

# Murshidabad Adarsha Mahavidyalaya

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Islampur  
Murshidabad  
Pin- 742304 (W.B.)

Memo No: MAM / /

Date: \_\_\_/\_\_\_/\_\_\_



## MURSHIDABAD ADARSHA MAHAVIDYALAY

Affiliated to University of Kalyani, Contact No-3481-236237, Chaka Islampur, Po-Islampur,  
Email-mam236327@gmail.com Dist.-Murshidabad, West Bengal, Pin-742304.

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### COURSE OUTCOMES DEPARTMENT OF EDUCATION

- Acquisition of in-depth competencies of the applied areas of Education and other allied disciplines.
- Improving critical thinking and skills facilitating the application of gained knowledge gained in the field of education.

#### HONOURS COURSE

##### ❖ COURSE CODE & COURSE TITLE

##### A. Core courses(CC)

1. EDU-H-CC-T-1: Philosophical Foundation of Education-I
2. EDU-H-CC-T-2: Sociological Foundation of Education
3. EDU-H-CC-T-3: Psychological Foundation of Education
4. EDU-H-CC-T-4: History of Education in Colonial India
5. EDU-H-CC-T-5: Educational Evaluation & Statistics
6. EDU-H-CC-T-6: Philosophical Foundation of Education-II
7. EDU-H-CC-T-7: Inclusive Education
8. EDU-H-CC-T-8: History of Education in Post-Independence India
9. EDU-H-CC-T-9: Psychology of Instruction
10. EDU-H-CC-T-10: Introduction to Educational Research
11. EDU-H-CC-T-11: Educational Management
12. EDU-H-CC-T-12: Contemporary issues in Education
13. EDU-H-CC-T-13: Curriculum Studies
14. EDU-H-CC-T-14: Educational Technology
15. EDU-H-CC-P-15: Project work (Practical course)

##### B. Discipline specific elective courses (DSE)

1. EDU-H-DSE-T-1/2(A): Value Education
2. EDU-H-DSE-T-1/2(B): Population Education

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3. EDU-H-DSE-T-1/2(C): Peace Education
4. EDU-H-DSE-T-1/2(D): Distance Education
5. EDU-H-DSE-T-1/2(E): History of Education in Ancient and Medieval India
6. EDU-H-DSE-T-3/4(A): Mental Hygiene
7. EDU-H-DSE-T-3/4(B): Comparative Education
8. EDU-H-DSE-T-3/4(C): Guidance & Counselling
9. EDU-H-DSE-T-3/4(D): Great Educators

**C. Generic elective courses (GE):**

1. EDU-H-GE-T-1: Philosophical & Psychological foundations of Education
2. EDU-H-GE-T-2: Historical & Sociological foundations of Education
3. EDU-H-GE-T-3: Philosophical & Psychological foundations of Education

**D. Ability enhancement compulsory courses (AECC)**

1. AECC-1: Environmental Education
2. AECC-2: Bengali/English Communication

**E. Skill enhancement courses (SEC)**

1. EDU-H-SEC-T-1(A): Statistical Analysis
2. EDU-H-SEC-T-1(B): Achievement Test
3. EDU-H-SEC-P-2(A): Institutional Survey (Practical course)
4. EDU-H-SEC-P-2(B): Document/Curriculum analysis (Practical course)
5. EDU-H-SEC-P-2(C): Tools and Techniques of Evaluation (Practical course)
6. EDU-H-SEC-P-2(D): Uses of Media in Education (Practical course)

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## COURSE OUTCOMES

### [Honours]

The course outcomes of the different papers offered are presented below. After completion of the course the student will be able to:

