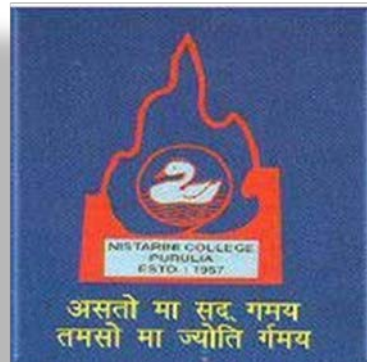


COURSE OBJECTIVES & OUTCOMES OF 3/4 YEAR UNDERGRADUATE CURRICULUM IN EDUCATION



NISTARINI COLLEGE, PURULIA

AFFILIATED TO

**SIDHO-KANHO-BIRSHA UNIVERSITY,
PURULIA, WEST BENGAL**

Major Courses

SEMESTER- 1

Course Code: **BEDCMAJ01T (Credit: 6)**

Course Title: **Philosophical and Sociological Foundations of Education**

Unit-I: Meaning, Nature, and Scope of Education a) Education – Meaning, Nature, and scope b) Individualistic and socialistic aim. c) Agencies of Education – Formal, Non-formal, Informal

Unit-II: Schools of Philosophy and their Educational Contribution a) Indian Schools of Philosophy – Vedanta, Jainism, and Buddhism b) Western Schools of Philosophy – Idealism, Realism, and Pragmatism c) Great Educators and their educational philosophy – (i) Swami Vivekananda, (ii) Rabindranath Tagore, (iii) Rousseau, and (iv) John Dewey

Unit-III: Sociology in Education a) Sociology of Education and Educational Sociology, Socialization and Process of Socialization. b) Social group, Social stratification, social mobility, and Social change. c) Contemporary Issues – Globalization, Privatization, Empowerment (Women and other Disadvantaged), Capacity building, Capability enhancing.

Course Objectives

The learning objectives of this course are to - i) State and analyze the Meaning, Nature, and Scope of Education ii) Establish the relationship between Education and Philosophy iii) Understand Indian and Western schools of philosophy. iv) State and analyze the Meaning, Nature, and Scope of Educational Sociology v) Establish the relationship between Education and Sociology vi) Understand various social issues in the Indian Scenario vii) Understand the role of different social agencies in Education.

Course Outcomes

On completion of the course, the students will be able to:

- i) State and analyze the Meaning, Nature, and Scope of Education
- ii) Establish the relationship between Education and Philosophy
- iii) Understand Indian schools of philosophy
- iv) Understand Western schools of philosophy
- v) Know the Meaning, Nature, and Scope of Educational Sociology
- vi) Understand the relationship between Education and Sociology.
- vii) Know and understand various social issues in the Indian Scenario.
- viii) Understand the role of different social agencies in Education.

SEMESTER- 2

Course Code: **BEDCMAJ02T (Credit: 6)**

Course Title: **Educational Psychology**

Unit-I: Learning and its Application in Education

- a. Definition, characteristics, and factors influencing learning
- b. Theories of learning – Classical Conditioning, Operant Conditioning, Connectionism, Cognitivism and Constructivism
- c. Application Learning Theories – Behaviour Modification, AOM and CAM

Unit-II: Growth and Development

- a. Growth, Development, and Maturity
- b. Stages of Development
- c. Developmental Disorder

Unit-III: Personality and Psychopathology

- a. Personality – Definition and characteristics
- b. Mental health and Hygiene – Definition, Scope, Educational Implication
- c. Mental Disease and therapeutic intervention – Anxiety Disorders, OCD, Chemotherapy, Cognitive Behavioural Therapy

Course Objectives

The learning objectives of this course are to - i) Define learning, describe its key characteristics, and explain major learning theories and their applications. ii) Identify the stages of human development and explain their key aspects. Iii) Analyze the relationship between learning and a learner's development. iv) Describe personality, and its components, and understand common psychological disorders.

Course Outcomes

On completion of the course, the students will be able to:

- i) Know and understand learning, its characteristics, theories, applications, and the factors that influence it.
- ii) Know and understand the different Stages and aspects of human development.
- iii) Understand how learning is related to the development of a learner.
- iv) Know, understand, and explain personality and psychopathology.

SEMESTER- 3

Course Code: **BEDCMAJ03T (Credit: 6)**

Course Title: **Development of Education in India**

Unit-I: Indian Education in Ancient and Medieval India

- a. Brahmanic System of Education – aims, curriculum, teacher, and methods of teaching, institutions, women's education and evaluation system;
- b. Buddhistic System of Education – aims, curriculum, teacher, and methods of teaching, institutions (Nalanda, Bikramsila), women's education and evaluation system
- c. Education in Medieval India – aims, curriculum, teacher, and methods of teaching, Institutions and Women education, Contribution of Firoz Shah Tughlak and Akbar

Unit-II: Education in the 19th Century in India

- a. Charter Act of 1813 and its educational significance
- b. Bengal Renaissance – concept, causes, and its impact on education, the contribution of Raja Rammohan Roy, Derozio, and Vidyasagar in Education
- c. Wood's Despatch (1854); Lord Curzon as educational reformer; National education movement; Basic Education

Unit-III: Indian Education in the Post-Independence Period

- a. Education and Constitution – Preamble and various Articles on Education in the Indian Constitution
- b. Education Commission in post-Independent India, Radhakrishnan Commission, University Education Commission (1948-49), Indian Education Commission (1964-66), Asoke Mitra Commission (1991-92)
- c. National Policy on Education (1986) and Programme of Action (POA)-1992

