JATINDRA RAJENDRA MAHAVIDYALAYA
DEPARTMENT OF EDUCATION
PROGRAMME COURSE

LEARNING OUTCOME BASED CBCS CURRICULUM FOR THREE YEARS UNDER-GRADUATE COURSE IN EDUCATION [GENERAL]

INTRODUCTION

Outline of the Choice Based Credit System being introduced:

1. **Core Course(CC):** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course :** Generally, a course which can be chosen form a pool of course and which many be very specific or specialized or advanced or supportive to the discipline / Subject of study or which provides an extended scope or which enabled an exposure to same other discipline/subject/domain or nurtures the student's proficiency/skill is termed as an Elective Course.

   2.1 Discipline Specific Elective Course (DSEC): Elective courses that are offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses ofinterdisciplinary nature (to be offered by main discipline / subject of study)

   2.2 Generic Elective Course (GEC): An elective course chosen generally from anunrelateddiscipline/subject, with an intention to seek exposure is called a GenericElective.

3. **Skill Enhancement Course (SEC) :** These courses may be- chosen from: a pool of courses desiЯed to provide value-based and/or skill-based instruction.

COURSE CODE & COURSE TITLE

A. **Core Courses (CC)**
1. **EDU-G-CC-T-1 :Educational Philosophy**
2. **EDU-G-CC-T-2:Educational Psychology**
3. **EDU☐G-CC-T-3☐Educational Sociology**
4. **EDU-G-CC-T-4:History of Education**

B. **Generic Elective Courses (GE):**
1. **EDU-G-GE-T-1:Philosophical and Psychological foundations of -Education**
2. **EDU-G-GE-T-2:Historical and Sociological foundations of Education**

C. **Discipline Specific Elective Courses (DSE)**
1. **EDU-G-DSE-T-1/2(A):Value and Peace Education**
2. **EDU-G-DSE-T-l/2{B):Population Education**
3. **EDU-G-DSE-T-1/2(C):Distance Education**
4. **EDU-G-DSE-T-1/2(D):Teacher Education**
5. **EDU☐G-DSE-T-3/4(A):Guidance and Counseling**
6. **EDU-G-DSE-T-3/4(B): Women Education**
7. **EDU-G-DSE-T-3/4(C): Comparative Education**
8. **EDU-G-DSE-T-3/4(D):Human Rights Education**

D. **Skill Enhancement Course (SEC)**
1. **EDU-G-SEC-T-l(A): Statistical Analysis**
2. **EDU-G-SEC-T-1 (B):Achievement test**
3. **EDU-G-SEC-T-2(A): Lesson Planning**
4. **EDU-G-SEC-T-2(B): Use of Teaching Aids**
5. **EDU-G-SEC-T-3(A):Guidance Services**
6. **EDU-G-SEC-T-3(B):Life Skill Education**
7. **EDU-G-SEC-T-4(A):Pedagogica1 Knowledge**
8. **EDU-G-SEC-T-4(B):Yoga Education**

SEMESTER & COURSEWISE COURSE CODE & COURSE TITLE IN B.A.(Hons.)

SEMESTER-I		
Course Code	**Course Title**	**Nature of Course**
EDU-G-CC-T-1	**Educational Philosophy**	**Core**
	CC from another subject	**Core**
	L1-1	**Generic Elective**
AECC-1	**Environmental Education**	**Ability Enhancement**
SEMESTER-II		
Course Code	**Course Title**	**Nature of Course**
EDU-G-CC-T-2	Educational Psychology	**Core**
	CC from another subject	**Core**
	L2-l	**Generic Elective**
AECC-2	Bengal/English communication	**Ability Enhancement**
SEMESTER-III		
Course Code	**Course Title**	**Nature of Course**
EDU-G-CC-T-3	Educational Sociology	**Core**
	CC from another subject	**Core**
	Ll-2	**Core**
EDU-H-SEC-T-1 (anyone)	A. Statistical Analysis B. Achievement Test	**Skill Enhancement**
SEMESTER-IV		
Course Code	**Course Title**	**Nature of Course**
EDU-G-CC-T-4	History of Education	**Core**
	CC from another subject	**Core**
	L2-2	**Core**
EDU-G-SEC-T-2	**A. Lesson Planning** (Practical Course) **B. Use of Teaching Aids** (Practical Course)	**Skill Enhancement**
SEMESTER-V		
Course Code	**Course Title**	**Nature of Course**
EDU-G-GE-T-1	Philosophical and Psychological foundations of Education	Core
EDU-G-DSE-T-1 (anyone)	A: Value and Peace Education B:-Population Education C:-Distance Education D:Teacher Education	Discipline Specific Elective
	One DSE from another subject	Discipline Specific Elective
EDU-G-SEC-T-3	A. Guidance Services B. Life skill Education	**Skill Enhancement**

