



South Calcutta Girls College

Course and program outcome

Department of Education

Overview of Education Honours Course:

The Education Honours course is a comprehensive program designed to provide students with in-depth knowledge, skills, and practical experiences in the field of education. It is a specialized undergraduate program that offers a rigorous curriculum focused on various aspects of education, including theories, methodologies, policies, and practices.

The course aims to prepare students for professional careers in education, such as teaching, curriculum development, educational administration, counseling, and research. It equips students with a solid foundation in educational principles, pedagogical approaches, and the social and cultural contexts of education.

The Education Honours course typically spans over a duration of three years, divided into multiple semesters or trimesters. The curriculum is carefully designed to offer a balance between theoretical knowledge and practical applications. Students engage in a variety of learning activities, including lectures, seminars, workshops, fieldwork, internships, and research projects.

Throughout the course, students are exposed to a wide range of educational topics and disciplines, including psychology, sociology, philosophy, curriculum development, assessment and evaluation, educational technology, special education, and educational leadership. They explore the historical, cultural, and philosophical foundations of education, examine contemporary issues and challenges in the field, and develop a critical understanding of educational policies and reforms.

The Education Honours course emphasizes the development of various skills necessary for effective teaching and educational leadership. Students enhance their critical thinking, problem-solving, communication, and collaboration skills. They gain hands-on experience in lesson planning, instructional design, classroom management, and assessment strategies. They also learn to integrate technology into their teaching practices and utilize research-based approaches to enhance student learning outcomes.

Additionally, the Education Honours course promotes the development of professional ethics, cultural sensitivity, and a commitment to lifelong learning. Students engage in reflective practice, self-assessment, and continuous professional development to improve their teaching skills and stay updated with current trends and research in education.

Upon successful completion of the Education Honours course, graduates are equipped with the necessary knowledge, skills, and qualifications to pursue careers in various educational settings. They may work as teachers, educational administrators, curriculum developers, educational consultants, researchers, or pursue further studies in specialized areas of education.

Overall, the Education Honours course provides a comprehensive and multidisciplinary education that prepares students for meaningful and impactful careers in the field of education. It equips them with the knowledge, skills, and competencies to positively influence the lives of learners and contribute to the development of the education system.

Course Outcome

SEMESTER-I

CC-1: Introduction to Education

General Course outcome

Upon successful completion of this course, students will be able to demonstrate a comprehensive understanding of the fundamental concepts and principles of education, including the narrow and broader concepts of education, the meaning, nature, and scope of education, and the aims of education. They will be able to analyze the factors that influence education, such as the impact of heredity and environment on learners, the qualities and duties of a good teacher, the concept and types of curriculum, and the significance of co-curricular activities. Furthermore, students will recognize the different agencies of education, including the role of the home, schools, the state, and mass media in shaping educational experiences. They will explore the concept of child centricism in education and understand its characteristics and significance, along with the distinction between play and work. Students will evaluate the characteristics and effectiveness of play-way education approaches, such as Kindergarten, Montessori, and the project method, and reflect on the importance of individual, social, vocational, and democratic aims of education in modern educational contexts. They will also critically analyze the influence of Delor's Commission recommendations on modern education and its applicability. Moreover, students will develop an understanding of the interrelation between informal, formal, and non-formal educational institutions and their roles in the education system. They will apply their knowledge of the factors influencing education to make informed decisions and judgments regarding educational practices and policies. Communication skills will be enhanced, enabling students to effectively articulate ideas and concepts related to education, both orally and in written form. They will engage in critical thinking and analysis of educational issues, such as the impact of mass media on education and the role of the state in shaping educational policies. Additionally, students will recognize the

importance of child-centric approaches and play in education for promoting holistic development and fostering creativity among learners. Ultimately, students will foster a lifelong passion for learning and a commitment to ongoing professional development in the field of education.

Unit wise Outcome

Unit 1: Concept of Education

Upon completion of this unit, students will be able to:

1. Differentiate between the narrow and broader concepts of education, and understand their implications in educational practice.
2. Define and describe the meaning, nature, and scope of education, considering its multidimensional aspects.
3. Identify and analyze the aims of education, including individual, social, vocational, and democratic aims.
4. Examine the aims of modern education, with a specific focus on the recommendations of Delor's Commission, and evaluate their relevance in contemporary educational contexts.

Unit 2: Factors of Education

Upon completion of this unit, students will be able to:

1. Analyze the influence of heredity and environment on the learner, and understand their significance in educational processes.
2. Identify and discuss the qualities and duties of a good teacher, and recognize the teacher's role in facilitating effective learning experiences.
3. Define the concept of curriculum and distinguish between different types of curricula.
4. Evaluate the meaning, values, and significance of co-curricular activities in promoting holistic development among learners.
5. Explore the interrelation between informal, formal, and non-formal educational institutions, and understand their respective roles in the education system.

Unit 3: Agencies of Education

Upon completion of this unit, students will be able to:

1. Examine the role of the home as an agency of education and recognize the influence of the family environment on the learner's education.
2. Analyze the functions and significance of schools as formal educational institutions in shaping the educational experiences of learners.
3. Understand the role of the state in education, including the formulation of policies, provision of resources, and ensuring equitable access to education.

4. Evaluate the impact of mass media, such as television, radio, cinema, and newspapers, as agencies of education and their influence on shaping attitudes, values, and knowledge among individuals.

Unit 4: Child Centricism and Play-way in Education

Upon completion of this unit, students will be able to:

1. Define the concept of child centricism in education and understand its implications for teaching and learning practices.
2. Identify and discuss the characteristics and significance of child centricism in education, including the promotion of active learning, student engagement, and individualized instruction.
3. Differentiate between the concepts of play and work, and recognize the importance of play in early childhood education.
4. Analyze the characteristics of play-way education, including Kindergarten, Montessori, and the project method, and evaluate their effectiveness in facilitating holistic development and fostering creativity among learners.

SEMESTER-I

CC-2: History of Indian Education

General Course Outcome

General Course Outcome: Upon successful completion of this course, students will be able to demonstrate a comprehensive understanding of the history of Indian education, from ancient and medieval periods to the British colonial era and post-independence. They will analyze the various educational systems, policies, and reforms that shaped Indian education throughout history, and critically evaluate their impact on the socio-cultural, political, and economic development of the nation. Students will develop a deep appreciation for the historical context and evolution of Indian education, enabling them to make informed judgments and contribute to the ongoing improvement of educational practices and policies in contemporary India.

Unit wise Outcome

Unit 1: Education in India during ancient and medieval period

Course Outcome: Upon completion of this unit, students will be able to:

1. Describe the educational systems and practices during the Vedic, Brahmanic, Buddhistic, and Islamic periods, including the aims, curriculum, teaching methods, and teacher-pupil relationships.
2. Analyze the contributions and influences of these different periods on Indian education, and understand their significance in shaping educational traditions and philosophies.

Unit 2: Education in India during the British period (1800-1853)

Course Outcome: Upon completion of this unit, students will be able to:

1. Examine the contributions of the Sreerampore trio in the field of education during the British period.
2. Analyze the impact of the Charter Act, Oriental-Occidental controversy, Macaulay Minute, Bentinck's resolution, and Adam's report on education in India during this period.

Unit 3: Education in India during the British period (1854-1946)

Course Outcome: Upon completion of this unit, students will be able to:

1. Evaluate the significance of the Woods Despatch and Hunter Commission in shaping education in India during the British period.
2. Analyze Lord Curzon's policies regarding primary, secondary, and higher education, and understand the causes and effects of the National Education Movement.
3. Examine the concept and development of basic education and the recommendations of the Sadler Commission during this period.

Unit 4: Education in India after independence

Course Outcome: Upon completion of this unit, students will be able to:

1. Analyze the aims, curriculum, and development of higher education, rural universities, and the role of the Radhakrishnan Commission.
2. Evaluate the structure, curriculum, and recommendations of the Mudaliar Commission in the context of secondary education.
3. Examine the aims, structure, and curriculum of primary and secondary education as outlined by the Kothari Commission.
4. Understand the National Policy of Education in 1986 and the Program of Action in 1992, and critically evaluate their impact on the development of education in independent India.