Unit-IV: Contemporary Issues in Indian Education

- a. Effect of globalization and privatization in education
- b. Education for all and Lifelong learning
- c. New Education policy-2020

Course Objectives

The learning objectives of this course are to -

- i. Understand the key educational initiatives of the 19th century in India and their impact on the education system.
- ii. Understand the educational initiatives of the 20th century in India and their influence on the education system.
- iii. Explore the development of education in post-independence India and its key milestones.
- iv. Explain the contributions of the University Education Commission (1948-49) to Indian higher education.
- v. Explain the contributions of the Secondary Education Commission (1952-53) to Indian secondary education.
- vi. Explain the contributions of the Indian Education Commission (1964-66) to the overall Indian education system.

Course Outcomes

On completion of the course, the students will be able to:

- i. Know, understand, and explain the different educational initiatives taken in the 19th Century in India and their impacts on the Indian education system.
- ii. Know, understand, and explain the different educational initiatives taken in the 20th Century in India and their impacts on the Indian education system.
- iii. Know, understand, and explain the developmental history of education in post-independence India.
- iv. Explain the contributions of the University Education Commission (1948-49) in the field of Indian Higher education.
- v. Explain the contributions of the Secondary Education Commission (1952-53) in the field of Indian secondary education.
- vi. Explain the contributions of the Indian Education Commission (1964-66) in the field of the Indian overall education system.

SEMESTER- 4

Course Code: **BEDCMAJ04T (Credit: 6)**

Course Title: **Pedagogy**

Unit-I: Teaching

- a. Science of Teaching – relation between teaching and learning; Pedagogy, Andragogy, and Heutagogy
- b. Factors affecting the teaching process – input and output variables
- c. General principles of teaching – maxims of teaching, fundamentals of teaching

Unit-II: Teacher and Classroom Teaching

- a. Nature of classroom teaching
- b. Differences between traditional and constructivist teaching
- c. Functions of a teacher as a planner, as a facilitator, as a counselor, as a researcher

Unit-III: Teaching Methods

- a. Factors influencing teaching – Perception, Attention and Attitude
- b. Capability Pedagogy by Professor Amartya Sen
- c. “Pedagogy of the Oppressed” – by Paulo Freire

Course Objectives

The learning objectives of this course are to – i) Know and understand the meaning and concept of Pedagogy ii) Understand and explain the relationship between teaching and learning iii) Explain the teaching process and its input and output variables iv) Know and understand the Maxims of Teaching v) Understand and explain the nature of classroom teaching and the Functions of a teacher vi) Distinguish between traditional and constructivist teaching vii) Know and understand the various influencing factors of teaching methods viii) Know about various teaching methods and their utilities in the classroom teaching-learning process.

Course Outcomes

On completion of the course, the students will be able to:

- i. Know and understand the meaning and concept of Pedagogy.
- ii. Understand and explain the relationship between teaching and learning.
- iii. Explain the teaching process and its input and output variables.
- iv. Know and understand the Maxims of Teaching.
- v. Understand and explain the nature of classroom teaching and the Functions of a teacher.
- vi. Distinguish between traditional and constructivist teaching.
- vii. Identify different teaching methods, the factors influencing their use, and their effectiveness in the classroom teaching-learning process.

Course Code: **BEDCMAJ05T (Credit: 6)**

Course Title: **Education for Quality Living**

Unit-I: Value Education

- a. Value and Value Education – meaning, definitions, nature and scope
- b. Fostering Values – the role of parents, teachers, and society
- c. Approaches to inculcating values among children

Unit-II: Peace Education

- a. Peace Education – meaning and nature
- b. Peace Education and Curriculum – method of integration peace concept in education
- c. Role of Education – disseminations of peace and resolution of conflict

Unit-III: Education for Sustainable Development

- a. Meaning, aims, and objectives of sustainable development
- b. Role of Education in Sustainable Development
- c. Difficulties in maintaining sustainable development

Course Objectives

The learning objectives of this course are to – i) Define the concept of the value and explain the importance of value education ii) Describe the characteristics and areas of focus in value education iii) Identify how parents, teachers, and society contribute to developing values in individuals iv) Understand the different methods and strategies for instilling values v) Define peace education and describe its nature and importance vi) Identify the key components and structure of a peace education curriculum vii) Analyze how education can contribute to peacebuilding and conflict resolution viii) Define the concept of sustainable development and explain its aims ix) Discuss how education supports sustainable development x) Explain the difficulties faced in achieving and sustaining sustainable development.

Course Outcomes

On completion of the course, the students will be able to:

- i. Know the Concept, Nature, and Scope of Value Education.
- ii. Understand the Role of Parents, Teachers, and Society in fostering Values.
- iii. Know the various approaches to value inculcation.
- iv. Know the Concept and Nature of Peace Education.
- v. Know the Curriculum of Peace Education.
- vi. Know the role of Education in disseminating peace and resolving conflict.
- vii. Know the Concept and Aims of Sustainable Development.
- viii. Understand the Role of Education in Sustainable Development.
- ix. Know the difficulties in maintaining Sustainable Development.

SEMESTER- 5

Course Code: **BEDCMAJ06T (Credit: 6)**

Course Title: **Curriculum Studies**

Unit-I: Concept of Curriculum: a. Definition of Curriculum, Characteristics and Functions of Curriculum. b. General Principles of Curriculum Construction. c. Types of Curriculum – Explicit and Hidden Curriculum, Core and Activity based Curriculum.

