

**CO-PO attainment
in
Outcome Based Education
(Honours)**

Department of Education

Government General Degree College, Kalna-I

Program Outcome (PO)

- ❖ PO1: Disciplinary knowledge
- ❖ PO2: Communication skills
- ❖ PO3: Critical Thinking
- ❖ PO4: Problem solving
- ❖ PO5: Analytical reasoning
- ❖ PO6: Research related skill
- ❖ PO7: Reflective thinking
- ❖ PO8: Information/ digital learning
- ❖ PO9: Self-directed learning

Program Specific Outcome (PSO): UG Education

- ❖ PSO1 Foundation of theoretical concepts of Education: To use theoretical concepts to explain various aspects of education and its challenges. Recognize the fundamental questions relating to the existing educational system.
- ❖ PSO2 The ability to understand the basic concept and system in education and apply them in real-life situations. To be acquainted with the recent trends of this discipline.
- ❖ PSO3 Ability to make a stable foundation for the post-graduation course research and other related fields/areas of real-life applications

Course Content

Course code : CC-1

Course name : Educational Philosophy – I

SYLLABUS

Unit –I:

Education: Meaning, Nature and Scope ● Functions of Education ● Factors of Education
● Aims of Education: Individualistic and Socialistic.

Unit –II:

Introduction to Philosophy of Education, ● Relationship of Education and Philosophy, ● Schools of Indian Philosophy-basic features with special reference to its Epistemological and Ethical aspects ● Sankhya, ● Yoga, ● Nyaya, ● Charvak, ● Buddhist, ● Jain and their educational implications.

Unit –III:

Child Centric Education: Meaning and Characteristics, ● Aims of modern child centric education, ● Different approaches of Child- Centric Education, ● Life Centric Education: features and significance.

Unit –IV:

Contributions of Great Educators to Education, ● Rammohan Roy, ● Iswar Chandra Vidyasagar, ● Swami Vivekananda, ● Rabindranath Tagore, ● Mahatma Gandhi.

Course Outcomes (COs)

After completion of this course, students will be able to

Sl. No.	Course Outcomes (COs)	Knowledge Level (Bloom's Level)	POs Mapping	PSOs Mapping
CO:1	Explain meaning, nature, scope and function of education.	L2: Understanding	1,2,3,5,9	1, 2, 3
CO:2	Describe of contribution of great Indian educators.	L1: Remembering	1,2,5,9	1, 2, 3
CO:3	Demonstrate the relationship of education and philosophy.	L3: Applying	1,2,3,4,5,9	1, 2, 3
CO:4	Illustrate the major features of child centric education.	L4: Analyzing	1,2,3,4,5,8,9	1, 2, 3
CO:5	Summarize various concepts of different schools of Indian philosophy.	L5: Evaluating	1,2,3,4,5,6,7,9	1, 2, 3
CO:6	Relate individualistic and socialistic aims of education.	L4: Analyzing	1,2,3,4,5,8,9	1, 2, 3

Programme Articulation Matrix (CO-PO Matrix)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	2	2	-	2	-	-	-	1	1	3	2
CO2	3	2	-	-	2	-	-	-	2	1	1	2
CO3	1	1	2	1	3	-	-	-	2	1	3	2
CO4	1	1	3	2	3	-	-	1	3	2	3	3
CO5	2	2	3	2	3	3	2	-	2	2	2	3
CO6	1	1	2	1	3	-	-	1	2	1	2	1
Average	1.83	1.5	2.4	1.5	2.7	3.0	2.0	1.0	2.0	1.3	2.3	2.2

Course Content

Course code : CC-2
Course name : Educational Psychology—I

SYLLABUS

Unit –I:

Introduction to Psychology, Meaning, and Definition, • Nature and Scope of Educational Psychology, • Relation between Education and Psychology, • Methods of Educational psychology.

Unit –II:

Growth and Development: Meaning and Concepts, • Determinants of Development- Heredity and Environment, • Principles of Development, Stages of Physical Development, • Characteristics of different stages,

Areas of development: Emotional, Intellectual and Social, • Individual differences: concept, types, and educational implications.

Unit –III:

Concept of learning, • Factors associated with learning, • Theories of learning: Trial and Error, Classical Conditioning; Operant Conditioning, Insightful learning, • Gagne's theory of learning,

Unit –IV:

Transfer of Learning: Concept, Theories and Educational Application.

Course Outcomes (COs)

After completion of this course, students will be able to

Sl. No.	Course Outcomes (COs)	Knowledge Level (Bloom's Level)	POs Mapping	PSOs Mapping
CO:1	Summarize the theoretical and educational application of transfer of learning.	L5: Evaluating	1,2,3,5,6,7,9	1, 2, 3
CO:2	Define psychology.	L1: Remembering	1,2,5,9	1, 2, 3
CO:3	Criticize the determinants of development.	L5: Evaluating	1,2,3,5,6,7,9	1, 2, 3
CO:4	Illustrate the different stages of development.	L4: Analyzing	1,2,3,4,5,8,9	1, 2, 3
CO:5	Demonstrate different theories of learning.	L3: Applying	1,2,3,4,5,9	1, 2, 3
CO:6	Explain the relationship between education and psychology.	L2: Understanding	1,2,3,5,9	1, 2, 3

Programme Articulation Matrix (CO-PO Matrix)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	3	2	-	1	1	1	-	2	1	1	2
CO2	2	2	-	-	3	-	-	-	1	1	1	1
CO3	3	3	2	-	1	1	1	-	2	1	2	2
CO4	1	1	2	1	3	-	-	2	2	1	1	2
CO5	1	1	2	1	3	-	-	-	1	1	1	1
CO6	1	2	2	-	2	-	-	-	1	1	1	1
Average	1.8	2.0	2.0	1.0	2.2	1.0	1.0	2.0	1.5	1.0	1.2	1.5

Course Content

Course code : CC-3
Course Name: Educational Philosophy-II

SYLLABUS

Unit –I:

Western Schools of Philosophy and their Educational Implication, ● Idealism, ● Naturalism, ● Realism and ● Pragmatism; Their contribution to present day education.