### 1<sup>st</sup> SEMESTER HONOURS

SEMESTER	COURSE CODE	COURSE TITLE	COURSE OUTCOMES
1 <sup>st</sup> Semester	EDU/H/CC/T/01	Philosophical foundation of education	<ul style="list-style-type: none"><li>• Discuss the meaning, nature, scope and aims of education.</li><li>• Discuss different aspects of Education and Educational Philosophy.</li><li>• Discuss different aspects of factors of education.</li><li>• Discuss the meaning and branches of Philosophy.</li><li>• Explain concepts, nature and role of Metaphysics, Epistemology and Axiology on education.</li><li>• Explain the nature and concept of Indian philosophy.</li><li>• Describe the knowledge, reality and value of different Indian schools of philosophy namely Buddhism, Jainism and Charvaka.</li><li>• Explain the nature and concept of Western philosophy.</li><li>• Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism.</li></ul>
	EDU/H/CC/T/02	Sociological foundation of education	<ul style="list-style-type: none"><li>• Discuss the meaning, nature and scope of Educational Sociology and relation between</li><li>• Education and Sociology.</li><li>• Describe the social factors and their relation to education.</li></ul>

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SEMESTER	COURSE CODE	COURSE TITLE	COURSE OUTCOMES
			<ul style="list-style-type: none"><li>• Define social groups, socialization and social institution and agencies of education.</li><li>• Explain the social change and its impact on education.</li></ul>

## 2<sup>nd</sup> SEMESTER HONOURS

SEMESTER	COURSE CODE	COURSE TITLE	COURSE OUTCOMES
2 <sup>nd</sup> Semester	EDU/H/CC/T/03	Psychological education of education	<ul style="list-style-type: none"><li>• Discuss the concept, nature, scope and uses of Psychology in education.</li><li>• Explain the influence of growth and development in education.</li><li>• Describe the meaning and concept of learning, its theories and factors.</li><li>• Explain the application of learning theories in classroom situation.</li><li>• Discuss the concept and theories of intelligence and creativity.</li><li>• Explain the concept and development of personality.</li></ul>
	EDU/H/CC/T/04	History of education in colonial India.	<ul style="list-style-type: none"><li>• Discuss the development of education in Colonial India in historical perspectives.</li><li>• Elaborate the contributions of various Education Commissions for the development of Education System in colonial India.</li><li>Describe the Educational Policy in Colonial India.</li><li>• Discuss Bengal Renaissance and its influence on Indian Education.</li></ul>

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			<ul style="list-style-type: none"><li>• Describe National Education Movement and its impacts on Education.</li><li>• State different educational reforms under colonial rule.</li><li>• Explain the nature of basic education.</li><li>• Discuss the impact of the colonial rule on the development of Indian Education.</li></ul>
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## 3<sup>rd</sup> SEMESTER HONOURS

SEMESTER	COURSE CODE	COURSE TITLE	COURSE OUTCOMES
3 <sup>rd</sup> Semester	EDU/H/CC/T/05	Educational evaluation and statistics	<ul style="list-style-type: none"><li>• Discuss the concepts, scope and need of measurement and evaluation.</li><li>• Explain the relation between Evaluation &amp; Measurement and scale of Measurement.</li><li>• Describe basic concept of Statistics.</li><li>• Organize and tabulate data.</li><li>• Calculate the central tendency.</li></ul>

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		<ul style="list-style-type: none"><li>• Explain different types of measuring scales and their uses in education.</li><li>• Describe different types of Tools and Techniques in the field of Education.</li><li>• Elaborate the concept and methods of validity, reliability and norms and their importance in educational measurement.</li><li>• Explain different type of Evaluation process.</li></ul>
EDU/H/CC/T/06	Philosophical foundation 2	<ul style="list-style-type: none"><li>• Discuss Vedanta, Nyaya and Sankhya philosophy in terms of knowledge, reality and value</li><li>• Explain principle of Humanism and influence of Humanism on different aspects of Education</li><li>• Explain principle of Realism and influence of Realism on different aspects of Education</li><li>• Discuss educational philosophy and contribution of Great educators including Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Shri Aurobindo, Rousseau, Dewey, Froebel, Montessori.</li></ul>
EDU/H/CC/T/07	Inclusive education	<ul style="list-style-type: none"><li>• Discuss the concept, nature, historical perspectives, principles, need of inclusive education.</li><li>• Discuss major provisions of PWD Act (1995), National Policy for person with Disabilities 2006, The Rights of Person with Disabilities Bill (RPWD Bill)- 2016.</li><li>• Discuss on RCI, NIOH, NIMH, NIVH.</li><li>• Describe the barriers of Inclusive Education.</li><li>• Explain the development of competencies for Inclusive Education and measures needed for putting inclusion in practice.</li><li>• Discuss on Differentiated Instruction and Inclusive Instructional Strategies at school level.</li><li>• Discuss the practices of Inclusive Education.</li></ul>