A. Core Courses (CC)

EDU-G-CC-T-1: Educational Philosophy

INTRODUCTION : Educational Philosophy explores the fundamental beliefs, values, and theories that underpin educational practices and goals. It delves into questions about the nature of knowledge, the purpose of education, and the roles of teachers and learners, shaping the philosophical framework guiding teaching, learning, and educational policies.

Course Learning outcome :

After completion of the course the learners will be able to:

Co 1 - Discuss the meaning, nature, scope and aims of education.

CO 2 - Discuss the meaning and scope of educational philosophy.

CO 3 - Explain the factors of education and their relationships.

CO 4 - Describe the knowledge, reality and value of different Indian schools of philosophy namely Sankhya and Buddhism.

CO 5 - Discuss the educational view of different Western schools of philosophy namely Realism and Humanism.

CO 6 - Explain about the. Philosophy of Indian Great Educators like - Swami Vivekananda,

CO 7 - Rabindranath Tagore.

CO 8 - Explain about the Philosophy of Western Great Educators like -Rousseau, Dewey.

ElDU-G-CC-T-2: Educational Psychology

INTRODUCTION : Educational Psychology investigates how people learn and develop within educational settings. It explores cognitive, emotional, and social processes that influence learning, teaching, and student behavior. By understanding these dynamics, educational psychologists inform instructional practices, curriculum design, and interventions to support optimal learning outcomes for diverse learners.

Course Learning outcome :

After completion of the course the learners will be able to:

CO 1 - Discuss the concept, nature, scope and uses of Psychology in education.

CO 2 - Explain influenceof growth and development in education.

CO 3 - Describe the meaning and concept of learning, its theories and factors.

CO 4 - Explain the application of theories in classroom situation.

CO 5 - Discuss the concept and theories of intelligence and creativity.

CO 6 - Explain the concept and development of personality.

EDU-G-CC—T-3: Educational Sociology

INTRODUCTION : Educational Sociology examines the relationship between education and society. It explores how social structures, cultural norms, and institutional practices shape educational systems and experiences. Through sociological perspectives, it analyzes issues such as inequality, socialization, and the role of education in fostering social change, offering insights into the complexities of education within diverse societal contexts.

Course Learning outcome :

After completion of the course the learners will be able to:

CO 1 - Discuss the meaning, nature and scope of educational sociology and Relation between Education and Sociology.

CO 2 - Describe the Social factor and their relation to Education.

CO 3 - Define social groups, socialization and Social Institution and Agencies of Education. Explain the Social change and its impact on Education.

EDU-G-CC-T-4: History of Education

INTRODUCTION : The History of Education delves into the evolution of educational systems, practices, and philosophies across different time periods and cultures. It examines key historical events, influential figures, and educational ideologies that have shaped the development of schooling and learning methods. By understanding the historical context of education, scholars gain insights into its social, cultural, and political significance.

Course Learning outcome :

After completion of the course the learners will be able to:

CO 1 - Understand the development of education in India in historical perspectives.

CO 2 - Discuss the British Indian education system.

CO 3 - Discuss the contributions of Education Commission in Post Independent India.

CO 4 - Understand the National Policy on Education and National Education system.

B. Generic Elective Courses (GE):

EDU-G-GE-T-1: Philosophical and Psychological Foundations of Education

INTRODUCTION : Philosophical and Psychological Foundations of Education explores the intersection between philosophical theories and psychological principles in shaping educational practices and policies. It delves into questions about the nature of knowledge, human development, learning processes, and the societal aims and values inherent in educational endeavors, informing pedagogical approaches.

Course Learning outcome :

After completion of the course the learners will be able to:

CO 1 - Discuss the meaning, nature, scope and aims of education.

CO 2 - Discuss the meaning and scope of educational philosophy.

CO 3 - Explain the factors of education and their relationships.

CO 4 - Discuss the concept, nature, scope and uses of Psychology in education.

CO 5 - Explain the influence of growth and development in education.

CO 6 - Describe the meaning and concept of learning, its theories and factors.

CO 7 - Explain the application of learning theories in classroom situation.