SEMESTER-II

CC-3: Psychological Foundation of Education

General Course Outcome:

Upon successful completion of this course, students will be able to understand the psychological foundations of education and their implications for teaching and learning. They will develop a comprehensive understanding of the relationship between psychology and education, the nature and scope of educational psychology, and the significance of psychological principles in educational practices. Students will apply psychological theories and concepts to analyze human development, learning processes, intelligence, and emotional

intelligence, and utilize this knowledge to enhance instructional strategies, classroom management, and student engagement.

Unit wise Outcome

Unit 1: Relation between Psychology and Education

Course Outcome: Upon completion of this unit, students will be able to:

1. Define and explain the meaning and definition of psychology and its relevance to education.
2. Define and explain the meaning and definition of education, and recognize the interconnection between psychology and education.
3. Understand the nature, scope, and significance of educational psychology, and recognize its role in informing educational practices and policies.

Unit 2: Stages and types of human development and their educational significance

Course Outcome: Upon completion of this unit, students will be able to:

1. Analyze and apply Piaget's cognitive development theory to understand the stages of cognitive development and their educational implications.
2. Analyze and apply Erikson's psycho-social development theory to understand the stages of psychosocial development and their educational implications.
3. Analyze and apply Kohlberg's moral development theory to understand the stages of moral development and their educational implications.
4. Analyze and apply Vygotsky's social development theory and Bandura's Social Learning Theory to understand the role of social interactions and observational learning in development and education.

Unit 3: Learning: concept and theories

Course Outcome: Upon completion of this unit, students will be able to:

1. Define and explain the concept and characteristics of learning, and recognize its significance in educational contexts.
2. Analyze and apply theories of learning, including connectionism (trial and error, classical conditioning, operant conditioning), insightful learning, and the processes of memorization and forgetting.
3. Identify the causes of forgetting and propose economical ways to improve memorization in educational settings.

Unit 4: Intelligence

Course Outcome: Upon completion of this unit, students will be able to:

1. Define and explain the concept of intelligence, and recognize its multidimensional nature.
2. Analyze and compare the theories of intelligence proposed by Spearman, Thorndike, and Guilford.
3. Evaluate the types and uses of intelligence tests in educational and psychological assessments.
4. Understand the concept of emotional intelligence (EQ) and its relevance in educational settings.

SEMESTER-II

CC- 4: Philosophical Foundation of Education

General Course Outcome:

Upon successful completion of this course, students will be able to understand the philosophical foundations of education and their significance in shaping educational practices and policies. They will develop a comprehensive understanding of the relationship between philosophy and education, analyze different schools of philosophy, and apply philosophical principles to address educational challenges. Students will critically evaluate the role of education in the development of values, national integration, international understanding, and the promotion of peace and harmony.

Unit wise Outcome

Unit 1: Concept of educational philosophy

Course Outcome: Upon completion of this unit, students will be able to:

1. Define and explain the meaning of philosophy and its relevance to education.
2. Explore the etymological meaning of education and its connection with philosophy.
3. Analyze the relationship between philosophy and education, and understand the importance of philosophical perspectives in guiding educational practices and decision-making.

Unit 2: Indian schools of philosophy

Course Outcome: Upon completion of this unit, students will be able to:

1. Analyze the Vedic schools of philosophy, specifically Sankhya and Yoga, and understand their influence on educational thought and practices.
2. Analyze the non-Vedic schools of philosophy, such as Buddhism and Jainism, and their impact on educational philosophies in India.

Unit 3: Western schools of philosophy

Course Outcome: Upon completion of this unit, students will be able to:

1. Analyze different schools of Western philosophy, including Idealism, Naturalism, Pragmatism, and Realism.
2. Examine the core principles and tenets of each philosophical school and understand their implications for educational theories and practices.

Unit 4: Philosophy for the development of humanity

Course Outcome: Upon completion of this unit, students will be able to:

1. Explore the role of education in the development of values and analyze different philosophical perspectives on this matter.
2. Analyze the importance of education for national integration and understand the philosophical foundations that support this idea.
3. Examine the significance of education for fostering international understanding and promoting peace and harmony, drawing upon philosophical principles and perspectives.

SEMESTER-III

CC-5: Sociological Foundation of Education

General Course Outcome:

Upon successful completion of this course, students will be able to understand the sociological foundations of education and their implications for educational processes, institutions, and society. They will develop a comprehensive understanding of the relationship between sociology and education, analyze social groups and socialization processes, examine the interplay between social change and education, and explore the significance of social communication in educational contexts. Students will critically evaluate the impact of social factors on education and utilize sociological perspectives to address educational challenges and promote social cohesion.

Unit wise Outcome

Unit 1: Introductory Concept of Sociology of Education

Course Outcome: Upon completion of this unit, students will be able to:

1. Define and explain the meaning and definition of sociology of education and its relevance to educational practices.
2. Analyze the relationship between sociology and education, and understand how sociological perspectives inform educational theories and policies.

3. Identify and analyze the nature and scope of sociology of education, recognizing its significance in understanding the social dynamics of education.

Unit 2: Social Groups

Course Outcome: Upon completion of this unit, students will be able to:

1. Define and explain the concept of social groups and their significance in society and education.
2. Differentiate between primary, secondary, and tertiary social groups, and analyze their roles and functions.
3. Understand the concept of socialization and its importance in the development of individuals, with a focus on the roles of family and school in the socialization process.

Unit 3: Social Change and Education

Course Outcome: Upon completion of this unit, students will be able to:

1. Define and explain the concept of social change and its implications for education and society.
2. Analyze the interrelation between social change and education, and understand how educational systems adapt to social transformations.
3. Examine the concepts of social stratification and social mobility, and understand their impact on educational opportunities and outcomes.
4. Explore the dynamics of social interaction and its influence on educational processes and institutions.

Unit 4: Social Communication in Education

Course Outcome: Upon completion of this unit, students will be able to:

1. Define and explain the concept of social communication and its significance in educational contexts.
2. Identify and analyze the informal agencies of social communication and their role in shaping educational experiences.
3. Examine the interrelation between culture, religion, and education, and understand their impact on educational practices and values.
4. Analyze the interrelation between technology, economy, and education, and recognize their influence on educational systems and outcomes.

SEMESTER-III

CC-6: Educational Organization, Management and Planning

General Course Outcome:

Upon successful completion of this course, students will be able to understand the concepts, principles, and practices related to educational organization, management, and planning. They will develop the knowledge and skills necessary to effectively organize and manage educational institutions, plan educational activities, and make informed decisions to improve educational outcomes. Students will critically analyze the components of educational organization, the role of management in educational settings, and the importance of planning in achieving educational goals.

Unit wise Outcome

Unit 1: Organization and Management

Course Outcome: Upon completion of this unit, students will be able to:

1. Define and explain the concepts of organization and management.
2. Analyze the concept of educational organization and its application in educational institutions.
3. Understand the concept of school organization and its components, including administrative structures and decision-making processes.

Unit 2: Educational Organization

Course Outcome: Upon completion of this unit, students will be able to:

1. Define and explain the concept of a school plant and its significance in educational institutions.
2. Identify and understand the elements of a school plant, including facilities such as libraries, time-tables, school medical services, workshops, and computer laboratories.
3. Analyze the features and importance of these elements in supporting effective teaching and learning processes.

Unit 3: Educational Management

Course Outcome: Upon completion of this unit, students will be able to:

1. Define and explain the meaning of educational management.
2. Identify the objectives of educational management and understand their significance in educational institutions.
3. Differentiate between various types of educational management, such as instructional management, financial management, and human resource management.
4. Recognize the significance of effective educational management in improving educational outcomes.

Unit 4: Educational Planning

Course Outcome: Upon completion of this unit, students will be able to:

1. Define and explain the meaning of educational planning.
2. Identify and analyze the aims and objectives of educational planning.
3. Understand the steps involved in the process of educational planning, including needs assessment, goal setting, resource allocation, and evaluation.
4. Recognize the different types of educational planning and understand their significance in addressing educational challenges and achieving educational goals.