Unit –II:

Contribution of Great Educators to Education, ● Rousseau, ● Pestalozzi, ● Froebel, ● Dewey, ● Montessori.

Unit –III:

Current issues in Education: Education for Democracy, ● Education for National Integration, ● Education for International Understanding,

Unit –IV:

Education for empowerment of Different Categories of People, Education for Peace, Education for Leisure

Course Outcomes (COs)

After completion of this course, students will be able to

Sl. No.	Course Outcomes (COs)	Knowledge Level (Bloom's Level)	POs Mapping	PSOs Mapping
CO:1	Describe different Western schools of philosophy.	L1: Remembering	1, 2, 5,9	1, 2, 3
CO:2	Define education for peace.	L1: Remembering	1, 2, 5, 9	1, 2, 3
CO:3	Demonstrate the prospects of education for empowerment of different categories of people	L3: Apply	1, 2, 3, 4, 5, 9	1, 2, 3
CO:4	Explain education for national integration.	L2: Understanding	1, 2, 3, 5, 9	1, 2, 3
CO:5	Distinguish the contribution of the great Western educators.	L4: Analyze	1, 2, 3, 5, 8, 9	1, 2, 3
CO:6	Criticize the issues of democracy, national integration, and international understanding in education.	L5: Evaluate	1, 2, 3, 4, 5, 6, 7, 9	1, 2, 3

Programme Articulation Matrix (CO-PO Matrix)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	2	-	-	1	-	-	-	1	2	2	1
CO2	2	1	-	-	2	-	-	-	2	3	2	1
CO3	1	2	1	3	1	-	-	-	2	2	1	2
CO4	2	2	2	-	2	-	-	-	1	1	2	1
CO5	1	1	2	-	2	-	-	2	2	1	1	2
CO6	2	1	2	1	2	1	2	-	1	1	2	1
Average	1.7	1.5	1.8	2.0	1.7	1.0	2.0	2.0	1.5	1.7	1.7	1.3

Course Content

Course code : CC-4
Course Name: Educational Psychology—II

SYLLABUS

Unit –I:

Intelligence: Concept and Definition, ● Theories of Intelligence: Two- factor, Group-factor and ● Guilford's theory of Intellect, ● Measurement of intelligence: Verbal, Non-verbal and

Performance Test, ● Creativity: Meaning and nature, Characteristics of creative person.

Unit –II:

Personality: Meaning and Nature, ● Development of Personality, ● Personality: Types and Traits, Psychoanalytical theory of Personality, ● Humanistic approach of Personality, ● Assessment of Personality.

Unit –III:

Memory: Meaning and Concepts, Process of Memorization, ● Storage and reproduction of information, ● Types of Memory: Sensory Memory-short term and long-term memory, ● Encoding of Memory, ● Economy in memorization, ● Remembering and Forgetting: Causes.

Unit –IV:

Piaget's theory of Cognitive development: Definition and brief outline, Burner & Vygotsky's Theories of Development.

Course Outcomes (COs)

After completion of this course, students will be able to

Sl. No.	Course Outcomes (COs)	Knowledge Level (Bloom's Level)	POs Mapping	PSOs Mapping
CO:1	Explain the theories of intelligence.	L2: Understanding	1,2,3,5,9	1, 2, 3
CO:2	Distinguish between verbal, non-verbal and performance test of intelligence.	L4: Analyzing	1,2,3,5,8,9	1, 2, 3
CO:3	Demonstrate the assessment of personality.	L3: Applying	1,2,3,4,5,9	1, 2, 3
CO:4	Describe the characteristics of a creative person.	L1: Remembering	1,2,5,9	1, 2, 3
CO:5	Summarise the types and traits of personality.	L5: Evaluating	1,2,3,4,5,6,7,9	1, 2, 3
CO:6	Illustrate the process of memorization.	L4: Analyzing	1,2,3,5,8,9	1, 2, 3

Programme Articulation Matrix (CO-PO Matrix)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	1	2	-	1	-	-	-	1	1	2	2
CO2	2	2	3	-	2	-	-	2	1	1	3	1
CO3	3	1	2	2	1	-	-	-	2	2	2	1
CO4	2	2	-	-	2	-	-	-	1	1	2	1
CO5	3	1	2	1	3	1	1	-	1	1	2	2
CO6	2	1	3	-	2	-	-	2	2	1	1	1
Average	2.3	1.3	2.4	1.5	1.8	1.0	1.0	2.0	1.3	1.2	2.0	1.3

Course Content

Course code : CC-5
Course Name: Education Sociology-1

SYLLABUS

Unit –I:

Education Sociology: Concept, Nature and Scope, • Sociology of Education: Concept and Nature • Relation between Sociology and Education

Unit –II:

Education as a social sub-system; specific characteristic, • The Components of Education and community, • Relation between Education and Community, • Education for Indian Society

Unit –III:

Social Change: Concept and nature, • Factors and problems of social change in India, • Education with Special Reference to Social Change

Unit –IV:

Social Stratification: Concept and Nature, • Education with reference to social stratification, • Social equity and equality of educational opportunities

Course Outcomes (COs)

After completion of this course, students will be able to

Sl. No.	Course Outcomes (COs)	Knowledge Level (Bloom's Level)	POs Mapping	PSOs Mapping
CO:1	Define education sociology.	L1: Remembering	1,2,5,9	1, 2, 3
CO:2	Describe the relation between sociology and education.	L1: Remembering	1,2,5,9	1, 2, 3
CO:3	Illustrate the factors and problems of social change in India.	L4: Analyzing	1,2,3,5,8,9	1, 2, 3
CO:4	Explain social stratification and its nature.	L2: Understanding	1,2,3,5,9	1, 2, 3
CO:5	Summarize social equity and equality of educational opportunity.	L5: Evaluating	1,2,3,4,5,6,7,9	1, 2, 3
CO:6	Demonstrate education as social sub-system.	L3: Applying	1,2,3,4,5,9	1, 2, 3