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			<ul style="list-style-type: none"><li>• Describe the Inclusive School Environment.</li></ul>
	EDU/H/SEC/T/0 1/A	Statistical analysis	<ul style="list-style-type: none"><li>• Explain the concept of central tendency, variability and their properties</li><li>• Discuss the concept of Percentile and Percentile Rank and its application.</li><li>• Describe the concept of co-relation and their application</li><li>• Explain the concept of Parametric and Non-Parametric Test</li><li>• Apply the knowledge and calculate different statistical values.</li></ul>
	OR		
	EDU/H/SEC/T/0 1/B	Achievement test	<ul style="list-style-type: none"><li>• Define Test</li><li>• Identify the Test item</li><li>• Discuss the type of Test item</li><li>• Define Achievement Test</li><li>• Explain the characteristics of Achievement Test • State the objectives of Achievement Test</li><li>• Discuss the functions of Achievement Test</li><li>• Describe the functions of Test item</li><li>• Construct Achievement test</li></ul>

## 4<sup>th</sup> SEMESTER HONOURS

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4 <sup>th</sup> Semester	EDU/H/CC/T/08	History of education in post-independence education	<ul style="list-style-type: none"><li>• Describe the Preamble, various articles and act on education in Indian Constitution.</li><li>• Explain the recommendations and educational importance of various Education Commission in post Independent India</li><li>• Discuss the functions of some educational bodies in West Bengal</li><li>• Discuss the National Policy on Education in different time.</li></ul>
	EDU/H/CC/T/09	Psychology of instruction	<ul style="list-style-type: none"><li>• Discuss the concept, factors, and principles of teaching.</li><li>• Explain the Flander's Interactional analysis</li><li>• Explain the characteristics of a good teacher.</li><li>• Discuss the nature of classroom teaching, traditional teaching, and constructivist teaching.</li><li>• Explain the concept and implications of Micro-teaching</li><li>• Discuss different types of teaching methods.</li></ul>
	EDU/H/CC/T/10	Introduction to educational research	<ul style="list-style-type: none"><li>• Explain constitutional provisions with special reference to RTE Act. DPEP, SSASSM of Universalization of Elementary Education.</li><li>• Describe the meaning, aims &amp; objectives, significance of Universalization of Secondary Education and Role of RMSA.</li><li>• Explain the concept, role of Higher Education and Knowledge Commission and RUSA.</li><li>• Discuss modern issues in Indian Education like- Peace Education, Sustainable development, Inclusive Education, Open &amp; Distance learning, Equality &amp; Equity in Education, Women Education.</li></ul>
	EDU/H/SEC/T/02/A OR	A. Institutional survey	<ul style="list-style-type: none"><li>• Discuss the meaning and characteristics of Lesson Plan</li><li>• Explain the advantages of Lesson Plan</li></ul>

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	EDU/H/SEC/T/0 2/B	<p>B. Document or curriculum analysis</p> <p>C. Tools and techniques of evaluation</p> <p>D. Use of media in education</p>	<ul style="list-style-type: none"><li>• Classify different Lesson Plans</li><li>• Explain the steps of constructing Lesson Plan</li><li>• Discuss the principles of Lesson Plan</li><li>• Develop Lesson Plan</li></ul> <ul style="list-style-type: none"><li>• Discuss the meaning and characteristics of Teaching Aids.</li><li>• Explain the usability of Teaching Aids.</li><li>• Express the quality and limitation of Teaching Aids.</li><li>• Discuss the classification of Teaching Aids.</li><li>• Develop different Teaching Aids.</li></ul>
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## 5<sup>th</sup> SEMESTER HONOURS