SEMESTER-III

CC7: Guidance and Counselling

General Course Outcome:

Upon successful completion of this course, students will develop a comprehensive understanding of guidance and counselling principles, practices, and techniques. They will acquire the knowledge and skills necessary to provide guidance and counselling services in educational settings. Students will learn about the different types of guidance, including individual, group, educational, vocational, and personal guidance. They will also explore the meaning and scope of counselling, various counselling techniques, and the importance of collecting and utilizing basic data for effective guidance and counselling.

Unit wise Outcome

Unit 1: Guidance - Meaning, Functions, Need

Course Outcome: Upon completion of this unit, students will be able to:

1. Define and explain the meaning and functions of guidance.
2. Analyze the advantages and disadvantages of individual and group guidance.
3. Recognize the need for guidance in secondary schools and understand the requisites of a good school guidance program.

Unit 2: Guidance - Educational, Vocational, Personal

Course Outcome: Upon completion of this unit, students will be able to:

1. Define and explain the meaning and functions of educational guidance at different stages of education.
2. Define and explain the meaning and functions of vocational guidance at different stages of education.
3. Understand the importance of personal guidance for adolescents and its role in their personal development.

Unit 3: Counselling - Meaning, Techniques, Types

Course Outcome: Upon completion of this unit, students will be able to:

1. Define and explain the meaning, importance, and scope of counselling.
2. Identify and differentiate between different counselling techniques, including directive, non-directive, and eclectic approaches.
3. Understand the significance of individual and group counselling and their applications in various settings.

Unit 4: Basic Data necessary for Guidance

Course Outcome: Upon completion of this unit, students will be able to:

1. Identify and utilize tools for collecting information on students, including intelligence tests, personality tests, and aptitude tests.
2. Understand the purpose and use of cumulative record cards and anecdotal record cards in gathering and maintaining student information.
3. Recognize the importance of using basic data in the guidance and counselling process for informed decision-making.

SEMESTER-IV

CC-8: Technology in Education

General Course Outcome:

Upon successful completion of this course, students will have a comprehensive understanding of the role of technology in education. They will acquire the knowledge and skills necessary to effectively integrate technology into teaching and learning processes. Students will explore the concepts of technology, educational technology, system approach, computer usage, instructional techniques, and ICT integration. They will also learn about different approaches to technology-enhanced learning, such as project-based learning, cooperative learning, and collaborative learning.

Unit wise Outcome

Unit 1: Introductory Concept

Course Outcome: Upon completion of this unit, students will be able to:

1. Define and explain the concept of technology and its relevance in education.
2. Identify and analyze the need and scope of educational technology.
3. Understand the concept of the system approach and its application in educational settings.

4. Recognize the classification and components of the system approach in educational technology.

Unit 2: Computer in Education and Communication

Course Outcome: Upon completion of this unit, students will be able to:

1. Recognize the role of computers in education and understand their significance in enhancing learning experiences.
2. Define and differentiate between hardware and software in the context of computer usage.
3. Understand the role of computer networks and the internet in education.
4. Identify the concept of communication and its relevance to classroom interactions.

Unit 3: Instructional Techniques

Course Outcome: Upon completion of this unit, students will be able to:

1. Understand the characteristics and types of mass instructional techniques.
2. Recognize the characteristics and types of personalized instructional techniques.
3. Differentiate between teaching and instruction.
4. Analyze the concept, components, and significance of models of teaching.

Unit 4: ICT & E-Learning

Course Outcome: Upon completion of this unit, students will be able to:

1. Define and explain the meaning and concept of ICT and e-learning.
2. Understand the nature and characteristics of e-learning.
3. Recognize the integration of ICT in teaching and learning processes.
4. Identify different approaches to technology-enhanced learning, such as project-based learning, cooperative learning, and collaborative learning.

SEMESTER-IV

CC-9: Curriculum Studies

General Course Outcome:

Upon successful completion of this course, students will have a comprehensive understanding of curriculum studies. They will gain knowledge and skills in curriculum development, content selection, curriculum evaluation, and curriculum reform. Students will explore the meaning, nature, and scope of curriculum, as well as the bases and major approaches to curriculum. They will also learn about content selection, curriculum development principles, learner-centered curriculum frameworks, evaluation approaches, and the process of curriculum reform.

Unit wise Outcome

Unit 1: Introductory Concept

Course Outcome: Upon completion of this unit, students will be able to:

1. Define and explain the meaning, nature, scope, and functions of curriculum.
2. Identify the philosophical, psychological, and sociological bases of curriculum.
3. Understand and differentiate between major approaches to curriculum, such as behavioral, managerial, system, and humanistic.
4. Recognize and differentiate between different types of curriculum, including knowledge-based, experience-based, and activity-based curricula.

Unit 2: Content Selection

Course Outcome: Upon completion of this unit, students will be able to:

1. Analyze the determinants of content selection, including perspectives of knowledge, culture, and need.
2. Understand the relationship between curriculum and instructional objectives within an institution.
3. Apply the Revised Bloom's Taxonomy to guide content selection and instructional planning.
4. Comprehend Bruner's theory of instruction and its implications for curriculum design.

Unit 3: Curriculum Development

Course Outcome: Upon completion of this unit, students will be able to:

1. Identify the principles of curriculum construction and their application in curriculum development.
2. Understand the concept, factors, and characteristics of a learner-centered curriculum framework.
3. Recognize the need for curriculum development and the importance of effective planning in the process.
4. Analyze the National Curriculum Framework (NCF) of 2005 and its key features.

Unit 4: Evaluation and Reform of Curriculum

Course Outcome: Upon completion of this unit, students will be able to:

1. Define the concept and understand the significance of curriculum evaluation.
2. Differentiate between formative and summative approaches to curriculum evaluation.
3. Analyze different models of curriculum evaluation, such as the Stufflebeam and Taylor models.

4. Identify factors and obstacles involved in curriculum reform and understand the need for ongoing improvement and adaptation.

SEMESTER-IV

CC-10: Inclusive Education

General Course Outcome:

Upon successful completion of this course, students will have a comprehensive understanding of inclusive education and its significance in creating an inclusive society. They will gain knowledge and skills in addressing barriers to inclusion, understanding different types of disabilities, promoting social inclusion, and implementing educational reforms for an inclusive society. Students will explore the meaning of inclusion, the concept of disability, the role of schools and society in creating a barrier-free environment, and the importance of education in promoting social inclusion.

Unit wise Outcome

Unit 1: Inclusion Overview

Course Outcome: Upon completion of this unit, students will be able to:

1. Define inclusion and understand the concept of an inclusive society.
2. Differentiate between exclusion and inclusion and identify the conceptual framework of inclusion.
3. Identify obstacles and barriers to inclusion and explore strategies for overcoming them.
4. Recognize the elements necessary for creating an inclusive society.

Unit 2: Differently Abled

Course Outcome: Upon completion of this unit, students will be able to:

1. Understand the concepts of impairment, disability, and handicap.
2. Identify different types of disabilities, including orthopedic, visual, auditory, cerebral palsy, intellectual, autism, and learning disabilities.
3. Recognize the general causes of disabilities and their specific problems.
4. Explore the role of schools and society in creating a barrier-free environment for differently-abled individuals.

Unit 3: Socially Disabled

Course Outcome: Upon completion of this unit, students will be able to:

1. Understand the concept of SC (Scheduled Castes), ST (Scheduled Tribes), and OBC (Other Backward Classes) groups.
2. Explore the concept of gender and sexuality in the context of social inclusion.
3. Identify the causes of social exclusion and understand the role of education in promoting social inclusion.
4. Recognize the importance of addressing social disabilities for creating an inclusive society.

Unit 4: Educational Reforms for Inclusive Society

Course Outcome: Upon completion of this unit, students will be able to:

1. Identify the desired changes in the system, structure, practice, and culture of schools to build an inclusive environment.
2. Understand the importance of education for a multicultural society and promoting peaceful coexistence.
3. Recognize the role of informal agencies, such as mass media, in building an inclusive society.
4. Explore educational reforms and strategies that contribute to the development of an inclusive society.