Programme Articulation Matrix (CO-PO Matrix)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	1	-	-	2	-	-	-	2	1	2	2
CO2	2	1	-	-	2	-	-	-	3	2	3	1
CO3	2	2	3	-	2	-	-	2	2	2	3	2
CO4	1	2	2	-	1	-	-	-	1	1	2	1
CO5	2	1	2	2	1	1	2	-	1	1	1	1
CO6	3	2	2	1	2	-	-	-	1	3	3	1
Average	2.0	1.5	2.3	1.5	1.7	1.0	2.0	2.0	1.7	1.7	2.3	1.3

Course Content

Course code : CC-6

Course Name: Education in Ancient & Medieval India

SYLLABUS

Unit –I:

Education in Vedic period with special reference to ● Concepts, ●Aims, ● Curriculum, ● Method of teaching, ● Role of Teachers and Salient features.

Unit –II:

Education in Bramanic period with special reference to ● Concepts, Aims, ● Curriculum, ● Method of teaching, ● Role of Teachers and Salient features.

Unit –III:

Education in Buddhistic Period with special reference to ● Concepts, ● Aims, ● Curriculum, ● Method of teaching, ● Role of Teachers and Salient features, ● Comparison between Brahmanic and Buddhistic education.

Unit –IV:

Education in Medieval India: Under Sultanate and Mughal Rulers, with special reference to ● Objectives, ● Curriculum, ● Method of teaching, ● Role of Teachers and Salient features.

Course Outcomes (COs)

After completion of this course, students will be able to

Sl. No.	Course Outcomes (COs)	Knowledge Level (Bloom's Level)	POs Mapping	PSOs Mapping
CO:1	Define educational aims and curriculum in Vedic period.	L1: Remembering	1,2,5,9	1, 2, 3
CO:2	Outline the role of teachers in Vedic period.	L4: Analyzing	1,2,3,5,8,9	1, 2, 3
CO:3	Explain the concepts of Vedic, Brahmanic, and Buddhist education.	L2: Understanding	1,2,3,5,9	1, 2, 3
CO:4	Evaluate the curriculum of Buddhist period.	L5: Evaluate	1,2,3,4,5,6,7,9	1, 2, 3
CO:5	Explain the objectives of education in Medieval India.	L2: Understanding	1,2,3,5,9	1, 2, 3
CO:6	Demonstrate the method of teaching in ancient and medieval India.	L3: Applying	1,2,3,4,5,9	1, 2, 3

Programme Articulation Matrix (CO-PO Matrix)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	1	1	-	-	2	-	-	-	1	1	1	2
CO2	2	1	2	-	2	-	-	2	3	3	2	1
CO3	2	2	3	-	1	-	-	-	1	3	2	2
CO4	1	1	2	1	3	2	1	-	2	2	2	3
CO5	2	2	2	-	2	-	-	-	1	1	2	1
CO6	1	1	2	2	2	-	-	-	2	1	2	3
Average	1.5	1.3	2.2	1.5	2.0	2.0	1.0	2.0	1.7	1.8	1.8	2.0

Course Content

Course code : CC-7
Course name : Education in British India

SYLLABUS

Unit –I:

Indian Education during early British Period, ● Missionary educational activities in India during early 19th century, ● Serampore Mission, ● Fort William College, ● Bengal Renaissance-Educational contributions, ● Charter Act of 1813.

Unit –II:

● Introduction to Western Education, ● Oriental and Occidental Controversy, ● Macaulay's Minute, ● Adam's Report and its recommendations, ● Wood's Despatch-1854.

Unit –III:

Recommendations of Indian Education Commission (1882), ● Educational reforms of Lord Curzon, ● National Education Movement, ● Gokhale's compulsory primary education bill

Unit –IV:

Calcutta University Commission (1917-1919), ● Education under Diarchy, ● Hartog Committee Report (1929), ● Education under Provincial autonomy, Abbot Wood Report, ● Gandhiji's Basic Education, ● Sargeant Report (1944)

Course Outcomes (COs)

After completion of this course, students will be able to

Sl. No.	Course Outcomes (COs)	Knowledge Level (Bloom's Level)	POs Mapping	PSOs Mapping
CO:1	Explain Oriental-Occidental Controversy and Macaulay's Minute.	L2: Understanding	1,2,3,5,9	1, 2, 3
CO:2	Describe the missionary educational activities in India during early 19th century.	L1: Remembering	1,2,5,9	1, 2, 3
CO:3	Demonstrate the major features of Charter Act 1813.	L3: Applying	1,2,3,4,5,9	1, 2, 3
CO:4	Illustrate the education under Diarchy and education under Provincial autonomy.	L4: Analyzing	1,2,3,4,5,8,9	1, 2, 3
CO:5	Summarize the influence of Bengal Renaissance in education.	L5: Evaluating	1,2,3,4,5,6,7,9	1, 2, 3
CO:6	Relate National Education Movement with Lord Curzon's educational reforms.	L4: Analyzing	1,2,3,4,5,8,9	1, 2, 3

Programme Articulation Matrix (CO-PO Matrix)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	2	2	-	2	-	-	-	1	1	3	2
CO2	3	2	-	-	2	-	-	-	2	1	1	2
CO3	1	1	2	1	3	-	-	-	2	1	3	2
CO4	1	1	3	2	3	-	-	1	3	2	3	3
CO5	2	2	3	2	3	3	2	-	2	2	2	3
CO6	1	1	2	1	3	-	-	1	2	1	2	1
Average	1.83	1.5	2.4	1.5	2.7	3.0	2.0	1.0	2.0	1.3	2.3	2.2

Course Content

Course code : SEC-1
Course Name: Value Education

SYLLABUS

Unit –I:

- Value Education: Meaning and Concept, ● Needs of Value Education,

Unit –II:

- Values in a Pluralist Society, ● Morality: Concept, ● Needs of Morality, ● Morality & Value, ● Role of Parents to Facilitate Children's Moral Development

Unit –III:

- Values in the Classroom, ● Value from the pupil's perspective, ● Inculcation of Values among the students, ● Role of the teachers to facilitate moral development among the pupils,

Unit –IV:

- Peace Education: Meanings and Aims, ● Values in Peace Education, ● Values and Human Rights Education

Course Outcomes (COs)

After completion of this course, students will be able to

Sl. No.	Course Outcomes (COs)	Knowledge Level (Bloom's Level)	POs Mapping	PSOs Mapping
CO:1	Summarize the inculcation of Values among the students.	L5: Evaluating	1,2,3,5,6,7,9	1, 2, 3
CO:2	Define value education.	L1: Remembering	1,2,5,9	1, 2, 3
CO:3	Criticize value from the pupil's perspective	L5: Evaluating	1,2,3,5,6,7,9	1, 2, 3
CO:4	Illustrate the major features of human rights education.	L4: Analyzing	1,2,3,4,5,8,9	1, 2, 3
CO:5	Demonstrate the role of the teachers to facilitate moral development among the pupils.	L3: Applying	1,2,3,4,5,9	1, 2, 3
CO:6	Explain the meaning, concept, and need of value education.	L2: Understanding	1,2,3,5,9	1, 2, 3

Programme Articulation Matrix (CO-PO Matrix)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	3	2	-	1	1	1	-	2	1	1	2
CO2	2	2	-	-	3	-	-	-	1	1	1	1
CO3	3	3	2	-	1	1	1	-	2	1	2	2
CO4	1	1	2	1	3	-	-	2	2	1	1	2
CO5	1	1	2	1	3	-	-	-	1	1	1	1
CO6	1	2	2	-	2	-	-	-	1	1	1	1
Average	1.8	2.0	2.0	1.0	2.2	1.0	1.0	2.0	1.5	1.0	1.2	1.5

Course Content

Course code : CC-8
Course Name: Educational Sociology-II

SYLLABUS

Unit –I:

Socialization: Meaning, process and factors of socialization, ● Role of the Parents and the Teachers in the process of socialization, ● Social Control: Meaning and types of social control, ● Agencies of Social Control.

Unit –II:

Social Mobility: Meaning, Types, ● Causes and factors of Social Mobility,
Mobility in Indian Society

Unit –III:

Concept of Culture, ● Cultural Change & Cultural Lag, ● Education as Cultural Determinants, ● Education for Multicultural Society

Unit –IV:

Social Institution and Agencies of Education: Family, School, State, Mass media, ● Educative role of the above social agencies.

Course Outcomes (COs)

After completion of this course, students will be able to

Sl. No.	Course Outcomes (COs)	Knowledge Level (Bloom's Level)	POs Mapping	PSOs Mapping
CO:1	Describe the concept of culture.	L1: Remembering	1, 2, 5,9	1, 2, 3
CO:2	Define socialization.	L1: Remembering	1, 2, 5, 9	1, 2, 3
CO:3	Demonstrate the role of the parents and the teachers in the process of socialization.	L3: Apply	1, 2, 3, 4, 5, 9	1, 2, 3
CO:4	Explain the basic idea of cultural lag.	L2: Understanding	1, 2, 3, 5, 9	1, 2, 3
CO:5	Distinguish the educative role of various social agencies.	L4: Analyze	1, 2, 3, 5, 8, 9	1, 2, 3
CO:6	Summarize the importance of social mobility in Indian society.	L5: Evaluate	1, 2, 3, 4, 5, 6, 7, 9	1, 2, 3

Programme Articulation Matrix (CO-PO Matrix)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	2	-	-	1	-	-	-	1	2	2	1
CO2	2	1	-	-	2	-	-	-	2	3	2	1
CO3	1	2	1	3	1	-	-	-	2	2	1	2
CO4	2	2	2	-	2	-	-	-	1	1	2	1
CO5	1	1	2	-	2	-	-	2	2	1	1	2
CO6	2	1	2	1	2	1	2	-	1	1	2	1
Average	1.7	1.5	1.8	2.0	1.7	1.0	2.0	2.0	1.5	1.7	1.7	1.3

Course Content

Course code : CC-9

Course Name: Development of Education in Post-Independence Period

SYLLABUS

Unit –I:

University Education Commission (1948-49): Aims, Curricula, Rural University and Other Recommendations, • Mudaliar Commission (1952- 53): Aims, Structure, Curricula and Other Recommendations,

Unit –II:

Kothari Commission (1964-66): Objectives, Structure, Curricula, Technical and Professional Education, Recommendations on different areas of education.

Unit –III:

Universal elementary education: Free, Compulsory & Universal Education in India, • Present Position of Elementary Education, • Language Policy in Education as recommend by different Commissions& Committees.

Unit –IV:

National Policy on Education (1986), • Programme of Action (P.O.A.)- (1982), • Constitutional Reforms Relating to Education.

Course Outcomes (COs)

After completion of this course, students will be able to

Sl. No.	Course Outcomes (COs)	Knowledge Level (Bloom's Level)	POs Mapping	PSOs Mapping
CO:1	Explain the concept of universal elementary education.	L2: Understanding	1,2,3,5,9	1, 2, 3
CO:2	Distinguish the recommendations of different education commissions.	L4: Analyzing	1,2,3,5,8,9	1, 2, 3
CO:3	Demonstrate the major features of different education commissions.	L3: Applying	1,2,3,4,5,9	1, 2, 3
CO:4	Describe the aims and objectives of NEP 1986.	L1: Remembering	1,2,5,9	1, 2, 3
CO:5	Summarise the significance of NEP 1986.	L5: Evaluating	1,2,3,4,5,6,7,9	1, 2, 3
CO:6	Illustrate the constitutional reforms related to education.	L4: Analyzing	1,2,3,5,8,9	1, 2, 3