Unit-II: Bases of Curriculum: a. Philosophical b. Psychological c. Sociological

Unit-III: Curriculum Evaluation and Recommendation: a. Meaning, Characteristics, and Utility of Curriculum Evaluation b. Formative and Summative Evaluation c. Curriculum and Credit Framework for Undergraduate Programmes in NEP-2020

Course Objectives

The learning objectives of this course are

- i) To Know the Nature and Functions of the Curriculum
- ii) To describe the various Principles of Curriculum Construction. Understand the Bases of the Curriculum.
- iii) To know the Types of Curriculum
- iv) To understand the Bases of Curriculum
- v) To know the Concept, Characteristics, and Utility of Curriculum Evaluation.
- vi) To differentiate Formative and Summative Evaluation.

Course Outcomes

On completion of the course, the students will be able to:

- i) Know the Nature and Functions of the Curriculum.
- ii) Describe the various Principles of Curriculum Construction.
- iii) Understand the Bases of the Curriculum.
- iv) Know the Concept, Characteristics, and Utility of Curriculum Evaluation.
- v) Differentiate Formative and Summative Evaluation.

Course Code: **BEDCMAJ07T (Credit: 6)**

Course Title: **Instructional Technology**

Unit-I: Educational Technology

- a. Meaning, Nature, Need, and Scope of Educational Technology
- b. Problems of Technology of Education
- c. Approaches of Educational Technology – Hardware, Software, and System

Unit-II: Classroom Communication and Media Used

- a. Meaning, Nature, Types, and Components of Communication
- b. Barriers of classroom communication and strategies of overcoming barriers in communication
- c. Media used in education – Audio (Radio), Visual (Projector), Audio-visual (TV)

Unit-III: Phases, Levels, and Models of Teaching

- a. Phases of Teaching – Pre-active, Inter-active and post-active
- b. Levels of Teaching – Memory, Understanding, Reflective
- c. Models of Teaching – Concept, Components, Families, Bruner’s Concept Attainment Model, and Asubel’s Advance Organizer Model

Course Objectives

The learning objectives of this course are to – i) Explain the concept, nature, need, and scope of Educational Technology ii) Describe the different approaches to Educational Technology iii) Define communication and explain its concept, nature, types, and components iv) Identify barriers to classroom communication and suggest strategies to overcome them v) Explain the phases of teaching: pre-active, inter-active, and post-active vi) Describe the various levels of teaching vii) Identify and categorize different families of teaching models.

Course Outcomes

On completion of the course, the students will be able to:

- i. Know the Concept, Nature, Need, and Scope of Educational Technology
- ii. Know the Approaches of Educational Technology
- iii. Understand the Concept, Nature, Types, and Components of Communication
- iv. Know the Barriers of Classroom communication and strategies for overcoming barriers in communication
- v. Understand the various Phases of Teaching such as Pre-active, Inter-active & post-active
- vi. Understand the various Levels of Teaching
- vii. Identify the families of Models of Teaching.

SEMESTER- 6

Course Code: **BEDCMAJ08T (Credit: 6)**

Course Title: **Educational Administration**

Unit-I: Educational Administration and Supervision

- a. Educational Administration – Meaning and Function
- b. Supervision – Meaning, Purpose; Distinguish between Supervision and Inspection
- c. Factors affecting the Managerial behaviour of teachers – Personal, Social, Cultural, Political, and Institutional.

Unit-II: Educational Planning

- a. Educational Planning – Meaning, Needs and Significance and SWOT analysis
- b. Types of Educational Planning – Strategies and Steps in Educational Planning
- c. Brief outline of the last Five-Year Plan in Primary and Secondary Education in India

Unit-III: Various Administrative Bodies and their Functions

- a. Central Level – Government Departments, UGC, NAAC, NCERT, RCI, AICTE and NCTE
- b. State Level – Government Departments, Higher Education Council, DPI, DSE, School Boards, SCERT, DIET
- c. Local Level – Panchayat, Municipality, Non-Governmental Organizations

Course Objectives

The learning objectives of this course are to – i) Know and understand the concepts of educational administration and supervision ii) Distinguish between Supervision and Inspection iii) Know and understand the factors affecting the Managerial behaviour of teachers iv) Know and understand the various types of educational planning v) Identify the various administrative bodies and their functions

Course Outcomes

On completion of the course, the students will be able to:

- i. Develop an understanding of the concepts of educational administration and supervision
- ii. Differentiate between Supervision and Inspection
- iii. Develop an understanding of the factors affecting the Managerial behaviour of teachers
- iv. Develop an understanding of the types of educational planning
- v. Be acquainted with various administrative bodies and their functions.