CO 8 - Discuss the concept and theories of intelligence and creativity.

EDU -G-GE-T-2: Historical and Sociological Foundations of Education

INTRODUCTION : Historical and Sociological Foundations of Education examine the historical development and societal influences on educational systems and practices. It analyzes how historical events, cultural norms, and social structures have shaped educational policies, ideologies, and institutions. Through sociological perspectives, it offers insights into the complexities and evolution of education within diverse social contexts.

Course Learning outcome :

After completion of the course the learners will be able to:

CO 1 - Explain the development of education in India in historical perspectives.

CO 2 - Discuss the contribution of education commission in post independent India.

CO 3 - Explain the National policy on Education and National Education systems.

CO 4 - Discuss the meaning, nature, and scope of educational Sociology and Relation between Education and Sociology,

CO 5 - Define Social Groups, Socialization and Social institution and Agencies of Education.

CO 6 - Explain the concept of Social Stratification, Mobility and Role of education in it

C. Discipline Specific Elective Courses (DSE)

EDU-G-DSE-T-1/2(A): Value & Peace Education

INTRODUCTION : Value and Peace Education promote the cultivation of ethical values, social responsibility, and conflict resolution skills in educational settings. It aims to foster a culture of peace, tolerance, and empathy, equipping learners with tools to address societal challenges and contribute to a more harmonious and just world.

Course Learning outcome :

After completion of the course the learners will be able to:

CO 1 - Understand the concept and meaning of value.

CO 2 - Become aware about the role of educational institutions in building-a value-based society.

CO 3 - Understand the meaning and concept of peace and its importance in human life.

CO 4 - Understand the meaning and importance of peace education and its relevance at national and international level.

CO 5 - Identify the different issues/ challenges in imparting peace education.

CO 6 - Identify the strategies and skills in promoting peace education at institutional level.

EDU-G-DSE-T-1/2(B): Population Education

INTRODUCTION : Population Education addresses the interdisciplinary study of population dynamics, demographic trends, and their implications for sustainable development. It aims to increase awareness of population issues, promote responsible reproductive behavior, and empower individuals to make informed decisions about family planning, resource allocation, and environmental conservation.

Course Learning outcome :

After completion of the course the learners will be able to:

CO 1 - Explain the meaning, concept, scope & objectives of Population Education.

CO 2 - Discuss the historical development of Population Education.

CO 3 - Describe the definition, factors, causes and prevention of population growth.

CO 4 - Explain the Population Education curriculum and policies.

EDU-G-DSE-T-1/2(C): Distance Education

INTRODUCTION : Distance Education, also known as distance learning or online learning, provides educational opportunities to learners who are geographically separated from instructors or traditional classrooms. It utilizes technology to deliver instruction, facilitate communication, and support collaboration between students and teachers. Distance education offers flexibility and accessibility, enabling learners to pursue education remotely, often balancing studies with work or other commitments.

Course Learning outcome :

After completion of the course the learners will be able to:

CO 1 - Explain the meaning, characteristics, objectives, merits &demerits of distance & open education.

CO 2 - Discuss the mode and strategies of distance education.

CO 3 - Describe the relationship among Non-formal, Correspondence, Distance and Open Education.

CO 4 - Discuss the present status of distance and open education in India

CO 5 - Explain the role of multi-media in Distance and Open Education.

CO 6 - Discuss the problems and remedies of distance and open education in India

EDU-G-DSE-T-1/2(D): TEACHER EDUCATION

INTRODUCTION : Teacher Education focuses on preparing individuals to become effective educators in various educational settings. It encompasses theoretical knowledge, practical skills, and pedagogical strategies necessary for teaching. Through coursework, field experiences, and reflective practice, teacher education programs aim to cultivate competent, compassionate, and culturally responsive teachers committed to student success.

Course Learning outcome :

After completion of the course the learners will be able to:

CO 1 - Explain the Concept, Scope, Aims & Objectives and Significance of teacher education

CO 2 - Acquaint with the development of Teacher Education in India

CO 3 - Acquaint with the different organizing bodies of teacher education in India and their functions in preparation of teachers for different levels of education

CO 4 - Acquaint with the innovative trends and recent issues in teacher education, and be able to critically analyses the status of teacher education in India

CO 5 - Understand and conceive the qualities, responsibilities and professional ethics of teacher

EDU-G-DSE-T-3/4 (A): Guidance & Counseling

INTRODUCTION : Guidance and Counseling provide vital support in educational settings, addressing students' academic, personal, social, and career needs. Through counseling sessions, assessments, and interventions, it aims to foster holistic development, enhance well-being, and empower individuals to make informed decisions, navigate challenges, and achieve their academic and personal goals effectively.