Programme Articulation Matrix (CO-PO Matrix)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	1	2	-	1	-	-	-	1	1	2	2
CO2	2	2	3	-	2	-	-	2	1	1	3	1
CO3	3	1	2	2	1	-	-	-	2	2	2	1
CO4	2	2	-	-	2	-	-	-	1	1	2	1
CO5	3	1	2	1	3	1	1	-	1	1	2	2
CO6	2	1	3	-	2	-	-	2	2	1	1	1
Average	2.3	1.3	2.4	1.5	1.8	1.0	1.0	2.0	1.3	1.2	2.0	1.3

Course Content

Course code : CC-10

Course Name: Educational Management and Administration

SYLLABUS

Unit –I:

Educational Management: Meaning, nature, and scope, ● Need of Educational Management in Modern Education, ● Process of Educational Management and Administration, ● Role of Educational Manager.

Unit –II:

Educational organization: Meaning and Principles, ● School Organization and its Principle, ● School plant, ● Buildings, ● Equipments, ● Playground, ● Workshop, ● Library, ● Computer room etc.

Unit –III:

Educational Supervision: meaning, need and functions, ● Factors influencing supervision, ● Difference between inspection and supervision, ● Styles of leadership.

Unit –IV:

Educational Planning: meaning, scope, and significance, ● Educational Planning: types & strategies, ● Manpower Planning: meaning, nature, and characteristics, Steps and Strategies in Manpower Planning.

Course Outcomes (COs)

After completion of this course, students will be able to

Sl. No.	Course Outcomes (COs)	Knowledge Level (Bloom's Level)	POs Mapping	PSOs Mapping
CO:1	Define the meaning of educational management.	L1: Remembering	1,2,5,9	1, 2, 3
CO:2	Describe the principles of educational management.	L1: Remembering	1,2,5,9	1, 2, 3
CO:3	Illustrate the various styles of leadership.	L4: Analyzing	1,2,3,5,8,9	1, 2, 3
CO:4	Explain the concept of educational supervision.	L2: Understanding	1,2,3,5,9	1, 2, 3
CO:5	Summarize the strategies of educational planning and man-power planning.	L5: Evaluating	1,2,3,4,5,6,7,9	1, 2, 3
CO:6	Demonstrate the role of educational maneger.	L3: Applying	1,2,3,4,5,9	1, 2, 3

Programme Articulation Matrix (CO-PO Matrix)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	1	-	-	2	-	-	-	2	1	2	2
CO2	2	1	-	-	2	-	-	-	3	2	3	1
CO3	2	2	3	-	2	-	-	2	2	2	3	2
CO4	1	2	2	-	1	-	-	-	1	1	2	1
CO5	2	1	2	2	1	1	2	-	1	1	1	1
CO6	3	2	2	1	2	-	-	-	1	3	3	1
Average	2.0	1.5	2.3	1.5	1.7	1.0	2.0	2.0	1.7	1.7	2.3	1.3

Course Content

Course code : SEC 2

Course Name: Educational Thoughts and Ideas of Great Indian Educators

SYLLABUS

Unit –I:

Raja Rammohan Roy (1772-1883): Philosophy of life, Activities, Ideas on Education and Women Education. • Iswar Chandra Vidyasagar (1820- 1891): Educational Philosophy, Aims of Education, Method of Instruction, Activities & Ideas on Women Education.

Unit –II:

Swami Vivekananda (1863-1902): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, Women Education & Concept of Teacher • Sri Aurobindo (1872-1950): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Concept of Teacher

Unit –III:

Rabindranath Tagore (1861-1941): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Santiniketan School • Mahatma Gandhi (1869-1948): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Basic Education.

Course Outcomes (COs)

After completion of this course, students will be able to

Sl. No.	Course Outcomes (COs)	Knowledge Level (Bloom's Level)	POs Mapping	PSOs Mapping
CO:1	Define Integral education.	L1: Remembering	1,2,5,9	1, 2, 3
CO:2	Outline the educational philosophies of the great Indian educators.	L4: Analyzing	1,2,3,5,8,9	1, 2, 3
CO:3	Explain the concept of Basic education.	L2: Understanding	1,2,3,5,9	1, 2, 3
CO:4	Evaluate the significance of the great Indian educators in the present society.	L5: Evaluate	1,2,3,4,5,6,7,9	1, 2, 3
CO:5	Explain the aims of education suggested by the great Indian educators.	L2: Understanding	1,2,3,5,9	1, 2, 3
CO:6	Demonstrate the methods of instruction suggested by the great Indian educators.	L3: Applying	1,2,3,4,5,9	1, 2, 3

Programme Articulation Matrix (CO-PO Matrix)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	1	1	-	-	2	-	-	-	1	1	1	2
CO2	2	1	2	-	2	-	-	2	3	3	2	1
CO3	2	2	3	-	1	-	-	-	1	3	2	2
CO4	1	1	2	1	3	2	1	-	2	2	2	3
CO5	2	2	2	-	2	-	-	-	1	1	2	1
CO6	1	1	2	2	2	-	-	-	2	1	2	3
Average	1.5	1.3	2.2	1.5	2.0	2.0	1.0	2.0	1.7	1.8	1.8	2.0

Course Content

Course code : CC-11

Course name : Educational Guidance and Counselling

SYLLABUS

Unit –I:

Educational Guidance: Meaning, Definition Concept, Scope, Needs and Importance of Guidance, ● Essentials of good Guidance programme.

Unit –II:

● Different forms of Guidance: Educational, Vocational and Personal, ● Organization of Guidance service at different levels of education, ● Basic data necessary for guidance: data about pupils, courses, vocations, ● Tools and techniques of Guidance

Unit –III:

Counselling: Meaning, Nature, & Scope, ● Types of counselling, ● Tools and techniques of Counselling.

Unit –IV:

Difference between Guidance and Counselling, ● Counselling process- relationships & its characteristics, ● Role of parent, teacher & counselor in guidance programme.