SEMESTER	COURSE CODE	COURSE TITLE	COURSE OUTCOMES
5 <sup>TH</sup> SEMESTER	EDU/H/CC/T/11	Educational management	<ul style="list-style-type: none"><li>• Explain the Meaning, Nature, Scope, Function and Needs and types of educational management.</li><li>• Explain the meaning and function of Educational Administration.</li><li>• Explain the meaning, purpose of supervision and distinguish between supervision and inspection.</li><li>• Illustrate educational planning and types of educational planning.</li><li>• Discuss the functions of some selected administrative bodies.</li></ul>
	EDU/H/CC/T/12	Contemporary issues in education	<ul style="list-style-type: none"><li>• Discuss the concept, nature and scope of educational technology.</li><li>• Explain the role of communication &amp; multimedia approach in the field of Education.</li><li>• Discuss the role Seminar, Panel Discussion. Team teaching in the field of education.</li><li>• Describe the role of technology in modern teaching learning process.</li></ul>
	EDU-H-DSE-T-1/2(A)	A. Value education	<ul style="list-style-type: none"><li>• Explain the meaning, nature, classify value and its reflection in Indian Constitution.</li><li>• Discuss the meaning, objectives and need of value Education.</li></ul>

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	EDU-H-DSE-T-1/2(B)	B. Population education	<ul style="list-style-type: none"><li>• Describe the role of value education through Curriculum, Cocurricular activities.</li><li>• Explain the meaning, advantages and disadvantage of Storytelling, Play-way method and Role plays.</li></ul>
	EDU-H-DSE-T-1/2(C)	C. Peace education	<ul style="list-style-type: none"><li>• Explain the meaning, concept, scope &amp; objectives of Population Education.</li><li>• Discuss the historical development of Population Education.</li><li>• Describe the definition, factors, causes and prevention of population growth.</li><li>• Explain the Population Education curriculum and policies.</li></ul> <ul style="list-style-type: none"><li>• Explain the concept, aims, objectives, scope, need and factors of Peace Education.</li><li>• Discuss views of Gandhi, Rabindranath Tagore, Aurobindo and Jiddu Krishnamurti regarding Peace Education</li><li>• Explain the principles and curriculum of Peace Education</li><li>• Discuss the role of education in Peace Education.</li><li>• Understand the approaches of Peace Education.</li></ul>

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		D. Distance education	<ul style="list-style-type: none"><li>• Explain the meaning, characteristics, objectives, merits &amp; demerits of distance &amp; open education.</li><li>• Discuss the mode and strategies of distance education.</li><li>• Describe the relationship among Nonformal, Correspondence, Distance and Open Education.</li><li>• Discuss the present status of distance and open education in India.</li><li>• Explain the role of multi-media in Distance and Open Education.</li><li>• Discuss the problems and remedies of distance and open education in India.</li></ul>
	EDU-H-DSE-T-1/2(D)	E. History of education in contemporary India	<ul style="list-style-type: none"><li>• Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Brahmanic system of Education.</li><li>• Explain the education system of different educational institutions of Brahmanic system of education.</li><li>• Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Buddhistic system of Education.</li><li>• Explain the education system of different educational institutions of Buddhistic system of Education.</li><li>• Compare between Brahmanic and Buddhistic system of Education.</li><li>• Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Islamic system of Education.</li></ul>

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	EDU-H-DSE-T-1/2(E)	<ul style="list-style-type: none"><li>• Discuss the educational contribution of Akbar, Aurangzeb.</li><li>• Explain the women and vocational education in Ancient and Medieval India.</li></ul>
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## 6<sup>th</sup> SEMESTER HONOURS