Course Code: **BEDCMAJ09T (Credit: 6)**

Course Title: **Guidance and Counselling**

Unit-I: Concept and Functions of Guidance

- a. Meaning, Nature, Function, and Need of Guidance
- b. Different Types of Guidance – (i) Educational: meaning, need, and importance; (ii) Vocational: meaning, need, and importance; (iii) Personal: meaning, need, and importance; and Guidance Services – (i) Job Analysis: concept, need; (ii) Job Satisfaction: concept, factors affecting job satisfaction; (iii) Occupational Information: concept, need
- c. Guidance of the Differently-Able Students: Gifted, Slow Learners, Learning Disabilities (Dyslexia, Dysgraphia, Dyscalculia) – only identification; Mainstreaming and providing support services to Differently-Able Students

Unit-II: Concept and Functions of Counselling

- a. Meaning, purpose and scope of Counselling
- b. Types of Counselling – Directive, Non-directive, Eclectic
- c. Process of Counselling (introduction, in-depth, communication, suggestion); Skills in Counselling (listening, questioning, responding); Role of the Counsellor; Professional Ethics of a Counsellor

Unit-III: Tools and Techniques of Guidance and Counselling

- a. Psychological tests – meaning, need, limitations
- b. Testing – Intelligence, Aptitude, Attitude, Achievement, Interest, Personality
- c. Techniques of Guidance and Counselling – (i) Interview: types and procedure; (ii) Case Study; (iii) Cumulative Record, (iv) Anecdotal Record; (v) Diary; and (vi) Questionnaire

Course Objectives

The learning objectives of this course are to – i) To know and understand the concepts of guidance and counselling ii) To understand the various types of guidance iii) To identify the different techniques of guidance iv) To understand the role of the teacher as a counsellor v) To understand the professional ethics of the counsellor vi) To develop an understanding of the various tools and techniques of Guidance and Counselling.

Course Outcomes

On completion of the course, the students will be able to - i) To develop an understanding of the concepts of guidance and counselling. ii) To develop an understanding of the types of guidance iii) To be acquainted with different techniques of guidance iv) To develop an understanding of the role of the teacher as counsellor and their professional ethics v) To develop an understanding of the various tools and techniques of Guidance and Counselling.

Course Code: **BEDCMAJ010T (Credit: 6)**

Course Title: **Comparative Education**

Unit-I: The Origins and Usefulness of Comparative Education

- a. Meaning and Nature of Comparative Education
- b. Approaches of Comparative Education – (i) Human Capital, (ii) Social Capital, (iii) School Quality, (iv) Alternative Student Outcomes
- c. Methods of Comparative Education – (i) Philosophical Method, (ii) Sociological Method, (iii) Psychological Method

Unit-II: Factors and Forces of Comparative Education

- a. Natural Factors – (i) World Systems, Dependency, and Neo-colonial Theories; (ii) Neo-institutionalist Approaches: Historical, Racial, Linguistic, and Social Factors; (iii) Decentralization
- b. School Choice and Privatization
- c. Research for Policy and Future of Comparative Education

Unit-III: Elementary, Secondary and Higher Education in India, UK and USA

- a. Structure, Aims and Objectives
- b. Curriculum, Methodology, and Evaluation System
- c. Administration including Finance

Course Objectives

The learning objectives of this course are to –

- i. To know and understand the concepts of comparative Education
- ii. To know and understand the various factors and forces of comparative education
- iii. To know and understand the structure, aims, and objectives of education in different countries

Course Outcomes

On completion of the course, the students will be able to:

- iv. To develop an understanding of the concepts of comparative Education
- v. To develop an understanding of factors and forces of comparative education
- vi. To acquaint with the structure, aims, and objectives of education in different countries

SEMESTER- 7

Course Code: **BEDCMAJ11T (Credit: 6)**

Course Title: **Research Methodology in Education**

Unit-I: Educational Research

- a. Meaning, Nature, and Scope of Educational Research
- b. Sources of Knowledge (Authority, Tradition, Personal Experience, Deduction, Induction).
Need for Research in Education
- c. Types of Research – Basic, Applied & Action Research; Longitudinal and Cross-Sectional Research; Historical, Descriptive, and Experimental Research (meaning only); Importance of Educational Research.

Unit-II: Basic Ideas of Research

- a. Criteria for selecting a good Research Problem
- b. Research Hypothesis – Meaning, Nature, and Types
- c. Population, Sample, and Sampling Techniques (Probability & Non-Probability).

Unit-III: Research Data and Tools

- a. Qualitative and Quantitative data – Concept, Nature and Sources
- b. Tools of data collection and their characteristics, merits, and demerits
- c. Characteristics of good research tools.

Course Objectives

The learning objectives of this course are to – i) Know the Concept, Nature, Scope, and Importance of Educational Research ii) Know the Sources of Knowledge iii) Know the Need for Research in Education iv) Understand the various Methods and Types of Educational Research v) Identify the criteria of a good Research Problem vi) Know the Concept, Characteristics, and Types of hypotheses vii) Know the concept of Population, Sample, and Sampling Techniques viii) Know the Concept, Nature, and Sources of Qualitative and Quantitative Data ix) Know the Research Tools x) Write and Evaluate the Research Proposal.

Course Outcomes

On completion of the course, the students will be able to - i) Develop an understanding of the Concept, Nature, Scope, and Importance of Educational Research ii) Develop an understanding of the Sources of Knowledge iii) Get acquainted with the need for Research in Education iv) Get acquainted with various Methods and Types of Educational Research v) Identify the criteria of a good Research Problem vi) Develop an understanding of the Concept, Characteristics, and Types of hypotheses vii) Get acquainted with concept of Population, Sample, and Sampling Techniques viii) Develop an understanding of the Concept, Nature, and Sources of Qualitative and Quantitative Data ix) Identify the various Research Tools x) Get acquainted with the writing and evaluate the Research Proposal.