Course Learning outcome :

After completion of the course the learners will be able to:

CO 1 - Explain the concept, nature, scope, types & importance of Guidance.

CO 2 - Discuss the concept, nature, scope, types & importance of Counselling.

CO 3 - Discuss different tools and techniques used in Guidance & Counselling.

CO 4 - Identify the characteristics of diverse learner

CO 5 - Explain the need of Guidance for diverse learner

CO 6 - Explain the need of counselling for diverse learner

EDU-G-DSE-T-3/4(B): WOMEN EDUCATION

INTRODUCTION : Women's Education advocates for equitable access to educational opportunities and empowerment of women and girls through learning. It addresses historical barriers, societal norms, and gender inequalities in education, highlighting the importance of education in promoting gender equality, economic empowerment, and social progress for individuals and communities worldwide.

Course Learning outcome :

After completion of the course the learners will be able to:

CO 1 - Know the changing role of women in India

CO 2 - Understand gender discrimination in Indian society

CO 3 - Make the students understand the constitutional provisions for women and their rights.

CO 4 - Make the students understand women empowerment

CO 5 - Develop an awareness and sensitivity towards women

EDU-G-DSE-T-3/4(C): Comparative Education

INTRODUCTION : Comparative Education explores the similarities, differences, and influences among educational systems globally. It investigates diverse cultural, social, political, and economic factors shaping education across countries. By analyzing these dynamics, comparative education provides insights into educational practices, policies, and reforms, contributing to cross-cultural understanding and educational improvement worldwide.

Course Learning outcome :

After completion of the course the learners will be able to:

CO 1 - Discuss the meaning, nature, scope, importance, and methods of Comparative Education.

CO 2 - Explain the concept of Universalization of Elemental}' and Secondary Education in UK & USA.

CO 3 - Compare Indian Education system with USA

CO 4 - Compare Indian Education system with UK

D. Skill Enhancement Course (SEC)

EDU-G-SEC-T-1(A): Statistical Analysis

INTRODUCTION : Statistical Analysis involves the collection, organization, interpretation, and presentation of data to uncover patterns, trends, and relationships. It employs various statistical methods and techniques to make informed decisions, draw conclusions, and derive meaningful insights across disciplines such as science, economics, sociology, and beyond.

Course Learning outcome :

After completion of the course the learners will be able to:

CO 1 - Describe the concept of Central tendency and their properties

CO 2 - Explain the concept of measures of variability and their properties

CO 3 - Describe the concept of co-relation and their application

EDU-G-SEC-T-1(B): Achievement Test

INTRODUCTION : An achievement test is a standardized assessment tool designed to measure a person's knowledge, skills, or abilities in a specific subject area. It aims to evaluate the level of mastery attained by individuals and is commonly used in educational settings to assess learning outcomes, inform instructional practices, and track academic progress.

Course Learning outcome :

After completion of the course the learners will be able to:

CO 1 - Define Test

CO 2 - Identify the Test item

CO 3 - Discuss the type of Test item

CO 4 - Define Achievement Test

CO 5 - Explain the characteristics of Achievement Test

CO 6 - State the objectives of Achievement Test

CO 7 - Discuss the function of Achievement Test

CO 8 - Describe the functions of Test item

CO 9 - Construct Achievement test

EDU-G-SEC-T-2 (A): Lesson Planning

INTRODUCTION : Lesson planning involves the systematic process of designing instructional activities and strategies to achieve specific learning objectives. It encompasses determining the content, teaching methods, resources, and assessment techniques to effectively engage students and facilitate their learning. Well-designed lesson plans ensure coherence, relevance, and alignment with educational goals and standards.

Course Learning outcome :

After completion of the course the learners will be able to:

CO 1 - Discuss the meaning and characteristics of Lesson Plan.

CO 2 - Explain the advantages

CO 3 - Classify different Lesson Plans.

CO 4 - Explain the steps of constructing Lesson Plan.

CO 5 - Discuss the principles of Lesson Plan.

CO 6 - Develop Lesson Plan

EDU-G-SEC-T-2(B): Use of Teaching Aids

INTRODUCTION : The use of teaching aids involves employing various instructional materials and resources to enhance teaching and learning experiences in the classroom. These aids can include visual aids such as charts, diagrams, and multimedia presentations, as well as hands-on materials like models, manipulatives, and experiments. Effective use of teaching aids supports student engagement, comprehension, and retention of course content.