SEMESTER	COURSE CODE	COURSE TITLE	COURSE OUTCOMES
6 <sup>TH</sup> SEMESTER	EDU/H/CC/T/13	Curriculum education	<ul style="list-style-type: none"><li>• Meaning, nature, scope, determinants and functions of Curriculum.</li><li>• Discuss the types and bases of curriculum.</li><li>• Explain the concept of curriculum framework and NCF-2005.</li><li>• Discuss the basis of curriculum construction, evaluation and innovation.</li><li>• Describe the definition and types of curriculum theories.</li></ul>
	EDU/H/CC/T/14	Educational technology	<ul style="list-style-type: none"><li>• Define and explain the meaning, and nature of research.</li><li>• Define and explain the meaning and nature of educational research.</li><li>• Identify sources of data for Research.</li><li>• Describe the types of Research.</li><li>• Describe the meaning of Research problem, Review of Related Literature.</li><li>• Explain the concept of Hypothesis, Variables, and Research data.</li></ul>

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			<ul style="list-style-type: none"><li>Analyse the Qualitative and Quantitative data.</li><li>Acquaint with the process of collecting data.</li></ul>
	EDU-H-DSE-T-3/4(A)	Mental hygiene	<ul style="list-style-type: none"><li>Discuss the concept, nature, aims and scope of Mental Hygiene.</li><li>Discuss the concept, nature, symptoms and causes of mental illness.</li><li>Explain the different characteristics of mental disorder.</li><li>Discuss the role of parents for preventing Mental health.</li><li>Discuss the role of teachers for preventing Mental health.</li></ul>
	EDU-H-DSE-T-3/4(B)	Comparative education	<ul style="list-style-type: none"><li>Discuss the meaning, nature, scope, importance, and methods of Comparative Education.</li><li>Explain the concept of Universalization of Elementary and Secondary Education in UK &amp; USA.</li><li>Compare Indian Education system with USA.</li><li>Compare Indian Education system with UK.</li></ul>
	EDU-H-DSE-T-3/4 (C)	Guidance and counselling	<ul style="list-style-type: none"><li>Explain the concept, nature, scope, types &amp; importance of Guidance.</li><li>Discuss the concept, nature, scope, types &amp; importance of Counselling.</li><li>Discuss different tools and techniques used in Guidance &amp; Counselling.</li><li>Identify the characteristics of diverse learner.</li><li>Explain the need of Guidance for diverse learner.</li><li>Explain the need of counselling for diverse learner.</li></ul>

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	EDU-H-DSE-T-3/4(D)	Great educators	<ul style="list-style-type: none"><li>• Discuss the philosophies of great thinker of the east and west.</li><li>• Explain the educational ideas of great thinker of the east and west.</li><li>• Explain some experiments on education of eastern and western philosophers and thinkers.</li><li>• Discuss the ideas of contemporary thinkers on education of eastern and western philosophers and thinkers.</li></ul>
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### PROGRAM LEARNING OUTCOMES

- Program Learners will learn to apply the understanding of various related fields like Philosophy, Sociology, Psychology, History etc. in educational field.
- Program Learners will acquire the knowledge of systematic methodology of data collection, data handling, hypothesis generation, hypothesis testing and data analysis.
- Program Learners will also understand different technological applications through Technology of and Technology in Education.
- Program Learners will learn hands on activities to prepare tool, test, media, survey report etc.
- Program Learners will gain knowledge of issues from global perspectives.