Course Code: **BEDCMAJ12T (Credit: 6)**

Course Title: **Statistics in Educational Research**

Unit-I: Basics of Statistics

- a. Concept, Scope, and Need of Educational Statistics
- b. Organization and Tabulation of Data – frequency distribution
- c. Graphical Representation of Data

Unit-II: Descriptive Statistics

- a. Measures of Central Tendency – Mean, Median, and Mode
- b. Measures of Dispersion – Range, AD, SD, QD, Percentile, and Percentile Rank
- c. Concept of Correlation – Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation

Unit-III: Inferential Statistics

- a. Concept of Normal Distribution – Properties and Uses
- b. Divergence from Normality – Skewness and Kurtosis
- c. Derived Scores – Z-Score, Standard Score

Course Objectives

The learning objectives of this course are to –

- i) Know the Concept Scope and Need of Educational Statistics
- ii) Make organization, tabulation, and graphical representation of Data
- iii) Measure the Central Tendency and Measure the Variability
- iv) Compute the Coefficient of Correlation by using various methods
- v) Know the Concept of Normal Distribution, its properties, and uses.

Course Outcomes

On completion of the course, the students will be able to –

- i) Develop an understanding of the Concept Scope and Need for Educational Statistics
- ii) Make organization, tabulation, and graphical representation of Data
- iii) Measure the Central Tendency and Measure the Variability
- iv) Compute the Coefficient of Correlation by using various methods
- v) Develop an understanding of the Concept of Normal Distribution, its properties, and uses.

Course Code: **BEDCMAJ13T (Credit: 6)**

Course Title: **Life Skill Education**

UNIT-I: Communication Skill

- a. Concept of Communication
- b. The Process and Barriers of Communication
- c. Skills of Communication: Listening, Speaking and Writing

UNIT-II: Critical Thinking and Problem-Solving

- a. Creativity: Lateral thinking, Critical thinking, Multiple Intelligence, Problem-Solving
- b. Teamwork: Groups, Teams, Group Vs Teams, Team formation process, Stages of Group
- c. Group Dynamics, Managing Team Performance & Team Conflicts

UNIT-III: Leadership Skills

- a. Leadership, Levels of Leadership and Types of Leadership
- b. Transactions Vs Transformational Leadership
- c. Development Leadership Skills

Course Objectives

The learning objectives of this course are to – i) Know and understand the concept of life skill education ii) Know and understand the concepts, processes, barriers, and various skills of communication iii) Know and understand the process of critical thinking and problem-solving iv) Understand the process of Team formation, Teamwork, and Group Dynamics v) Distinguish between Team and Group vi) Know and understand of how to manage Team performance and Team conflicts vii) Know and understand the concept and different types of Leadership viii) Know and understand of how to develop Leadership skills.

Course Outcomes

On completion of the course, the students will be able to –

- i. Acquire knowledge about the concept of life skill education.
- ii. Develop an understanding of the concepts, processes, barriers, and various skills of communication.
- iii. Develop an understanding of the process of critical thinking and problem-solving.
- iv. Understand the process of Team formation, Teamwork, and Group Dynamics.
- v. Differentiate between Team and Group.
- vi. Develop an understanding of how to manage Team performance and Team conflicts.
- vii. Develop an understanding of the concept and different types of Leadership.
- viii. Develop an understanding of how to develop Leadership skills.

SEMESTER- 8

Course Code: **BEDCMAJ14T (Credit: 6)**

Course Title: **Measurement and Evaluation in Education**

Unit-I: Measurement and Evaluation in Education

- a. Concept, Scope, and Need of Evaluation
- b. Relation between Evaluation and Measurement
- c. Scales of Measurement: Nominal, Ordinal, Interval and Ratio.

Unit-II: Tools and Techniques of Evaluation

- a. Tools: Tests- Essay type and Objective type; Short answer type and Oral type
- b. Personality and Interest Test: Projective and Non-projective Tests
- c. Techniques: Observation, Self-reporting (Interview, Questionnaire)

Unit-III: Characteristics of a Good Test

- a. Objectivity: Meaning and nature
- b. Evaluation Process: Concept, Types (Formative and Summative)
- c. Concept of Gradation and Credit system.

Course Objectives

The learning objectives of this course are to – i) Acquire knowledge about the concept of Measurement and Evaluation ii) Understand the relationship between Measurement and Evaluation iii) Know, understand, and differentiate various scales of measurement from each other iv) Know and understand the different tools and techniques of evaluation used in education v) Know and understand the various important characteristics of a good test.

Course Outcomes

On completion of the course, the students will be able to –

- i) Develop an understanding of the concept of Measurement and Evaluation
- ii) Develop an understanding of the relationship between Measurement and Evaluation
- iii) Get knowledge, and understanding, and be able to differentiate various scales of measurement from each other
- iv) Identify the different tools and techniques of evaluation used in education
- v) Develop an understanding of the various important characteristics of a good test.

Course Code: **BEDCMAJ15T (Credit: 6)**

Course Title: **Teacher Education**

UNIT-I: Concept of Teacher Education

- a. Meaning and Nature of Teacher Education
- b. Need and Scope of Teacher Education
- c. Changing Context of Teacher Education in the Indian Scenario

UNIT-II: Development of Teacher Education in India

- a. Teacher Education in Pre-Independence India
- b. Teacher Education in Post-Independence India
- c. Problems of Teacher Education and suggestions for improving conditions of Teacher Education in India

UNIT-III: Agencies of Teacher Education

- a. SCERT, UGC, NCTE, and UNESCO
- b. Concept of Profession and Professionalism – Teaching as the noblest profession
- c. Characteristics of professional teaching

Course Objectives

The learning objectives of this course are to –

- i) Understand the Meaning, Nature, and Scope of Teacher Education
- ii) Understand the Need and Importance of Teacher Education
- iii) Explain the role of various agencies of Teacher Education
- iv) Know and understand the concept of profession and professionalism
- v) Know the characteristics of professional teaching.