SEMESTER-V

CC 11: Evaluation and Measurement in Education

General Course Outcome

Upon successful completion of this course, students will have a comprehensive understanding of evaluation and measurement in education. They will develop the knowledge and skills necessary to effectively measure and evaluate student learning, assess educational processes, and construct reliable and valid evaluation tools. Students will explore the concepts of measurement and evaluation, understand the different types of evaluation processes, become familiar with various evaluation tools and techniques, and learn the criteria for constructing good evaluation tools.

Unit wise Outcome

Unit 1: Measurement and Evaluation in Education

Course Outcome: Upon completion of this unit, students will be able to:

1. Define educational measurement and evaluation and understand their significance in education.
2. Identify the scope and need for educational measurement and evaluation.

3. Differentiate between measurement, assessment, and evaluation.
4. Understand the scales of measurement: nominal, ordinal, interval, and ratio.

Unit 2: Evaluation Process

Course Outcome: Upon completion of this unit, students will be able to:

1. Explain the evaluation process, including formative and summative evaluation.
2. Identify the types and steps of evaluation.
3. Differentiate between norm-referenced tests and criterion-referenced tests.
4. Understand the concept of grading and the credit system in evaluation.

Unit 3: Tools and Techniques of Evaluation

Course Outcome: Upon completion of this unit, students will be able to:

1. Understand the concept of tools and techniques in evaluation.
2. Identify different testing tools, including educational and psychological tests (essay type, objective type, written, oral, personality tests, interest tests, and intelligence tests).
3. Explore non-testing tools such as cumulative record cards and portfolios.
4. Familiarize themselves with evaluation techniques, including self-reporting methods like interviews and questionnaires, as well as observation.

Unit 4: Criteria of a Good Tool and its Construction

Course Outcome: Upon completion of this unit, students will be able to:

1. Recognize the characteristics of a good evaluation tool.
2. Understand the concepts of objectivity, reliability, validity, norms, and usability.
3. Identify methods for determining reliability and types of validity.
4. Explore the concepts of construction and standardization of achievement tests, including the steps involved.

SEMESTER-V

CC 12: Statistics in Education

General Course Outcome

Upon successful completion of this course, students will have a comprehensive understanding of statistics in education. They will develop the knowledge and skills necessary to analyze and interpret data, apply descriptive statistics, understand measures of central tendency and variability, utilize normal distribution and derived scores, and measure the relationship between

variables. Students will learn to use statistical tools and techniques in educational research and data analysis.

Unit wise Outcome

Unit 1: Concept of Statistics and Descriptive Statistics

Course Outcome: Upon completion of this unit, students will be able to:

1. Understand the concept of statistics and its uses in education.
2. Organize and present data through tabulation and graphical representation (frequency polygon, histogram, ogive, pie chart).
3. Calculate and interpret measures of central tendency (arithmetic mean, median, and mode) and variability (range, standard deviation, and quartile deviation).

Unit 2: Normal Distribution and Derived Score

Course Outcome: Upon completion of this unit, students will be able to:

1. Comprehend the concept and properties of the normal distribution.
2. Understand the uses of normal probability curve in education.
3. Identify and interpret deviations from normality, such as skewness and kurtosis.
4. Calculate and apply derived scores, including z-scores, t-scores, and standard scores.

Unit 3: Measure of Relationship

Course Outcome: Upon completion of this unit, students will be able to:

1. Define and understand bivariate distribution and types of linear correlation.
2. Grasp the concept of a scatter diagram and its uses.
3. Recognize the importance and applications of correlation in educational research and data analysis.

Unit 4: Statistics (Practical)

Course Outcome: Upon completion of this unit, students will be able to:

1. Collect relevant data from their college or neighborhood.
2. Describe the nature and characteristics of two distributions using tabulation and graphical representation (bar graph, frequency polygon, cumulative frequency graph).
3. Determine central tendencies and variability (standard deviation) of the collected data.
4. Identify the type of association between two sets of data by drawing scatter diagrams.

SEMESTER-VI

CC-13: Psychology of Adjustment

General Course Outcome

Upon successful completion of this course, students will have a comprehensive understanding of psychology of adjustment. They will develop the knowledge and skills necessary to understand the concepts of adjustment and maladjustment, identify causes of maladjustment and problem behavior, classify mental disorders, explore coping strategies for stressful situations, and administer, score, and interpret psychological tests.

Unit wise Outcome

Unit 1: Adjustment, Maladjustment, and Problem Behavior

Course Outcome: Upon completion of this unit, students will be able to:

1. Define and understand the concept of adjustment and adaptability.
2. Explore psychodynamic concepts of adjustment and criteria for good adjustment.
3. Examine the concept of maladjustment and identify causes of maladjustment, including aggressiveness, delinquency, and substance abuse.

Unit 2: Multi-axial Classification of Mental Disorders

Course Outcome: Upon completion of this unit, students will be able to:

1. Familiarize themselves with the DSM-5 (Diagnostic and Statistical Manual of Mental Disorders) and its different sections.
2. Gain a brief understanding of mental disorders, such as schizophrenia, anxiety disorder, depressive disorder, and personality disorder.
3. Explore various therapeutic approaches, including psychoanalysis, behavior therapy, cognitive therapy, and humanistic therapy.

Unit 3: Coping Strategies for Stressful Situations

Course Outcome: Upon completion of this unit, students will be able to:

1. Define stress and stressors.
2. Differentiate between personal and environmental stress.
3. Identify and analyze coping strategies for dealing with stress in different situations.

Unit 4: Administration, Scoring, and Interpretation of Psychological Tests (Practical)

Course Outcome: Upon completion of this unit, students will be able to:

1. Learn the administration procedures for psychological tests, such as KNPI (Kundu Neurotic Personality Inventory) and KIEI (Kundu Introversion Extroversion Inventory).
2. Understand the scoring techniques and interpret the results of these tests.
3. Explore the effect of learning material on memorization and its implications.

SEMESTER-VI

CC-14: Basic Concept of Educational Research

General Course Outcome

Upon successful completion of this course, students will have a comprehensive understanding of the basic concepts of educational research. They will develop the knowledge and skills necessary to define research, identify characteristics of educational research, understand different types of educational research, address problems and ethical considerations, and apply research elements in the educational context.

Unit wise Outcome

Unit 1: Concept of Educational Research

Course Outcome: Upon completion of this unit, students will be able to:

1. Define research and understand its meaning and concept.
2. Identify the characteristics specific to educational research.
3. Differentiate between various types of educational research.
4. Recognize and address common problems, difficulties, and ethical considerations in educational research.

Unit 2: Basic Elements of Educational Research

Course Outcome: Upon completion of this unit, students will be able to:

1. Conduct a comprehensive literature review in the field of educational research.
2. Select a research problem for investigation.
3. Formulate clear objectives, research questions, and hypotheses.
4. Understand and select appropriate data collection tools, considering different types available.

Unit 3: Data Collection Procedure

Course Outcome: Upon completion of this unit, students will be able to:

1. Define and understand the concept of sampling in research.

2. Differentiate between probability and non-probability sampling techniques.
3. Perform data reporting using descriptive and inferential statistics (covering basic statistical procedures).
4. Demonstrate the proper referencing and bibliography practices in educational research.

Unit 4: Tutorial (Project/Term Paper Centric)

Course Outcome: Upon completion of this unit, students will be able to:

1. Write a research proposal within a specified word limit (e.g., 1000 words).
2. Develop a plan of work, including the steps involved in conducting the research project.
3. Seek and incorporate feedback through the review process, addressing at least five reviews.

SEC – A

(Semester – 3):

Communication Skill

General Course Outcome

Upon successful completion of this course, students will have developed a strong foundation in basic communication skills. They will gain a comprehensive understanding of the principles of communication, including the process, types, and barriers. Additionally, they will acquire specific skills in listening, speaking, reading, and writing, enabling them to effectively communicate in various contexts.

Unit wise Outcome

Unit 1: Introduction to Communication

Course Outcome: Upon completion of this unit, students will be able to:

1. Understand the meaning, nature, and types of communication.
2. Identify and apply the principles of effective communication.
3. Describe the process of communication, including the roles of sender, encoding, recipient, decoding, and feedback.
4. Recognize and overcome barriers that hinder effective communication.