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## PROGRAM COURSE

### 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 Education
2. EDU-G-DSE-T-1/2(B): Population Education
3. EDU-G-DSE-T-1/2(C): Peace Education
4. EDU-G-DSE-T-1/2(D): Distance Education
5. EDU-G-DSE-T-3/4(A): Mental Hygiene
6. EDU-G-DSE-T-3/4(B): Comparative Education
7. EDU-G-DSE-T-3/4(C): Guidance & Counselling
8. EDU-G-DSE-T-3/4(D): Great Educators

#### **D. Ability enhancement compulsory courses (AECC)**

1. AECC-1: Environmental Education
2. AECC-2: English Communication

#### **E. Skill enhancement courses (SEC)**

1. EDU-G-SEC-T-1(A): Statistical Analysis
2. EDU-G-SEC-T-1(B): Achievement test
3. EDU-G-SEC-T-2(A): Tools and techniques of evaluation
4. EDU-G-SEC-T-2(B): Media used in education
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): Pedagogical knowledge
8. EDU-G-SEC-T-4(B): Yoga Education

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## COURSE OUTCOMES

### PROGRAM

The course outcomes of the different papers offered are presented below. After completion of the course the student will be able to:

#### 1<sup>st</sup> SEMESTER PROGRAM

SEMESTER	COURSE CODE	COURSE TITLE	COURSE OUTCOMES
1 <sup>st</sup> Semester	EDU/G/CC/T/01	Educational Philosophy	<ul style="list-style-type: none"><li>• Discuss the meaning, nature, scope and aims of education.</li><li>• Discuss different aspects of Education and Educational Philosophy.</li><li>• Discuss different aspects of factors of education.</li><li>• Discuss the meaning and branches of Philosophy.</li><li>• Explain concepts, nature and role of Metaphysics, Epistemology and Axiology on education.</li><li>• Explain the nature and concept of Indian philosophy.<ul style="list-style-type: none"><li>• Describe the knowledge, reality and value of different Indian schools of philosophy namely Buddhism, Jainism and Charvaka.</li></ul></li><li>• Explain the nature and concept of Western philosophy.</li><li>• Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism.</li></ul>

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## 2<sup>nd</sup> SEMESTER PROGRAM

SEMESTER	COURSE CODE	COURSE TITLE	COURSE OUTCOMES
2 <sup>nd</sup> Semester	EDU/G/CC/T/02	Educational Psychology	<ul style="list-style-type: none"><li>• Discuss the concept, nature, scope and uses of Psychology in education.</li><li>• Explain the influence of growth and development in education.</li><li>• Describe the meaning and concept of learning, its theories and factors.</li><li>• Explain the application of learning theories in classroom situation.</li><li>• Discuss the concept and theories of intelligence and creativity.</li><li>• Explain the concept and development of personality.</li></ul>

## 3<sup>rd</sup> SEMESTER PROGRAM

SEMESTER	COURSE CODE	COURSE TITLE	COURSE OUTCOMES
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3 <sup>rd</sup> Semester	EDU/G/CC/T /03	Educational Sociology	<ul style="list-style-type: none"><li>• Discuss the meaning, nature and scope of Educational Sociology and relation between Education and Sociology.</li><li>• Describe the social factors and their relation to education.</li><li>• Define social groups, socialization and social institution and agencies of education.</li><li>• Explain the social change and its impact on education.</li></ul>
	EDU/G/SEC/ T-1	E. Statistical Analysis  F. Achievement Test	<ul style="list-style-type: none"><li>• Explain the concept of central tendency, variability and their properties</li><li>• Discuss the concept of Percentile and Percentile Rank and its application.</li><li>• Describe the concept of co-relation and their application</li> <li>• Explain the concept of Parametric and Non-Parametric Test</li><li>• Apply the knowledge and calculate different statistical values</li> <li>• Define Test</li><li>• Identify the Test item</li><li>• Discuss the type of Test item</li><li>• Define Achievement Test</li></ul>

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			<ul style="list-style-type: none"><li>• Explain the characteristics of Achievement Test</li><li>• State the objectives of Achievement Test</li><li>• Discuss the functions of Achievement Test</li><li>• Describe the functions of Test item</li><li>• Construct Achievement test</li></ul>
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## 4<sup>th</sup> SEMESTER PROGRAM