Course Outcomes (COs)

After completion of this course, students will be able to

Sl. No.	Course Outcomes (COs)	Knowledge Level (Bloom's Level)	POs Mapping	PSOs Mapping
CO:1	Explain the essentials of good guidance programme.	L2: Understanding	1,2,3,5,9	1, 2, 3
CO:2	Describe the nature of educational guidance and counselling.	L1: Remembering	1,2,5,9	1, 2, 3
CO:3	Demonstrate various tools and techniques of guidance and counselling.	L3: Applying	1,2,3,4,5,9	1, 2, 3
CO:4	Illustrate guidance service at different levels of education.	L4: Analyzing	1,2,3,4,5,8,9	1, 2, 3
CO:5	Summarize the role of parent, teacher, and counselor in guidance programme.	L5: Evaluating	1,2,3,4,5,6,7,9	1, 2, 3
CO:6	Analyze the basic data necessary for guidance.	L4: Analyzing	1,2,3,4,5,8,9	1, 2, 3

Programme Articulation Matrix (CO-PO Matrix)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	2	2	-	2	-	-	-	1	1	3	2
CO2	3	2	-	-	2	-	-	-	2	1	1	2
CO3	1	1	2	1	3	-	-	-	2	1	3	2
CO4	1	1	3	2	3	-	-	1	3	2	3	3
CO5	2	2	3	2	3	3	2	-	2	2	2	3
CO6	1	1	2	1	3	-	-	1	2	1	2	1
Average	1.83	1.5	2.4	1.5	2.7	3.0	2.0	1.0	2.0	1.3	2.3	2.2

Course Content

Course code : CC-12
Course name : Educational Technology

SYLLABUS

Unit –I:

- Educational Technology: concept and meaning, ● Educational Technology: nature, scope, needs and limitations, ● Components of Educational Technology-Hardware & Software.

Unit –II:

- System approach: concept and characteristics, ● Components of instructional system, ● Uses and limitation of system approach, ● Programmed Learning: concept, nature and scope of programmed learning, Principles of programming.

Unit –III:

- Communication: meaning, nature, types and process, ● Barriers of Communication, ● Significance of Communication, ● Components of communication process, ● Communication in teaching-learning situation.

Unit –IV:

- Multimedia approach in educational technology, ● Visual, audio and audio-visual types and their uses in education, ● Computer and its role in education, ● Personalized Instructional Techniques, ● Mass Instructional Techniques.

Course Outcomes (COs)

After completion of this course, students will be able to

Sl. No.	Course Outcomes (COs)	Knowledge Level (Bloom's Level)	POs Mapping	PSOs Mapping
CO:1	Summarize the limitations of system approach.	L5: Evaluating	1,2,3,5,6,7,9	1, 2, 3
CO:2	Define multimedia approach in educational technology.	L1: Remembering	1,2,5,9	1, 2, 3
CO:3	Criticize the barriers of Communication.	L5: Evaluating	1,2,3,5,6,7,9	1, 2, 3
CO:4	Illustrate the role of computer in education.	L4: Analyzing	1,2,3,4,5,8,9	1, 2, 3
CO:5	Demonstrate personalized instructional techniques.	L3: Applying	1,2,3,4,5,9	1, 2, 3
CO:6	Explain the concept of programmed learning.	L2: Understanding	1,2,3,5,9	1, 2, 3

Programme Articulation Matrix (CO-PO Matrix)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	3	2	-	1	1	1	-	2	1	1	2
CO2	2	2	-	-	3	-	-	-	1	1	1	1
CO3	3	3	2	-	1	1	1	-	2	1	2	2
CO4	1	1	2	1	3	-	-	2	2	1	1	2
CO5	1	1	2	1	3	-	-	-	1	1	1	1
CO6	1	2	2	-	2	-	-	-	1	1	1	1
Average	1.8	2.0	2.0	1.0	2.2	1.0	1.0	2.0	1.5	1.0	1.2	1.5

Course Content

Course code : DSE-1

Course Name: Current Issues in Indian Education

SYLLABUS

Unit –I:

● Constitutional provision in education, ● Development of Education under Five Year Plans – Pre Primary Education, ● Primary Education, ● Secondary Education, ● Higher Education, and ● Women Education [last two five years plans]

Unit –II:

● Equal opportunity in Education: OBC, SC, ST, Women and Minorities, ● Education for all and Sarva Siksha Mission.

Unit –III:

● Functions of following Educational Organizations: UGC, NAAC, NCERT, NUEPA, NCTE, DIET, SCERT

Unit –IV:

● Modern Trends and Contemporary Issues in Education, ●Privatization in Education, ● Globalization and its impact on Education, ● Education as a Human Right, ● Adult and Non-formal Education

Course Outcomes (COs)

After completion of this course, students will be able to

Sl. No.	Course Outcomes (COs)	Knowledge Level (Bloom's Level)	POs Mapping	PSOs Mapping
CO:1	Describe the constitutional provisions in education.	L1: Remembering	1, 2, 5,9	1, 2, 3
CO:2	Define privatization in education.	L1: Remembering	1, 2, 5, 9	1, 2, 3
CO:3	Demonstrate education as human right.	L3: Apply	1, 2, 3, 4, 5, 9	1, 2, 3
CO:4	Explain globalization and its impact on education.	L2: Understanding	1, 2, 3, 5, 9	1, 2, 3
CO:5	Distinguish the functions of UGC, NAAC, NCERT, NUEPA, NCTE, DIET, SCERT.	L4: Analyze	1, 2, 3, 5, 8, 9	1, 2, 3
CO:6	Summarize the prospects of equal opportunity in education for OBC, SC, ST, women and minorities.	L5: Evaluate	1, 2, 3, 4, 5, 6, 7, 9	1, 2, 3