Course Outcomes

On completion of the course, the students will be able to –

- i) Develop an understanding of the Meaning, Nature, and Scope of Teacher Education
- ii) Develop an understanding of the Need and Importance of Teacher Education
- iii) Acquainted with the role of various agencies of Teacher Education
- iv) Develop an understanding of the concept of Profession and Professionalism
- v) Develop an understanding of the characteristics of professional teaching.

Course Code: **BEDCMAJ16T (Credit: 6)**

Course Title: **Education to Include the Excluded**

UNIT-I: Inclusive Education and Standard for Engaging All Students in Learning

- a. Inclusive Education: Meaning, Need and Programme
- b. Equality and Equity in Education: Meaning, importance, causes of inequality, Role of education to remove inequality in education
- c. Connecting students' prior knowledge, life experiences, and interests with learning goals

UNIT-II: Standard for Creating and Maintaining Effective Environments

- a. Creating a physical environment that engages all students;
- b. Establishing a climate that promotes fairness and respect behaviours in a fair, equitable way
- c. Promoting social development and group responsibility

UNIT-III: Standard for Planning Instruction and Designing Learning Experiences

- a. Drawing on and valuing students' backgrounds, interests, and developmental learning needs
- b. Establishing and articulating goals for student learning
- c. Developing and sequencing instructional activities and materials for student learning

Course Objectives

The learning objectives of this course are to – i) Know the concept, meaning, and need of Inclusive Education ii) Explain the causes of inequality in education and the role of education in removing inequality in education iii) Know and understand the importance of students' prior knowledge, life experiences, and interests in achieving learning goals iv) Know and understand of how to create and maintain effective environments in the classroom as well as in school v) Know and understand of how to plan instruction and design learning experiences for learners.

Course Outcomes

On completion of the course, the students will be able to –

- i. Understand the concept, meaning, and need of Inclusive Education
- ii. Identify and explain the causes of inequality in education and the role of education in removing inequality in education.
- iii. Get a broader understanding of the importance of students' prior knowledge, life experiences, and interests in achieving learning goals.
- iv. Acquainted with how to create and maintain effective classroom/school environments.
- v. Acquainted with the instructional planning and learning design experiences for the learners.

Course Code: **BEDCMAJ17T (Credit: 6)**

Course Title: **Computer Application in Education**

UNIT-I: Computer

- a. Definition, Characteristics, Applications
- b. Components of Computer System, Input/Output Devices
- c. Concept of Memory, Magnetic, and Optical Storage Devices

UNIT-II: Operating System and Word Processing

- a. Definition & Functions of Operating System
- b. Basic Components of Windows, managing files and folders, Control panel – display properties, add/remove software and hardware, setting date and time, screensaver and appearance.
- c. Introduction to Word Processing, Menus, Creating, Editing & Formatting Documents, Spell Checking, Printing, Views, Tables, Word Art, Mail Merge, Excel, and PPT.

UNIT-III Computer Communication

- a. Internet and its applications
- b. Surfing the Internet using web browsers
- c. Creating Email Id, Viewing an E-Mail, Sending an E-Mail to a single and multiple users, Sending a file as an attachment

Course Objectives

The learning objectives of this course are to – i) Know the definitions, characteristics, and applications of computers ii) Know and understand the various important components of a computer and its Input and Output Devices iii) Know and understand the Basic Components of Windows iv) Manage files and folders, Control panel – display properties, add/remove software and hardware, set date and time, screensaver, and appearance v) Know and understand about various functions of Microsoft Office Word vi) Know and understand about the Internet and its various applications vii) Know and understand how to Create an Email ID, View an E-Mail, Send an E-Mail to single and multiple users, and send a file as an attachment.

Course Outcomes

On completion of the course, the students will be able to – i) Develop an understanding of the definitions, characteristics, and applications of computers ii) Get knowledge of the various important components of a computer and its Input and Output Devices iii) Get acquainted with the Basic Components of Windows iv) Manage files and folders, Control panel – display properties, add/remove software and hardware, set date and time, screensaver, and appearance v) Get acquainted with the various functions of Microsoft Office Word vi) Be familiar about the Internet and its various applications vii) Develop an understanding of the how to Create an Email ID, View an E-Mail, Send an E-Mail to single and multiple users, and to send a file as an attachment.

Course Code: **BEDCMAJ18T (Credit: 6)**

Course Title: **Competency-Based Education**

UNIT-I: Competency

- a. Conceptual Framework
- b. Types of Competencies – Economic, Social, Political and Psychological
- c. Competency Development Strategies – Self Regulated Learning, Phenomenological Pedagogy, Life-Long Learning, Analysis of History, Heritage and Culture

UNIT-II: Capability and Functioning

- a. Relationship between Capability and Functioning
- b. Knowledge-based economy and a rapidly changing environment – Developing creative and critical thinking, problem-solving skills, pro-active attitudes, and learning to learn skills from a life-long learning perspective
- c. Addressing both the learner needs and the requirements of national development – plans, including the present and future needs of the labour market

UNIT-III: High-Quality Education for All

- a. Human Rights Education – Development of the learner’s skills and attitudes towards respecting human rights
- b. Addressing changes/new developments at the local and international levels – through dissemination of up-to-date knowledge
- c. Building enlightened citizenship based on the principles and practices of democracy, freedom, and social justice

Course Objectives

The learning objectives of this course are to – i) Know how to operate confidently in a knowledge-based economy and a rapidly changing environment ii) Know how to be confident and productive individuals able to work with others and contribute to society ii) Know how to be Proud and responsible: proud of their rich heritage and able to take their place effectively in the wider world.