SEMESTER	COURSE CODE	COURSE TITLE	COURSE OUTCOMES
4 <sup>th</sup> Semester	EDU/H/CC/T /04	History of Education	<ul style="list-style-type: none"><li>• Discuss the development of education in Colonial India in historical perspectives.</li><li>• Elaborate the contributions of various Education Commissions for the development of Education System in colonial India.</li><li>• Describe the Educational Policy in Colonial India.</li><li>• Discuss Bengal Renaissance and its influence on Indian Education</li><li>• Describe National Education Movement and its impacts on Education.</li><li>• State different educational reforms under colonial rule.</li><li>• Explain the nature of basic education.</li></ul>

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			<ul style="list-style-type: none"><li>• Discuss the impact of the colonial rule on the development of Indian Education</li></ul>
	EDU/G/SEC/ T-2	A. Tools and techniques of evaluation	<ul style="list-style-type: none"><li>• Discuss the concepts, scope and need of measurement and evaluation</li><li>• Explain the relation between Evaluation &amp; Measurement and scale of Measurement</li><li>• Describe basic concept of Statistics</li><li>• Organize and tabulate data</li><li>• Calculate the central tendency</li><li>• Explain different types of measuring scales and their uses in education</li><li>• Describe different types of Tools and Techniques in the field of Education.</li><li>• Elaborate the concept and methods of validity, reliability</li><li>• Discuss the concepts, scope and need of measurement and evaluation</li><li>• Explain the relation between Evaluation &amp; Measurement and scale of Measurement</li><li>• Describe basic concept of Statistics</li><li>• Organize and tabulate data</li><li>• Calculate the central tendency</li><li>• Explain different types of measuring scales and their uses in education</li><li>• Describe different types of Tools and Techniques in the field of Education.</li><li>• Elaborate the concept and methods of validity, reliability</li></ul>
		B. Uses of media in education	

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			<ul style="list-style-type: none"><li>• Uses of media in education. Types of media</li><li>• Practical use of teaching aids and media in education.</li></ul>
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## 5<sup>th</sup> SEMESTER PROGRAM

SEMESTER	COURSE CODE	COURSE TITLE	COURSE OUTCOMES
5 <sup>th</sup> Semester	EDU/G/GE/T -1	Philosophical and psychological foundation of education.	<ul style="list-style-type: none"><li>• Discuss the meaning, nature, scope and aims of education.</li><li>• Discuss different aspects of Education and Educational Philosophy.</li><li>• Discuss different aspects of factors of education.</li><li>• Discuss the meaning and branches of Philosophy.</li><li>• Explain concepts, nature and role of Metaphysics, Epistemology and Axiology on education.</li><li>• Explain the nature and concept of Indian philosophy.</li><li>• Describe the knowledge, reality and value of different Indian schools of philosophy namely Buddhism, Jainism and Charvaka.</li><li>• Explain the nature and concept of Western philosophy.</li><li>• Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism.</li></ul>

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	EDU/G/DSE/ T1	A. Value education	<ul style="list-style-type: none"><li>• Explain the meaning, nature, classify value and its reflection in Indian Constitution.</li><li>• Discuss the meaning, objectives and need of value Education.</li><li>• Describe the role of value education through Curriculum, Co-curricular activities.</li><li>• Explain the meaning, advantages and disadvantage of Storytelling, Play-way method and Role plays.</li></ul>
	Any one	B. Population education	<ul style="list-style-type: none"><li>• Explain the meaning, concept, scope &amp; objectives of Population Education.</li><li>• Discuss the historical development of Population Education.</li><li>• Describe the definition, factors, causes and prevention of population growth.</li><li>• Explain the Population Education curriculum and policies.</li></ul>
		C. Peace education	<ul style="list-style-type: none"><li>• Explain the concept, aims, objectives, scope, need and factors of Peace Education.</li><li>• Discuss views of Gandhi, Rabindranath Tagore, Aurobinda and Jiddu Krishnamurti regarding Peace Education.</li></ul>