Unit 2: Listening Skills

Course Outcome: Upon completion of this unit, students will be able to:

1. Apply the principles of effective listening skills.

2. Differentiate between different types of listeners.
3. Identify and overcome barriers to active listening.

Unit 3: Speaking Skills

Course Outcome: Upon completion of this unit, students will be able to:

1. Understand the importance of verbal and non-verbal communication in effective speaking.
2. Demonstrate skills in public speaking, specifically in extempore presentations.
3. Participate effectively in group discussions.

Unit 4: Reading and Writing Skills

Course Outcome: Upon completion of this unit, students will be able to:

1. Utilize reading strategies such as previewing, skimming, and scanning to enhance comprehension.
2. Develop skills for correct pronunciation, reading fluency, and reading comprehension.
3. Demonstrate proficiency in sentence formation and punctuation.
4. Enhance writing skills, including sentence structure, grammar, and punctuation.

SEC – A

(Semester – 3)

Skill for Democratic Citizenship

General Course Outcome

Upon successful completion of this course, students will develop essential skills for democratic citizenship. They will gain an understanding of their rights, duties, and responsibilities as citizens in the Indian Constitution. Additionally, they will learn about the protection of children, domestic harmony, and the role of education in promoting awareness and civic engagement.

Unit wise Outcome

Unit 1: Rights and Duties in the Indian Constitution

Course Outcome: Upon completion of this unit, students will be able to:

1. Understand the concept of democratic rights and their significance in a democratic society.
2. Identify and explain the fundamental rights guaranteed by the Indian Constitution.
3. Recognize and fulfil their duties as responsible citizens.

Unit 2: Protection of Children

Course Outcome: Upon completion of this unit, students will be able to:

1. Comprehend the concept and necessity of child protection.
2. Identify and describe the rights of children, their classification, and the importance of safeguarding them.
3. Understand the legal actions and provisions under the Protection of Children from Sexual Offences (POCSO) Act.

Unit 3: Domestic Harmony

Course Outcome: Upon completion of this unit, students will be able to:

1. Define domestic violence and differentiate its types.
2. Understand the key features of the Protection of Women from Domestic Violence Act, 2005.
3. Recognize the importance of protecting males under the provisions of the DVA 2005.

Unit 4: Role of Education

Course Outcome: Upon completion of this unit, students will be able to:

1. Evaluate the role of awareness programs, such as rallies and debates, in promoting democratic citizenship.
2. Understand the impact of mass media on raising awareness and fostering civic engagement.
3. Participate in and analyze the significance of seminars and workshops related to democratic citizenship.

SEC – B

(Semester – 4)

Teaching Skill

General Course Outcome

Upon successful completion of this course, students will develop a comprehensive understanding of teaching skills and their application in various educational contexts. They will gain knowledge of different teaching approaches, effective instructional strategies, and the importance of learning design in facilitating student learning.

Unit 1: Understanding Teaching

Course Outcome: Upon completion of this unit, students will be able to:

1. Define the concept of teaching and understand its role in the educational process.

2. Identify the nature of teaching and recognize the factors that influence effective teaching.
3. Differentiate between teaching and training and understand their interrelationship.

Unit 2: Types of Teaching

Course Outcome: Upon completion of this unit, students will be able to:

1. Explain the concept and characteristics of micro-teaching and micro lessons.
2. Understand the concept and application of simulated teaching.
3. Recognize the features and benefits of integrated teaching.

Unit 3: Skills of Teaching

Course Outcome: Upon completion of this unit, students will be able to:

1. Comprehend the nature and definition of teaching skills.
2. Develop essential teaching skills, including introducing a lesson, effective questioning techniques, utilization of teaching aids, illustration, and reinforcement.
3. Understand the different phases of teaching: pre-active, inter-active, and post-active, and apply appropriate strategies in each phase.

Unit 4: Learning Design (LD)

Course Outcome: Upon completion of this unit, students will be able to:

1. Understand the concept and significance of learning design in teaching.
2. Demonstrate knowledge of the steps involved in creating an effective learning design.
3. Identify the qualities of a good learning design and apply them to develop engaging and meaningful instructional plans.

SEC – B

(Semester – 4)

Life Skill Education

General Course Outcome

Upon successful completion of this course, students will develop a comprehensive understanding of life skills and their application in personal and professional contexts. They will gain knowledge of different categories of life skills, training techniques, and the role of life skills in leadership development.

Unit wise Outcome

Unit 1: Concept of Life Skills

Course Outcome: Upon completion of this unit, students will be able to:

1. Define the meaning and concept of life skills.
2. Trace the origin and development of life skills in education.
3. Analyze different definitions and interpretations of life skills.

Unit 2: Classification of Life Skills

Course Outcome: Upon completion of this unit, students will be able to:

1. Identify and classify generic life skills, including survival skills, negotiating skills, and coping skills.
2. Understand problem-specific skills and their application in addressing specific challenges.
3. Recognize the importance of area-specific life skills for personal and professional development.

Unit 3: Training and Techniques

Course Outcome: Upon completion of this unit, students will be able to:

1. Comprehend the concept of training in life skill education and the techniques used for effective implementation.
2. Differentiate between various types of training approaches in life skill education.
3. Understand the stages involved in life skill education and their significance in skill development.

Unit 4: Life Skills for Leadership Training

Course Outcome: Upon completion of this unit, students will be able to:

1. Define leadership training and its role in personal and professional contexts.
2. Identify different styles of leadership training and their characteristics.
3. Understand the functions of leadership training and the importance of personality building and other relevant life skills in developing effective leaders.

DSE – A

(Semester – 5):

Peace and Value Education

General Course Outcome

Upon successful completion of this course, students will develop a comprehensive understanding of peace education, non-violence, value education, and conflict resolution. They will gain knowledge of the concepts, aims, and roles of peace education and value education in promoting a peaceful and harmonious society.

Unit wise Outcome

Unit 1: Peace Education

Course Outcome: Upon completion of this unit, students will be able to:

1. Define the concept and scope of peace education.
2. Understand the aims and objectives of peace education.
3. Recognize the important role of teachers in promoting peace education.
4. Analyze the guidelines provided by NCFTE 2009 regarding peace education.

Unit 2: Peace and Non-Violence

Course Outcome: Upon completion of this unit, students will be able to:

1. Identify the factors contributing to violence in society.
2. Understand the significance of peace in promoting non-violence.
3. Explore the principles of non-violence, particularly the Gandhian principles.
4. Recognize the role of educational institutions in promoting peace education and fostering non-violence.

Unit 3: Value Education

Course Outcome: Upon completion of this unit, students will be able to:

1. Define the meaning and concept of value education.
2. Classify values and identify their sources.
3. Recognize the need for value education in the 21st century.
4. Understand the roles of home, school, and society in fostering values among individuals.

Unit 4: Peace, Value, and Conflict Resolution

Course Outcome: Upon completion of this unit, students will be able to:

1. Identify the bases of conflict in personal and social contexts.
2. Understand the role of value education in resolving conflicts.
3. Explore strategies and approaches to conflict resolution based on values.
4. Analyze the importance of promoting peace and value education in conflict-prone situations.

DSE – A

(Semester – 5)

Educational Thought of Great Educators

General Course Outcome

Upon successful completion of this course, students will develop a comprehensive understanding of the educational philosophies and contributions of great educators from both Western and Indian contexts. They will gain knowledge of the key ideas, principles, and educational approaches proposed by these educators, which will enhance their understanding of the field of education.

Unit wise Outcome

Unit 1: Western Educators (Part 1)

Course Outcome: Upon completion of this unit, students will be able to:

1. Examine the educational thought of Plato and understand his views on the purpose and methods of education.
2. Analyze the educational philosophy of Rousseau and its influence on educational practices.
3. Understand the principles and approaches of Montessori in early childhood education.

Unit 2: Western Educators (Part 2)

Course Outcome: Upon completion of this unit, students will be able to:

1. Study the contributions of Pestalozzi to education and his emphasis on experiential learning and individual development.
2. Analyze the educational theories and ideas of Dewey, particularly his emphasis on progressive education and democracy in the classroom.
3. Understand the educational perspectives of Ivan Illich and his critique of institutionalized education.