Programme Articulation Matrix (CO-PO Matrix)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	2	-	-	1	-	-	-	1	2	2	1
CO2	2	1	-	-	2	-	-	-	2	3	2	1
CO3	1	2	1	3	1	-	-	-	2	2	1	2
CO4	2	2	2	-	2	-	-	-	1	1	2	1
CO5	1	1	2	-	2	-	-	2	2	1	1	2
CO6	2	1	2	1	2	1	2	-	1	1	2	1
Average	1.7	1.5	1.8	2.0	1.7	1.0	2.0	2.0	1.5	1.7	1.7	1.3

Course Content

Course code : DSE-2
Course Name: Teacher Education

SYLLABUS

Unit –I:

Meaning and Scope of Teacher Education, ● Need for Education of the Teachers, ● Aims and Objectives of Teacher Education: ● Elementary, ● Secondary and Higher Secondary levels

Unit –II:

Development of Teacher Education in India before and after independence, ● Agencies of Teacher Education – NCTE, NCERT, SCERT, DIET

Unit –III:

Role of student teaching in Teacher Education programme, ● Organization of Student Teaching, ● Various Patterns: Internship, Teaching Practice, ● Supervision and Evaluation of Student Teaching

Unit –IV:

Teaching as a professional ethics of a teacher, ● Characteristics of a Good Teacher, ● Professional Organizations for various levels and their roles,

Course Outcomes (COs)

After completion of this course, students will be able to

Sl. No.	Course Outcomes (COs)	Knowledge Level (Bloom's Level)	POs Mapping	PSOs Mapping
CO:1	Explain the meaning , need, and scope of teacher education.	L2: Understanding	1,2,3,5,9	1, 2, 3
CO:2	Distinguish between various patterns of internships.	L4: Analyzing	1,2,3,5,8,9	1, 2, 3
CO:3	Demonstrate the role of student teaching in Teacher Education programme.	L3: Applying	1,2,3,4,5,9	1, 2, 3
CO:4	Describe the objectives of teacher education.	L1: Remembering	1,2,5,9	1, 2, 3
CO:5	Evaluate the characteristics of a good teacher.	L5: Evaluating	1,2,3,4,5,6,7,9	1, 2, 3
CO:6	Analyze teaching as professional ethics.	L4: Analyzing	1,2,3,5,8,9	1, 2, 3

Programme Articulation Matrix (CO-PO Matrix)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	1	2	-	1	-	-	-	1	1	2	2
CO2	2	2	3	-	2	-	-	2	1	1	3	1
CO3	3	1	2	2	1	-	-	-	2	2	2	1
CO4	2	2	-	-	2	-	-	-	1	1	2	1
CO5	3	1	2	1	3	1	1	-	1	1	2	2
CO6	2	1	3	-	2	-	-	2	2	1	1	1
Average	2.3	1.3	2.4	1.5	1.8	1.0	1.0	2.0	1.3	1.2	2.0	1.3

Course Content

Course code : CC-13

Course Name: Measurement and Evaluation in Education

SYLLABUS

Unit –I:

● Concept of Measurement and Evaluation, ● Difference between Measurement and Evaluation, ● Types of Evaluation: Formative & Summative, ● Norm referenced & Criterion referenced

Unit –II:

● Different Tools and Techniques of Assessment: Tests, Observation, Assignment, and Project, ● General principles of test construction and standardization, ● Teacher Made test and Standardized test.

Unit –III:

● Characteristics of a good test, ● Reliability: Concept, and Methods of determination, ● Validity – concept and methods of determination

Unit –IV:

● Types of Educational data; Collection and processing of data; Tabulation of data, ● Graphical representation of data; Frequency Polygon, ● Histogram, ● Bar Diagram, ● Pie chart, ● Ogive: Computation of diagrams and Uses

Unit –V:

● Measures of Central tendency and its uses, ● Measures of Variability and its uses, ● Correlation, Computation of Correlation Co-efficient by Product moment and Rank difference Methods and interpretation of results

Course Outcomes (COs)

After completion of this course, students will be able to

Sl. No.	Course Outcomes (COs)	Knowledge Level (Bloom's Level)	POs Mapping	PSOs Mapping
CO:1	Define measurement and evaluation.	L1: Remembering	1,2,5,9	1, 2, 3
CO:2	Describe the central tendency of measurement.	L1: Remembering	1,2,5,9	1, 2, 3
CO:3	Illustrate various tools of assessment.	L4: Analyzing	1,2,3,5,8,9	1, 2, 3
CO:4	Explain the concept of validity and reliability of a test.	L2: Understanding	1,2,3,5,9	1, 2, 3
CO:5	Evaluate the importance of test standardization.	L5: Evaluating	1,2,3,4,5,6,7,9	1, 2, 3
CO:6	Demonstrate the graphical representation of data.	L3: Applying	1,2,3,4,5,9	1, 2, 3

Programme Articulation Matrix (CO-PO Matrix)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	1	-	-	2	-	-	-	2	1	2	2
CO2	2	1	-	-	2	-	-	-	3	2	3	1
CO3	2	2	3	-	2	-	-	2	2	2	3	2
CO4	1	2	2	-	1	-	-	-	1	1	2	1
CO5	2	1	2	2	1	1	2	-	1	1	1	1
CO6	3	2	2	1	2	-	-	-	1	3	3	1
Average	2.0	1.5	2.3	1.5	1.7	1.0	2.0	2.0	1.7	1.7	2.3	1.3

Course Content

Course code : CC-14
Course Name: Comparative Education

SYLLABUS

Unit –I:

Comparative Education-Meaning and Concept, Scope and Objectives, ●Factors of Comparative Education- Geographical, Economic, Cultural, Philosophical, Sociological, Linguistic

Unit –II:

Study in Comparative Education ● Descriptive, ● Historical, ●Sociological, ● Analytical and ● Synthetic

Unit –III:

Basic structure of the Formal Education System of ● U.S.A, ● U.K and ●India

Unit –IV:

Educational Objectives and curriculum of Primary & Secondary Education of ● U.S.A, ●UK and ● India