Course Outcomes

On completion of the course, the students will be able to – i) Operate confidently in a knowledge-based economy and a rapidly changing environment ii) Be confident and productive individuals able to work with others and contribute to society iii) Be Proud and responsible: proud of their rich heritage and able to take their place effectively in the wider world.

Minor Courses

SEMESTER- 1

Course Code: **BEDCMEA11T (Credit: 4)**

Course Title: **Education and Society**

Unit-I: Meaning, Nature, and Scope of Education

- a. Education – Meaning, Nature and Scope
- b. Aims and Objectives - Individualistic and Socialistic
- c. Agencies of Education – Formal, Non-formal, Informal

Unit-II: Schools of Philosophy and their Educational Contribution

- a. Main Features of Indian Philosophy and Education
- b. Glimpses Western Philosophy and Education
- c. Great Educators and their educational philosophy – (i) Rabindranath Tagore, (ii) Jean-Jacques Rousseau

Unit-III: Sociology in Education

- a. Sociology – Scientific Study of Society; Process of Socialization and Education
- b. Primary Concepts of – Social group, Social stratification, social mobility, and Social change
- c. Contemporary Issues – Globalization and Privatization

Course Objectives

The learning objectives of this course are to - i) State and analyze the Meaning, Nature, and Scope of Education ii) Establish the relationship between Education and Philosophy iii) Understand Indian and Western schools of philosophy v) Know the Meaning, Nature, and Scope of Educational Sociology vi) Understand the relationship between Education and Sociology vii) Know and understand various Social issues in the Indian Scenario viii) Understand the role of different Social agencies in Education.

Course Outcomes

On completion of the course, the students will be able to – i) Develop an understanding of the Meaning, Nature, and Scope of Education ii) Establish the relationship between Education and Philosophy iii) Get knowledge about the Indian and Western schools of philosophy v) Develop an understanding of the Meaning, Nature, and Scope of Educational Sociology vi) Develop an understanding of the relationship between Education and Sociology vii) Get acquainted with the various Social issues in the Indian Scenario viii) Develop an understanding of the role of different Social agencies in Education.

SEMESTER- 4

Course Code: **BEDCMEA24T (Credit: 4)**

Course Title: **Learning and Development of Personality**

Unit-I: Learning and its Application in Education

- a. Learning – Definition, characteristics, and factors influencing learning
- b. Two Major Theories of learning – Classical Conditioning, and Constructivism
- c. Socio-Emotional Climate of the Classroom

Unit-II: Growth and Development

- a. Growth, Development and Maturity
- a. Stages of Development
- b. Developmental Disorder

Unit-III: Personality and Psychopathology

- a. Personality – Definition and Charters
- b. Mental health and Hygiene – Definition and Scope
- c. Mental Health of Students

Course Objectives

The learning objectives of this course are to –

- i. Know and understand Learning, its characteristics, and influencing factors of learning.
- ii. Know and understand the different Stages and aspects of human development.
- iii. Understand how learning is related to the development of a learner.
- iv. Know, understand, and explain personality.

Course Outcomes

On completion of the course, the students will be able to –

- i. Develop an understanding of the Learning, its characteristics, and influencing factors of learning.
- ii. Get acquainted with the different Stages and aspects of human development.
- iii. Be familiar with how learning is related to the development of a learner.

SEMESTER- 5

Course Code: **BEDCME35T (Credit: 4)**

Course Title: **Learning and Development of Personality**

Unit-I: Indian Education in Ancient and Medieval India – a. Brahmanic System of Education: Aims, curriculum, and methods of teaching b. Buddhistic System of Education – aims, curriculum, and methods of teaching c. Education in Medieval India – aims, curriculum, and methods of teaching

Unit-II: Education in the 19th Century in India – a. Charter Act of 1813 and its educational significance b. Contribution of Raja Rammohan Roy, Derozio, and Vidyasagar in Education c. Wood's Despatch (1854) and Lord Curzon as an educational reformer

Unit-III: Indian Education in Post-Independence Period – a. Education and Constitution: Preamble and various Articles on Education in Indian Constitution b. Education Commission in post-Independent India, Indian Education Commission (1964-66) c. National Policy on Education (1986) and Programme of Action (POA)-1992

Unit IV: Contemporary Issues in Indian Education – a. Effect of globalization and privatization in education b. Education for all and Lifelong learning c. New Education policy-2020

Course Objectives

The learning objectives of this course are to – i) Know, understand, and explain the different educational initiatives taken in the 19th Century in India and their impacts on the Indian education system ii) Know, understand, and explain the different educational initiatives taken in the 20th Century in India and their impacts on Indian education system iii) Know, understand and explain the developmental history of education in Post-independence India iv) Explain the contributions of the University Education Commission (1948-49) in the field of Indian Higher education v) Explain the contributions of Secondary Education Commission (1952-53) in the field of Indian secondary education vi) Explain the contributions of Indian Education Commission (1964-66) in the field of Indian overall education system.