Unit 3: Indian Educators (Part 1)

Course Outcome: Upon completion of this unit, students will be able to:

1. Examine the educational thought of Swami Vivekananda and his emphasis on holistic development and character building.
2. Study the educational philosophy of Rabindranath Tagore and his vision of education as a means of self-expression and creativity.

3. Understand Gandhiji's educational ideas and his focus on practical and value-based education.

Unit 4: Indian Educators (Part 2)

Course Outcome: Upon completion of this unit, students will be able to:

1. Analyze the educational contributions of Dr. S. Radhakrishnan and his emphasis on integrating traditional Indian knowledge with modern education.
2. Study the educational thoughts of Begum Rokeya and her advocacy for girls' education and gender equality.
3. Understand the educational philosophy of Sister Nivedita and her efforts in promoting education and empowerment among girls in India.

DSE – A

(Semester – 6)

Gender and Society

General Course Outcome

Upon successful completion of this course, students will develop a critical understanding of gender concepts, dynamics, and inequalities in society. They will analyze the social construction of gender, gender socialization processes, gender roles and relationships, and gender inequality within educational contexts. Students will develop the ability to critically examine and challenge gender biases and stereotypes, contributing to a more inclusive and equitable society.

Unit wise Outcome

Unit 1: Gender Concepts

Course Outcome: Upon completion of this unit, students will be able to:

1. Differentiate between sex and gender and understand the social construction of gender.
2. Analyze gender dynamics, including gender identity, gender roles, and gender stereotypes.

Unit 2: Gender Socialization

Course Outcome: Upon completion of this unit, students will be able to:

1. Recognize the influence of family and school in gender socialization processes.
2. Understand the social differentiation among women in educational contexts based on caste, tribe, religion, and region.

3. Identify and critically examine gender discrimination in the management of schools and the education system.

Unit 3: Gender Roles

Course Outcome: Upon completion of this unit, students will be able to:

1. Analyze the Gender Roles and Relationships Matrix and its impact on individuals and society.
2. Examine the gender-based division and valuation of work in different contexts.
3. Explore attitudes towards gender and their implications for equality and inclusivity.

Unit 4: Gender Inequality in Schools

Course Outcome: Upon completion of this unit, students will be able to:

1. Critically analyze gender inequality in the structure of knowledge within educational settings.
2. Examine the presentation of gender in curriculum and textbooks and its impact on students' perceptions.
3. Evaluate the dynamics of gender in the classroom, including issues related to girl-friendly schools, co-education, and single-sex schooling.

DSE – A

(Semester – 6)

Population Education

General Course Outcome

Upon successful completion of this course, students will develop a comprehensive understanding of population education, including its concepts, objectives, and significance. They will gain knowledge about the factors influencing population, the impact of population growth on various aspects of society, and the responsibilities associated with managing population growth. Students will also learn about the role of population education in schools, the responsibilities of teachers and the youth, and the use of mass media in creating awareness about population issues.

Unit 1: Concept of Population Education

Course Outcome: Upon completion of this unit, students will be able to:

1. Define and understand the objectives of population education.
2. Identify and analyze the various factors influencing population, including sociological, economic, political, biological, and psychological factors.

3. Familiarize themselves with key concepts related to population education, such as birth rate, death rate, fertility, infant mortality, morbidity, and migration.
4. Recognize the need for population education in addressing population-related challenges.

Unit 2: Population Growth and its Impact

Course Outcome: Upon completion of this unit, students will be able to:

1. Understand the concept and meaning of quality of life and its relationship with population growth.
2. Comprehend the concept of human resource development and its importance in the context of population education.
3. Gain knowledge about population education programs implemented in India.
4. Identify and propose measures to address the problems associated with population education.

Unit 3: Population Growth and Responsibilities

Course Outcome: Upon completion of this unit, students will be able to:

1. Evaluate the impact of family size on population growth.
2. Understand the roles and responsibilities of family members in managing population growth.
3. Recognize the importance of female education and status in population management.
4. Analyze the relationship between population growth and the environment.

Unit 4: Population Education and School

Course Outcome: Upon completion of this unit, students will be able to:

1. Recognize the scope of population education in schools.
2. Understand the role of teachers in creating awareness about population problems and promoting population education.
3. Evaluate the role of mass media, such as newspapers, radio, and television, in disseminating information about population education.
4. Identify the role of youth in population education and their potential contributions to addressing population challenges.

DSE – B
(Semester – 5)
Teacher Education

General Course Outcome: Teacher Education

Upon successful completion of this course, students will gain a comprehensive understanding of teacher education, including its concepts, scope, aims, and objectives. They will develop knowledge about the historical development of teacher education in India, including the recommendations of the Kothari Commission and the National Policy on Education. Students will also learn about the different agencies involved in teacher education and their roles, such as universities, NCTE, NCERT, and NUEPA. Additionally, they will gain an understanding of various courses for the preparation of teachers, including pre-service teacher education, in-service teacher education, and orientation and refresher courses.

Unit 1: Basic Concept of Teacher Education

Course Outcome: Upon completion of this unit, students will be able to:

1. Define and understand the concept and meaning of teacher education.
2. Identify the scope of teacher education and its significance in the field of education.
3. Analyze the aims and objectives of education at the elementary, secondary, and college levels.
4. Differentiate between teacher training and teacher education and understand their respective roles.

Unit 2: Development of Teacher Education in India

Course Outcome: Upon completion of this unit, students will be able to:

1. Examine the historical perspective of the development of teacher education in India.
2. Understand the recommendations of the Kothari Commission and their impact on teacher education.
3. Identify the recommendations of the National Policy on Education pertaining to teacher education.
4. Describe the present system of teacher education in India.

Unit 3: Role of Different Agencies in Teacher Education

Course Outcome: Upon completion of this unit, students will be able to:

1. Understand the role of universities in providing teacher education programs.
2. Examine the functions and responsibilities of the National Council for Teacher Education (NCTE) in regulating teacher education.

3. Recognize the contributions and initiatives of the National Council of Educational Research and Training (NCERT) in teacher education.
4. Explore the role of the National University of Educational Planning and Administration (NUEPA) in shaping teacher education policies.

Unit 4: Some Courses for Preparation of Teachers

Course Outcome: Upon completion of this unit, students will be able to:

1. Understand the concept and objectives of pre-service teacher education.
2. Recognize the importance and benefits of in-service teacher education.
3. Identify the purpose and components of orientation and refresher courses for teachers.
4. Analyze the role of these courses in enhancing the professional development of teachers.

DSE – B

(Semester – 5)

Open and Distance Learning

General Course Outcome: Open and Distance Learning

Upon successful completion of this course, students will have a comprehensive understanding of open and distance education, including its concepts, objectives, characteristics, and strategies. They will gain knowledge about the merits and demerits of open and distance education and understand the relationship between non-formal, correspondence, distance, and open education. Students will also learn about the status and role of multimedia in open and distance education, including its present status in India. Additionally, they will become familiar with the agencies involved in open and distance education, identify the problems associated with it, and explore measures for strengthening open and distance education in India.

Unit 1: Concept of Open and Distance Education

Course Outcome: Upon completion of this unit, students will be able to:

1. Define and understand the meaning and definition of open and distance education.
2. Identify the objectives and characteristics of open and distance education.
3. Analyze the merits and demerits of open and distance education.

Unit 2: Strategies of Open and Distance Education

Course Outcome: Upon completion of this unit, students will be able to:

1. Describe the modes and strategies of open education.
2. Explain the modes and strategies of distance education.

3. Understand the relationship among non-formal, correspondence, distance, and open education.

Unit 3: Status and Role of Multimedia in Open and Distance Education

Course Outcome: Upon completion of this unit, students will be able to:

1. Evaluate the present status of open education in India.
2. Assess the present status of distance education in India.
3. Recognize the role of multimedia in open and distance education.

Unit 4: Agencies, Problems, and Remedies of Open and Distance Education in India

Course Outcome: Upon completion of this unit, students will be able to:

1. Identify the agencies involved in open and distance education.
2. Analyze the problems associated with open and distance education.
3. Propose measures for strengthening open and distance education in India.

