Explaining the nature and educational implications of attention and Interest

CO8 Discussing learning, its types and its relation to motivation and maturation

CO9 Analyzing remembering and forgetting

LECTURE HOURS- 4.5 Hours per week.

TUTORIAL- 3 Hours per week.

Paper III

Development of Education in Modern India

CO1 Understanding and comparing the features of ancient and medieval history of education in India

CO2 Identifying the activities of Serampore Missionaries activities in education

CO3 Highlighting the contribution of introduction of English education by Lord Bentinck

CO4 Analyzing the Adams Report, Anglicist –Orientalist controversy, Macaulay’s Minute, Bentinck’s resolution and Wood Despatch

CO5 Highlighting the social and educational contributions of Raja Rammohan and Vidyasagar

CO6 Highlighting the recommendations of Hunter Commission (1882-83)

CO7 Discussing the growth of national consciousness: Conflict with Lord Curzon (1902 to 1905)

CO6 Understanding and analyzing the National Education Movement and contributions of Vivekananda, Rabindranath and Aurobindo

CO7 Analyzing the educational reforms by the Sadler Commission, Wood- Abbot and Wardha Scheme.

CO8. Highlighting the recommendations of The Sargent Plan 1944

CO9 Understanding the various Education Commissions- University Education Commission, Secondary Education Commission and Indian Education Commission

CO10 Analyzing education of women since independence

CO11 Assessing the National Policy on education (1986)

LECTURE HOURS- 3 Hours per week.

TUTORIAL- 3 Hours per week.

PAPER IV
Evaluation and Guidance in education

CO1 Identifying the concept, scope and needs of educational measurement and evaluation

CO2 Classifying and analyzing tools and techniques of evaluation

CO3 Understanding and classifying types of tests

CO4 Understanding the criteria of constructing standardized tests

CO5 Understanding Statistics and its use in the field of education

CO6 Organizing and graphically representing data

CO7 Calculating and applying measures of central tendencies

CO8 Calculating and applying measures of variability

CO9 Understanding and calculating Linear Correlation

CO10 Understanding the concept, scope, types for guidance and counseling

CO11 Analyzing the concept of adjustment, maladjustment: its causes and remedies

LECTURE HOURS- 4.5 Hours per week.

TUTORIAL- 3.75 Hours per week.

Department of Education
Programme Outcomes

PO1- Critical Evaluation:

- Verifying by critically analysing the reports of various committees and commissions, national policies of education. Students are also encouraged to evaluate the contribution of western and eastern educators and national leaders. They also demonstrate their critical thinking through comparing features of the system of education in UK with that of India, techniques of data collection, application of relevant statistical techniques to represent and analyse the data. Activities also permit them to develop skills of observation and inference in relation to some selected constructs in educational psychology.

PO2- Discovery and Exploration:

- Exploring new ideas and thoughts through the application of statistical techniques and pedagogical analysis.

PO3- Effectual Communication:

- Encouraging students to demonstrate their communicational skills through paper presentations on various interdisciplinary themes. Students engage in research projects to demonstrate effective communication skills.

PO4- Sense of time and space:

- Relating their understanding of the theories of educational psychology, philosophical and sociological foundations in various classroom situations and societal experiences.

PO5- Thinking Skills:

- Demonstrate thinking skills by analyzing, synthesizing, evaluating factual and conceptual educational information from multiple sources and verifying the relevance of various topics by applying them.

PO6- Self-Sufficiency and Life-long Learning:

Developing self-sufficiency, sincerity, independent thinking as education is a lifelong process for empowering the students to face all challenges in their future endeavours.

PO7- Socio-Cultural Awareness:

- Helping them to understand socio- cultural diversity through analysis of diverse social groups, schools of philosophy, religion, class, culture, role of family and other institutions and agencies.

PO- 8- National Integration, International Understanding and Peace:

- Developing concern for the society, nation, as well as promoting the feelings of internationalism by comparing our education system with that of UK, philosophy of various educators, social and educational reformers. Various educational policies for the eradication of illiteracy, equalization of educational opportunity, UEE, inclusion, National Disintegration, population explosion and so on are taught in order to sensitize the students

PO-9- Social Interaction:

- Encouraging students from diverse backgrounds are provided equal opportunity for fulfilment of their needs and interests. Differently Able students are encouraged to interact with other students in an Inclusive environment.

PO-10- Solving current problems:

- Acquainting students with the diverse current educational problems and other related issues like SSA, Inclusive education Unemployment, Poverty, National Disintegration and Population explosion.

PO-11- Inculcating Values and Ethics:

- Applying the knowledge of education in order to inculcate awareness among students concerning racial and gender equity; human rights issues, social justice and other values as enshrined in the Preamble of the Constitution.

PO-12- Heritage Awareness, Environment Consciousness and Sustainability:

- Encouraging students to understand various issues related to environment and sustainable development by acquainting them with the diverse causes that lead to social change and progress. Sensitizing the students with the cultural heritage of India in education.

Department of Education 2012-2017

Programme Specific Outcomes

Honours Course

PSO1 : Comprehending and analyzing the relation between education and different schools of philosophy.

PSO2 : Interpreting Indian and western schools of philosophy and their impact on education.

PSO3 : Analyzing the contribution of western and eastern educators and its relevance in the present age along with the causes and remedies of maladjustment

PSO4 : Understanding the psychological theories and principles and their impact in the field of education

PSO5 : Understanding and analyzing the system of education prevalent before and after Independence in India

PSO6 : Analyzing the contemporary educational issues through the recommendations of various Committees, Commissions and National Policies

PSO7 : Acquainting students with various sociological theories, political systems and their impact on education.

PSO8 : Analyzing the principles of school organization and its application at different levels of education

PSO9 : Understanding the difference between Educational Management and Educational Administration and its relevance in the present day

PSO10 : Justifying the difference between adjustment and maladjustment by citing suitable examples and their remedial measures

PSO11 : Comprehending the principles of guidance and counseling along with its tools and techniques.

PSO12 : Understanding the criteria of constructing standardized tests and utility of statistics in the field of education

PSO13 : Developing in students the ability to organize relevant educational data, use various statistical measures for analyzing and interpreting data and graphically represent them.

PSO14 : Acquainting students with different instructional techniques and develop in them the ability to analyze classroom behaviour and group dynamics

PSO15 : Comprehending the concept of curriculum, its principles, construction, evaluation and innovation.

PSO16 : Comparing the features of the system of education in UK with that of India

PSO17 : Acquainting students with process of data collection, apply relevant statistical techniques to represent and analyze the data.

PSO18 : Developing skills of observation and inference in relation to some selected constructs in educational psychology.

General Course

PSO1 : Understanding the meaning of education, its aims, factors, agencies and various perspectives

PSO2 : Analyzing the theoretical implications of the educational psychology on various stages of development.

PSO3 : Highlighting the features of Ancient and Medieval education, contribution of the Missionaries along other educational documents before Independence

PSO4 : Analyzing the contemporary educational issues through the recommendations of various Committees, Commissions and National Policies

PSO5 : Identifying the concept, scope, need and tools and techniques of educational measurement and evaluation

PSO6 : Understanding the concept, scope, types and basic data necessary for guidance and counseling along with the causes and remedies of maladjustment