Course Learning outcome :

After completion of the course the learners will be able to:

CO 1 - Discuss the meaning and characteristics of Teaching Aids.

CO 2 - Explain the usability of Teaching Aids.

CO 3 - Express the quality and limitation of Teaching Aids.

CO 4 - Discuss the classification of Teaching Aids.

CO 5 - Develop different Teaching Aids

EDU-G-SEC-T-3(A): Guidance Services

INTRODUCTION : Guidance services encompass a range of support mechanisms provided to individuals within educational institutions to address academic, career, personal, and social needs. These services may include counseling, mentoring, academic advising, and career guidance. Guidance services aim to empower individuals to make informed decisions, overcome challenges, and achieve their academic and personal goals effectively.

Course Learning outcome :

After completion of the course the learners will be able to:

CO 1 - Identify different guidance services

CO 2 - Discuss the meaning and importance of guidance services

CO 3 - Organize guidance services in school level

EDU-G-SEC-T-3(B): Life skill Education

INTRODUCTION : Life skill education equips individuals with essential abilities to navigate various challenges and thrive in everyday life. It covers a range of skills such as communication, problem-solving, decision-making, critical thinking, and interpersonal skills. Life skill education aims to empower individuals to adapt to changing circumstances, make responsible choices, and lead fulfilling lives.

Course Learning outcome :

After completion of the course the learners will be able to:

CO 1 - Describe the meaning of life skill education, its nature and scope.

CO 2 - Describe effective communication, its functions, model and barriers.

CO 3 - Explain interpersonal relationship, its definition and factors affecting relationships.

CO 4 - Explain meaning, nature, stages of creative and critical thinking.

CO 5 - Describe the concept of problem solving, its steps and factors influencing problem solving.

CO 6 - Discuss the concept of coping with emotions its characteristics, types and coping strategies.

EDU-G-SEC-T-4(A) : Pedagogical Knowledge

INTRODUCTION : Pedagogical knowledge refers to the understanding of principles, theories, and strategies related to effective teaching and learning. It encompasses knowledge of instructional methods, curriculum design, assessment techniques, classroom management, and the psychological and sociological aspects of education. Pedagogical knowledge is essential for educators to create engaging and meaningful learning experiences for students.

Course Learning outcome :

After completion of the course the learners will be able to:

CO 1 - State the meaning, definition, need and scope of Pedagogy

CO 2 - Explain the difference between Pedagogy & Andragogy

CO 3 - Describe the aims and objectives of different discipline such as- Language, Social Science, Science & Mathematics.

CO 4 - Discuss different Pedagogical approaches

EDU-G-SEC-T-4(B): Yoga Education

INTRODUCTION : Yoga education involves the teaching and practice of yoga as a holistic approach to physical, mental, and spiritual well-being. It encompasses various aspects of yoga philosophy, asanas (postures), pranayama (breathing techniques), meditation, and mindfulness practices. Yoga education aims to promote self-awareness, stress management, and overall health and vitality.

Course Learning outcome :

After completion of the course the learners will be able to:

CO 1 - Explain the meaning, nature, aims and role of teacher of Yoga education

CO 2 - Discuss different types of Yoga

CO 3 - Explain the meaning, nature, aims and role of teacher of Yoga education

CO 4 - Discuss different types of Yoga

CO 5 - Explain the historical background of Yoga Education

CO 6 - Discuss the relationship among Yoga, Sankhya Philosophy and Bhagwat Gita

CO 7 - Describe the need of Yoga for healthy life style

PROGRAMME OUTCOMES OF EDUCATION

On successful completion of the course a student will be able to:

PO 1 - To make the students understand the role of education and the nature& processes of learning relevant for human beings in a changing social context and critically analyze its operational effectiveness in that context.

PO 2 - To prepare background as well as interest in the students to take up 1e,1cbing profession to serve the national school system. teacher education and society as well.

PO 3 - To fan1iliarize the student with the basic methods of educational research, educational technology. measurement & evaluation.

PO 4 - To acquaint the students with various problems in India Education along wid1 the existing education system of various developed & developing countries.

PO 5 - To develop the scientific attitude among the students through experimental psychology.

PO 6 - To train the s1udem with hands on experiences on different aspects of education with the help of visiting schools and community.