DSE – B

(Semester – 6)

Human Rights Education

General Course Outcome: Human Rights Education

Upon successful completion of this course, students will have a comprehensive understanding of human rights and the significance of human rights education. They will gain knowledge about the concepts of human rights and human values such as dignity, liberty, equality, justice, and unity in diversity. Students will also learn about the role of the United Nations in promoting and protecting human rights, including the Universal Declaration of Human Rights. They will explore the enforcement mechanism of human rights in India, including the Human Rights Act of 1993, the role of the Human Rights Commission, and the judiciary's involvement. Additionally, students will understand the role of advocacy groups, including educational institutions, press and media, and NGOs, in promoting human rights.

Unit 1: Basic Concept of Human Rights

Course Outcome: Upon completion of this unit, students will be able to:

1. Understand the nature and concept of human rights.
2. Identify and explain human values such as dignity, liberty, equality, justice, and unity in diversity.
3. Recognize the meaning and significance of human rights education.

Unit 2: United Nations and Human Rights

Course Outcome: Upon completion of this unit, students will be able to:

1. Trace the brief history of human rights from national and international perspectives.
2. Describe the Universal Declaration of Human Rights.
3. Understand the role of the United Nations in promoting and protecting human rights, including its duties and limitations.

Unit 3: Human Rights Enforcement Mechanism in India

Course Outcome: Upon completion of this unit, students will be able to:

1. Familiarize themselves with the Human Rights Act of 1993 in India.
2. Understand the role and objectives of the Human Rights Commission.
3. Recognize the role of the Supreme Court and High Court in the enforcement of human rights in brief.

Unit 4: Role of Advocacy Groups

Course Outcome: Upon completion of this unit, students will be able to:

1. Analyze the role of educational institutions in promoting human rights.
2. Evaluate the role of press and media in creating awareness of human rights issues.
3. Understand the role of NGOs in advocating for human rights and their contributions to society.

DSE – B

(Semester – 6)

Women Education

General Course Outcome: Women Education

Upon successful completion of this course, students will have a comprehensive understanding of women's education, its historical perspectives, policy frameworks, and the role of Indian thinkers in promoting women's education. They will also gain knowledge about the major constraints faced by women in accessing education and achieving empowerment. Students will develop an understanding of the social, psychological, political, and economic factors that influence women's education and empowerment in modern society.

Unit 1: Historical Perspectives of Women Education

Course Outcome: Upon completion of this unit, students will be able to:

1. Describe the synoptic view of women's education in different historical periods, including the Vedic, Brahmanic, and Medieval periods.

2. Understand the contribution of missionaries in promoting women's education.
3. Recognize the role of the British government in shaping women's education in India.

Unit 2: Policy Perspective, Committee, and Commission on Women Education

Course Outcome: Upon completion of this unit, students will be able to:

1. Identify and explain the constitutional provisions related to women's education.
2. Understand the National Policy on Education (NPE) of 1968, 1986, and 1992 and their implications for women's education.
3. Discuss the recommendations and contributions of Radhakrishnan, Mudaliar, and Kothari Commission to women's education.
4. Familiarize themselves with the Durgabai Deshmukh Committee, Hansraj Mehta Committee, and Bhaktabatsalam Committee and their significance in promoting women's education.

Unit 3: Role of Indian Thinkers in Promoting Women Education

Course Outcome: Upon completion of this unit, students will be able to:

1. Understand the contributions of Rammohan Roy in promoting women's education.
2. Analyze the role of Vidyasagar in advocating for women's education and empowerment.

Unit 4: Major Constraints of Women Education and Women Empowerment

Course Outcome: Upon completion of this unit, students will be able to:

1. Identify and analyze the social and psychological constraints that hinder women's access to education.
2. Understand the political and economic factors that pose challenges to women's education.
3. Recognize the role of women's empowerment in modern society and its significance.

Program Outcomes

(Education Honours)

Program: Education Honours Course

Course Duration: 3 years

Program Overview

The Education Honours course is designed to cater to the diverse learning domains of students, focusing on their cognitive, psychomotor, and affective development. The program integrates various learning experiences and activities to ensure holistic growth and skill development. It covers a wide range of topics and offers practical opportunities for students to apply their knowledge and skills in real-world educational settings.

Building a Strong Foundation

1. Cognitive Domain:

- Introduction to Education: Developing an understanding of the education system and its significance.
- Educational Psychology: Exploring theories of learning and cognitive development.
- Foundations of Education: Understanding the historical, philosophical, and sociological aspects of education.

2. Psychomotor Domain:

- Communication Skills in Education: Enhancing verbal and non-verbal communication skills for effective teaching.
- Classroom Observations: Observing and analyzing teaching practices in real classrooms.
- Hands-on Activities: Engaging in practical activities to develop skills related to teaching materials and resources.

3. Affective Domain:

- Personal Development: Promoting self-reflection, self-awareness, and emotional intelligence.
- Group Dynamics: Developing interpersonal skills and teamwork abilities.
- Cultural Sensitivity: Encouraging respect for diversity and fostering inclusive attitudes.

Enhancing Teaching Competencies

1. Cognitive Domain:

- Curriculum Development and Instructional Design: Designing effective and learner-centered curriculum materials.
- Learning Theories: Applying theories of learning to instructional planning and delivery.
- Educational Technology and ICT in Teaching-Learning: Integrating technology tools to enhance teaching and learning experiences.

2. Psychomotor Domain:

- Classroom Management and Discipline: Practicing strategies for maintaining an organized and conducive learning environment.
- Teaching Practice: Engaging in supervised teaching practice to develop pedagogical skills.
- Assessing Student Learning: Designing and implementing formative and summative assessment strategies.

3. Affective Domain:

- Inclusive Education: Promoting inclusive practices and addressing the diverse needs of learners.
- Building Student Relationships: Nurturing positive relationships with students and fostering their socio-emotional development.
- Ethical Teaching Practices: Emphasizing professional ethics and values in educational settings.

Specialization and Application

1. Cognitive Domain:

- Educational Research Methods: Conducting research and analyzing data in the field of education.
- Educational Administration and Leadership: Developing leadership skills for effective educational management.
- Special Education: Understanding the needs of students with disabilities and implementing appropriate strategies.

2. Psychomotor Domain:

- Counseling and Guidance in Education: Learning counseling techniques to support students' personal and academic development.
- Internship/Practicum: Gaining hands-on experience in educational settings under the guidance of experienced educators.

- Educational Technology Integration: Exploring advanced technology tools and their integration into instructional practices.

3. Affective Domain:

- Gender and Education: Promoting gender equity in education and addressing gender-related issues.
- Lifespan Development and Education: Understanding the impact of development stages on teaching and learning.
- Adult and Continuing Education: Recognizing the importance of lifelong learning and designing programs for adult learners.

Advanced Studies and Professional Growth

1. Cognitive Domain:

- Educational Research Project: Conducting an in-depth research project on a selected educational topic.
- Education and Society: Analyzing the relationship between education and societal issues.
- Educational Measurement and Evaluation: Developing expertise in assessment and evaluation techniques.

2. Psychomotor Domain:

- Teacher Professional Development: Engaging in professional development activities to enhance teaching skills.
- Early Childhood Education: Understanding the unique needs and approaches

Overall program outcomes of the students after completion Education honours course

Pedagogical Skills: Students will develop the skills required to design and deliver effective instruction, including lesson planning, instructional strategies, and classroom management techniques.

Communication Skills: Through classroom discussions, presentations, and teaching practice, students will enhance their verbal and non-verbal communication skills, enabling them to effectively convey information and interact with students, colleagues, and parents.

Critical Thinking and Problem-Solving Skills: Students will be encouraged to think critically, analyze educational issues, and propose innovative solutions. They will develop the ability to identify and address problems in educational settings.

Research and Analytical Skills: The course will equip students with research methodologies, data analysis techniques, and the ability to critically evaluate educational research studies. Students will apply these skills to conduct their own research projects.

Technological Skills: With the integration of educational technology and ICT, students will gain proficiency in using digital tools and platforms for instructional purposes. They will learn to effectively incorporate technology into teaching and learning processes.

Collaborative Skills: Through group projects, teamwork activities, and cooperative learning strategies, students will enhance their ability to collaborate with peers, work in teams, and engage in collective problem-solving.