Course Outcomes

On completion of the course, the students will be able to – i) Understand and explain the different educational initiatives taken in the 19th Century in India and their impacts on the Indian education system ii) Know and Explain the different educational initiatives taken in the 20th Century in India and their impacts on Indian education system iii) Explain the developmental history of education in Post-independence India iv) Explain the contributions of the University Education Commission (1948-49) in the field of Indian Higher education v) Explain the contributions of Secondary Education Commission (1952-53) in the field of Indian secondary education vi) Explain the contributions of Indian Education Commission (1964-66) in the field of Indian overall education system.

SEMESTER- 7

Course Code: **BEDCMEA47T (Credit: 4)**

Course Title: **Teaching and Instruction**

Unit-I: Teaching

- a. Science of Teaching – relation between teaching and learning; Pedagogy, Andragogy, and Heutagogy
- b. Factors affecting teaching process – input and output variables
- c. General principles of teaching – maxims of teaching, fundamentals of teaching

Unit-II: Teacher and Classroom Teaching

- a. Nature of classroom teaching – Teaching, Instruction and Indoctrination
- b. Differences between traditional behaviouristic teaching and constructivist teaching
- c. Functions of a teacher as a planner, as a facilitator, as a counsellor, as a researcher

Unit-III: Phases, Levels, and Models of Teaching

- a. Phases of Teaching – Pre-active, Inter-active and post-active
- b. Levels of Teaching – Memory, Understanding, Reflective
- c. Models of Teaching – Concept, Components, Families, Bruner’s Concept Attainment Model, and Asubel’s Advance Organizer Model

Course Objectives

The learning objectives of this course are to – i) Know and understand the meaning and concept of Pedagogy as a science of teaching ii) Understand and explain the relationship between teaching and learning iii) Explain the teaching process and its input and output variables iv) Know and understand the Maxims of Teaching v) Understand and explain the nature of classroom teaching and the Functions of a teacher vi) Distinguish between traditional and constructivist teaching v) Know and understand the various influencing factors of teaching methods vi) Know about various teaching methods and their utilities in the classroom teaching-learning process vii) Understand the various Phases of Teaching such as Pre-active, Inter-active & post-active viii) Understand the various Levels of Teaching ix) Identify the families of Models of Teaching.

Course Outcomes

On completion of the course, the students will be able to – i) Know and understand the meaning and concept of Pedagogy as a science of teaching ii) Understand and explain the relationship between teaching and learning iii) Explain the teaching process and its input and output variables iv) Know and understand the Maxims of Teaching v) Understand and explain the nature of classroom teaching and the Functions of a teacher vi) Distinguish between traditional and constructivist teaching v) Know and understand the various influencing factors of teaching methods vi) Know about various teaching methods and their utilities in the classroom teaching-learning process vii) Understand the various Phases of Teaching such as Pre-active, Inter-active & post-active viii) Understand the various Levels of Teaching ix) Identify the families of Models of Teaching.

Skill Enhancement Course (SEC)

SEMESTER- 1, 2 & 3

Course Code: **BEDCSEC01/02/03T (Credit: 3)**

Course Title: **Educational Guidance and Counselling**

Unit-I: Concept of Guidance

- a. Meaning, Nature, and Importance of Guidance.
- b. Different Types of Guidance – (i) Educational: Meaning, Characteristics, Purpose, and Functions; (ii) Vocational: Meaning, Characteristics, Purpose, and Functions; (iii) Personal: Meaning, Characteristics, Purpose & Functions
- c. Guidance at different stages of Education with special emphasis on the Secondary stage of Education
- d. Guidance services – nature, scope, and problem solving

Unit-II: Concept of Counselling

- a. Meaning, Nature, and Importance of Counselling
- b. Types of Counselling – (i) Directive: Meaning, Characteristics, Purpose & Functions; (ii) Non-directive: Meaning, Characteristics, Purpose & Functions; and (iii) Eclectic: Meaning, Characteristics, Purpose & Functions
- c. Steps of Counselling; Characteristics of a good Counsellor – personality characteristics and ability to establish rapport and to understand empathetically

Unit-III: Tools and Techniques of Guidance and Counselling

- a. Basic data necessary for Educational Guidance – Pupils abilities, Aptitudes, Interests and Attitudes, Educational Attainments, and Personality Traits;
- b. Measurement of Intelligence, Personality and Motivation
- c. Difference between Guidance, Counselling and Teaching

Course Objectives

The learning objectives of this course are to –

- i. Know the concept, meaning, nature, and importance of guidance
- ii. Understand the principles of guidance in the field of Education
- iii. Know different types of guidance
- iv. Know educational guidance at different stages of education
- v. Understand the concept, meaning, nature, and importance of counselling
- vi. Understand different types of counselling
- vii. Identify different Tools and Techniques of Guidance and Counselling
- viii. Differentiate educational guidance from educational counselling and teaching.

Course Outcomes

On completion of the course, the students will be able to –

- i. Recall the concept, meaning, nature, and importance of guidance
- ii. Apply the principles of guidance in the field of Education
- iii. Classify different types of guidance
- iv. Apply educational guidance at different stages of education
- v. Recognize the concept, meaning, nature, and importance of counselling
- vi. Classify different types of counselling
- vii. Apply different Tools and Techniques of Guidance and Counselling
- viii. Discriminate educational guidance from educational counselling and teaching.