Course Outcomes (COs)

After completion of this course, students will be able to

Sl. No.	Course Outcomes (COs)	Knowledge Level (Bloom's Level)	POs Mapping	PSOs Mapping
CO:1	List the objectives of primary and secondary education in USA, UK, and India.	L1: Remembering	1,2,5,9	1, 2, 3
CO:2	Analyze the geographical, economic, cultural, philosophical, sociological, linguistic factors of comparative education.	L4: Analyzing	1,2,3,5,8,9	1, 2, 3
CO:3	Explain the meaning, concept, and scope of comparative education.	L2: Understanding	1,2,3,5,9	1, 2, 3
CO:4	Evaluate the curriculum of primary and secondary education in USA, UK, and India.	L5: Evaluate	1,2,3,4,5,6,7,9	1, 2, 3
CO:5	Explain the basic structure of the formal education system of U.S.A, U.K and India.	L2: Understanding	1,2,3,5,9	1, 2, 3
CO:6	Demonstrate the major features of descriptive, historical, sociological, analytical, and synthetic study in comparative education.	L3: Applying	1,2,3,4,5,9	1, 2, 3

Programme Articulation Matrix (CO-PO Matrix)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	1	1	-	-	2	-	-	-	1	1	1	2
CO2	2	1	2	-	2	-	-	2	3	3	2	1
CO3	2	2	3	-	1	-	-	-	1	3	2	2
CO4	1	1	2	1	3	2	1	-	2	2	2	3
CO5	2	2	2	-	2	-	-	-	1	1	2	1
CO6	1	1	2	2	2	-	-	-	2	1	2	3
Average	1.5	1.3	2.2	1.5	2.0	2.0	1.0	2.0	1.7	1.8	1.8	2.0

Course Content

Course code : DSE-3

Course name : Educational Thoughts and Ideas of Great Western Educators

SYLLABUS

Unit –I:

Jean Jacques Rousseau (1712-1778): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction & Negative Education,

Johann Heinrich Pestalotzzi (1748-1827): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction & Concept of Teacher

Unit –II:

F.W. August Froebel (1782-1852): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction & Kindergarten • Herbert Spencer (1820-1903): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction & Concept of Teacher

Unit –III:

John Dewey (1859-1952): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction, Concept of Teacher & Project Method • Madam Maria Montessori (1870-1952): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction, Concept of Teacher & Child Centric Education

Course Outcomes (COs)

After completion of this course, students will be able to

Sl. No.	Course Outcomes (COs)	Knowledge Level (Bloom's Level)	POs Mapping	PSOs Mapping
CO:1	Explain the concept of kindergarten.	L2: Understanding	1,2,3,5,9	1, 2, 3
CO:2	Describe the life history of Western educators.	L1: Remembering	1,2,5,9	1, 2, 3
CO:3	Demonstrate the methods of instruction suggested by the Western educators.	L3: Applying	1,2,3,4,5,9	1, 2, 3
CO:4	Illustrate the difference between teacher centric education and child centric education.	L4: Analyzing	1,2,3,4,5,8,9	1, 2, 3
CO:5	Criticize the educational philosophies of Western educators.	L5: Evaluating	1,2,3,4,5,6,7,9	1, 2, 3
CO:6	Differentiate negative education from positive education.	L4: Analyzing	1,2,3,4,5,8,9	1, 2, 3

Programme Articulation Matrix (CO-PO Matrix)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	2	2	-	2	-	-	-	1	1	3	2
CO2	3	2	-	-	2	-	-	-	2	1	1	2
CO3	1	1	2	1	3	-	-	-	2	1	3	2
CO4	1	1	3	2	3	-	-	1	3	2	3	3
CO5	2	2	3	2	3	3	2	-	2	2	2	3
CO6	1	1	2	1	3	-	-	1	2	1	2	1
Average	1.83	1.5	2.4	1.5	2.7	3.0	2.0	1.0	2.0	1.3	2.3	2.2

Course Content

Course code : DSE-4
Course name : Special Education

SYLLABUS

Unit –I:

Education of Children with • Visual Impairment and • Hearing Impairment (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)

Unit –II:

Education of Children with • Speech and Language Disorders and • Learning Disabilities (with special reference to prevalence, etiology, identification, intervention, education, and prevention of each category)

Unit –III:

Education of Children with Multiple Disabilities (with special reference to prevalence, etiology, identification, intervention, education, and prevention of each category)

Course Outcomes (COs)

After completion of this course, students will be able to

Sl. No.	Course Outcomes (COs)	Knowledge Level (Bloom's Level)	POs Mapping	PSOs Mapping
CO:1	Evaluate the importance of education of the students with learning disability.	L5: Evaluating	1,2,3,5,6,7,9	1, 2, 3
CO:2	Define different types of impairments.	L1: Remembering	1,2,5,9	1, 2, 3
CO:3	Assess the importance of education of the students with multiple disabilities.	L5: Evaluating	1,2,3,5,6,7,9	1, 2, 3
CO:4	Illustrate the intervention and prevention strategies for students with special need.	L4: Analyzing	1,2,3,4,5,8,9	1, 2, 3
CO:5	Demonstrate the identification of children with special need.	L3: Applying	1,2,3,4,5,9	1, 2, 3
CO:6	Explain language disorder and learning disabilities.	L2: Understanding	1,2,3,5,9	1, 2, 3

Programme Articulation Matrix (CO-PO Matrix)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	3	2	-	1	1	1	-	2	1	1	2
CO2	2	2	-	-	3	-	-	-	1	1	1	1
CO3	3	3	2	-	1	1	1	-	2	1	2	2
CO4	1	1	2	1	3	-	-	2	2	1	1	2
CO5	1	1	2	1	3	-	-	-	1	1	1	1
CO6	1	2	2	-	2	-	-	-	1	1	1	1
Average	1.8	2.0	2.0	1.0	2.2	1.0	1.0	2.0	1.5	1.0	1.2	1.5