Adaptability and Flexibility: Students will learn to adapt their teaching approaches to cater to diverse learners and adjust instructional strategies based on individual needs and classroom dynamics.

Reflective Practice: The course will emphasize self-reflection and self-evaluation, enabling students to analyze their teaching practices, identify areas for improvement, and continuously develop their professional skills.

Leadership and Management Skills: Students will develop leadership qualities and management skills necessary for educational administration, such as decision-making, organizational skills, and conflict resolution abilities.

Empathy and Cultural Sensitivity: Through courses on inclusive education, gender equity, and multicultural perspectives, students will develop empathy, cultural sensitivity, and the ability to create inclusive and supportive learning environments for all students.

Ethical and Professional Conduct: Students will gain an understanding of ethical issues in education and develop professional values and behaviors aligned with ethical standards.

Lifelong Learning Skills: The Education Honours course will foster a culture of lifelong learning, encouraging students to engage in continuous professional development, stay updated with educational research, and adapt to evolving educational practices.

Assessment and Evaluation Skills: Students will learn how to design, implement, and analyze assessments to measure student learning outcomes. They will develop skills in providing constructive feedback and using assessment data to inform instructional decisions.

Differentiated Instruction: Students will learn strategies for adapting instruction to meet the diverse needs and learning styles of students. They will develop skills in creating inclusive classrooms where all students have equal opportunities to succeed.

Classroom and Behavior Management: Students will acquire skills in creating a positive and supportive classroom environment, managing student behavior, and promoting positive discipline practices. They will learn strategies to engage students, maintain classroom routines, and handle challenging situations effectively.

Parent and Community Engagement: Students will develop skills in building positive relationships with parents, guardians, and the wider community. They will learn effective communication techniques, how to involve parents in their child's education, and ways to collaborate with community stakeholders for the benefit of students.

Professional Development and Networking: Students will be encouraged to engage in professional development activities, such as attending conferences, workshops, and seminars. They will develop skills in building professional networks and staying updated with current trends and research in education.

Curriculum Design and Instructional Materials Development: Students will gain skills in designing curriculum, creating instructional materials, and aligning them with educational standards. They will learn how to develop engaging and effective learning experiences for students.

Creativity and Innovation: Students will be encouraged to think creatively and find innovative approaches to teaching and learning. They will develop skills in integrating arts, technology, and other creative methods into their instruction to enhance student engagement and learning outcomes.

Conflict Resolution and Mediation: Students will learn techniques for conflict resolution and mediation in educational settings. They will develop skills in fostering positive relationships among students, addressing conflicts, and promoting a culture of respect and understanding.

Time Management and Organization: Students will acquire skills in managing their time effectively, prioritizing tasks, and maintaining organized records. They will develop habits that promote efficiency and productivity in their professional practice.

Self-care and Well-being: The course will emphasize the importance of self-care and well-being for educators. Students will learn strategies for managing stress, maintaining work-life balance, and promoting their own mental, emotional, and physical well-being.

Research and Data Analysis: Students will develop skills in conducting educational research, collecting and analyzing data, and interpreting research findings. They will learn how to use research to inform their instructional practices and contribute to the field of education.

Critical Thinking and Problem-Solving: Students will enhance their critical thinking skills by analyzing complex educational issues, evaluating evidence, and developing informed perspectives. They will learn to identify problems, explore alternative solutions, and make sound decisions to address educational challenges.

Communication and Presentation: Students will improve their oral and written communication skills, including the ability to articulate ideas, present information effectively, and engage in professional dialogue. They will develop skills in preparing and delivering presentations, writing reports, and communicating with various stakeholders in the education community.

Technology Integration: Students will learn how to effectively integrate technology into their instructional practices. They will develop skills in using educational technology tools, digital resources, and online learning platforms to enhance student engagement, collaboration, and learning outcomes.

Leadership and Collaboration: Students will gain skills in leadership, teamwork, and collaboration. They will learn how to work effectively with colleagues, parents, and other stakeholders to achieve common goals and improve educational practices. They will also develop skills in leading educational initiatives and advocating for positive change in the field of education.

Cultural Competence and Diversity: Students will develop cultural competence and an understanding of diverse learners and communities. They will learn strategies for creating inclusive learning environments that value and respect the cultural backgrounds, languages, and identities of all students.

Ethical and Professional Conduct: Students will learn about ethical standards and professional codes of conduct in the field of education. They will develop skills in ethical decision-making, maintaining confidentiality, and upholding professional integrity in their interactions with students, colleagues, and the wider community.

Reflective Practice: Students will cultivate a habit of reflective practice, continuously evaluating and improving their teaching methods and approaches. They will develop skills in self-reflection, self-assessment, and using feedback to enhance their instructional practices and professional growth.

Job opportunities after completion of course

Teacher: Students can work as teachers in schools, colleges, or universities. They can specialize in specific subjects or grade levels, such as elementary, secondary, or higher education.

Education Administrator: Students can pursue careers as education administrators, such as school principals, college or university administrators, or education department heads. They oversee the overall management and operation of educational institutions.

Education Consultant: Students can work as education consultants, providing guidance and expertise to schools, educational organizations, or government agencies on curriculum development, instructional strategies, and educational policies.

Education Researcher: Students can engage in educational research, conducting studies, collecting data, and analyzing educational trends and issues. They can work in educational research institutions, think tanks, or universities.

Curriculum Developer: Students can be involved in curriculum development, designing and revising educational curricula to align with educational standards and meet the needs of students. They may work in schools, publishing companies, or educational organizations.

Education Policy Analyst: Students can work as policy analysts, examining education policies and their impact on educational systems. They may work for government agencies, nonprofit organizations, or advocacy groups.

Education Technology Specialist: Students can specialize in educational technology, integrating technology into teaching and learning processes. They can work as technology coordinators, instructional designers, or e-learning specialists.

Educational Psychologist: Students with a background in educational psychology can work as educational psychologists, providing counseling and support to students, conducting assessments, and developing intervention strategies to address learning and behavioral challenges.

Education Program Coordinator: Students can work as program coordinators in educational institutions or nonprofit organizations, overseeing the planning, implementation, and evaluation of educational programs and initiatives.

Education Writer/Editor: Students with strong writing and communication skills can work as education writers or editors, creating educational materials, textbooks, or online content related to education.

Education Counselor: Students can work as education counselors, providing guidance and support to students in areas such as career planning, academic achievement, and personal development. They may work in schools, colleges, or counseling centers.

Special Education Teacher: Students with a specialization in special education can work as special education teachers, catering to the needs of students with disabilities or special learning requirements. They can work in inclusive classrooms or special education settings.

Education Program Evaluator: Students can work as program evaluators, assessing the effectiveness and impact of educational programs, policies, or interventions. They conduct evaluations, collect and analyze data, and make recommendations for improvement.

Education Policy Advocate: Students can work as advocates for educational policies and reforms. They may work for nonprofit organizations, advocacy groups, or government agencies, influencing policy decisions and advocating for equitable and quality education.

Adult Education Instructor: Students can pursue careers in adult education, providing instruction and training to adult learners in areas such as literacy, vocational skills, or continuing education. They can work in community centers, adult education institutions, or corporate training departments.

Education Program Manager: Students can work as program managers, overseeing the planning, implementation, and evaluation of educational programs and initiatives. They ensure program objectives are met, manage resources, and coordinate stakeholders' involvement.

Education Technology Consultant: Students with expertise in educational technology can work as consultants, assisting schools or educational institutions in integrating technology into their teaching and learning practices. They provide guidance on selecting and implementing educational technology tools.

Education Policy Researcher: Students can work as policy researchers, conducting research on educational policies, their impact, and potential reforms. They contribute to policy discussions, write reports, and provide evidence-based recommendations.

Education Assessment Specialist: Students can specialize in educational assessment, working on designing and implementing assessment tools, evaluating student performance, and analyzing assessment data to inform instructional practices and educational decision-making.

Education Entrepreneur: Students can become education entrepreneurs by starting their own educational ventures, such as tutoring centers, online education platforms, or educational consulting firms. They develop innovative solutions to address educational needs and challenges.