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		D. Distance education	<ul style="list-style-type: none"><li>• Explain the principles and curriculum of Peace Education</li><li>• Discuss the role of education in Peace Education.</li><li>• Understand the approaches of Peace Education.</li></ul> <ul style="list-style-type: none"><li>• Explain the meaning, characteristics, objectives, merits &amp; demerits of distance &amp; open education.</li><li>• Discuss the mode and strategies of distance education.</li><li>• Describe the relationship among Nonformal, Correspondence, Distance and Open Education.</li><li>• Discuss the present status of distance and open education in India.</li><li>• Explain the role of multi-media in Distance and Open Education.</li><li>• Discuss the problems and remedies of distance and open education in India.</li></ul>
	EDU/G/SEC/ T-3	A. Guidance services B. Life skill education	<ul style="list-style-type: none"><li>• Explain the concept, nature, scope, types &amp; importance of Guidance.</li><li>• Discuss the concept, nature, scope, types &amp; importance of Counselling.</li><li>• Discuss different tools and techniques used in Guidance &amp; Counselling.</li></ul>

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			<ul style="list-style-type: none"><li>• Identify the characteristics of diverse learner.</li><li>• Explain the need of Guidance for diverse learner.</li><li>• Explain the need of counselling for diverse learner.</li></ul>
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## 6<sup>th</sup> SEMESTER PROGRAM

SEMESTER	COURSE CODE	COURSE TITLE	COURSE OUTCOMES
6 <sup>th</sup> Semester	EDU/G/GE/T-2	Historical and sociological foundation of education.	<ul style="list-style-type: none"><li>• Discuss the meaning, nature and scope of Educational Sociology and relation between Education and Sociology.</li><li>• Describe the social factors and their relation to education.</li><li>• Define social groups, socialization and social institution and agencies of education.</li><li>• Explain the social change and its impact on education.</li></ul>
	EDU/G/DSE/T-2 Any one	A. Mental hygiene	<ul style="list-style-type: none"><li>• Discuss the concept, nature, aims and scope of Mental Hygiene.</li></ul>

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		B. Comparative education	<ul style="list-style-type: none"><li>• Discuss the concept, nature, symptoms and causes of mental illness.</li><li>• Explain the different characteristics of mental disorder.</li><li>• Discuss the role of parents for preventing Mental health.</li><li>• Discuss the role of teachers for preventing Mental health.</li></ul>
		C. Guidance and counselling	<ul style="list-style-type: none"><li>• Discuss the meaning, nature, scope, importance, and methods of Comparative Education.</li><li>• Explain the concept of Universalization of Elementary and Secondary Education in UK &amp; USA.</li><li>• Compare Indian Education system with USA.</li><li>• Compare Indian Education system with UK.</li></ul>
		D. Great educators	<ul style="list-style-type: none"><li>• Explain the concept, nature, scope, types &amp; importance of Guidance.</li><li>• Discuss the concept, nature, scope, types &amp; importance of Counselling.</li><li>• Discuss different tools and techniques used in Guidance &amp; Counselling.</li><li>• Identify the characteristics of diverse learner.</li></ul>

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			<ul style="list-style-type: none"><li>• Explain the need of Guidance for diverse learner.</li><li>• Explain the need of counselling for diverse learner.</li> <li>• Discuss the philosophies of great thinker of the east and west.</li><li>• Explain the educational ideas of great thinker of the east and west.</li><li>• Explain some experiments on education of eastern and western philosophers and thinkers.</li><li>• Discuss the ideas of contemporary thinkers on education of eastern and western philosophers and thinkers.</li></ul>
	EDU/G/SEC/ T-4	A. Pedagogical knowledge  B. Yoga education	<ul style="list-style-type: none"><li>• knowledge about pedagogical theories.</li><li>• Types of pedagogy.</li> <li>• Yoga philosophy.</li><li>• Ways of practicing yoga.</li><li>• Importance of yoga education</li></ul>

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