

NAHATA JOGENDRANATH MONDAL SMRITI MAHAVIDYALAYA

North 24 Pgs, W.B.

Course Outcome

Department : Education

Semester -I

Course Code: EDCACORO1T

Course Title :EDUCATIONAL PHILOSOPHY

: Credit 6, FM - 75

Course Content	Course Outcome
CC 1 Educational Philosophy	
UNIT :1 Concept and Scope of Educational	CO-1. Students shall be able to have a preliminary concept on Concept and Scope of education, concept of modern education W.R.T Delors Commission, child centricism . (Level -2, Understand.)
UNIT:2 Philosophical bases in education	CO-2. Students shall be able to explain the Philosophical bases in education. (Level -2, Understand.)
UNIT:3 National Values and Role of Education	CO-3. Students will be able to discuss Values as enshrined in the Indian constitution Democracy, Secularism, equality and Justice. Educational provisions in the Indian Constitution – Articles 15,17,28,30,45,46,350. (Level -4, Analyze.)
UNIT:4 Contributions of great educators on philosophy of education	CO-4. Students shall be able to Rabindranath Tagore, Swami Vivekananda, John Dewey, Bertrand Russell . Level- 1 , Remember.
BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create	

NAHATA JOGENDRANATH MONDAL SMRITI MAHAVIDYALAYA

North 24 Pgs, W.B.

Course Outcome

Department : Education

Course Code: EDCACOR02T

Semester -I

Course Title :EDUCATIONAL PSYCHOLOGY

: Credit 6, FM - 75

Course Content	Course Outcome
CC 2 EDUCATIONAL PSYCHOLOGY	
UNIT :1 Introduction to educational psychology	CO-1. Students shall be able to relate between education and psychology, neuro physiological bases of human behaviour structure and function of human brain, neuron, synaptic transmission, endocrine gland, sensation, perception. (Level -2, Understand.)
UNIT:2 Psychology of human development and education	CO-2. Students shall be able to Human development-concept, principles, types and stages Cognitive development and its significance in education Moral development and its significance in education Psycho-social development (Erikson) and its significance in education Personality-concept, types (Jung, Adler), personality development by Freud (Level -2, Understand.)
UNIT:3 Intelligence and creativity	CO-3. Students shall be able to Intelligence - concept and scope Theories of intelligence - Guilford, Gardener, Sternberg Creativity - concept, scope and characteristics of creative person Relationship between intelligence, creativity and education . (Level -4, Analyze.)
UNIT:4 Psychology of learning	CO-4. Students shall be able to Learning-concept and scope Factors influencing learning - attention, maturation, motivation and emotion Theories of learning: Pavlov, Skinner, Bandura and Vygotsky Level- 1 , Remember.
BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create	

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North 24 Pgs, W.B.

Course Outcome

Department : Education

Semester -I

Course Code: EDCGCOR01T / EDCHGE01T

Course Title :PHILOSOPHICAL

FOUNDATION OF EDUCATION

: Credit 6, FM - 75

Course Content	Course Outcome
DSE1A PHILOSOPHICAL FOUNDATION OF EDUCATION	
UNIT :1 Concept and Scope of Education	CO-1. Students shall be able to Concept nature and scope of Education Factors of Education . (Level -2, Understand.)
UNIT:2 Forms and Aims of Education	CO-2. Students shall be able to Forms of Education-Informal, Formal and Non-formal and Open Education Aims of Education Individualistic, Socialistic & Democratic view of Education. (Level -2, Understand.)
UNIT:3 Values & Education	CO-3. Students shall be able to Value-Definition, characteristics, types Relation between values and education, importance of values in education. (Level -4, Analyze.)
UNIT:4 Great Educators	CO-4. Students shall be able to R. N. Tagore, F. W. A. Froebel Level- 1, Remember.
BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create	

NAHATA JOGENDRANATH MONDAL SMRITI MAHAVIDYALAYA

North 24 Pgs, W.B.

Course Outcome

Department : Education

Semester -IV

Course Code: EDCACOR09T

Course Title :Basics of Educational Research &

Evaluation Core Course : Credit 6, FM - 75

Course Content	Course Outcome
CC 9 Basics of Educational Research & Evaluation	
1. Introduction	
UNIT :1 Preliminary Concepts on Research Methodology	CO-1. Students shall be able to have a preliminary concept on research methodology. (Level -2, Understand.)

UNIT:2 Sampling & Hypothesis	CO-2. Students shall be able to explain the sampling and hypothesis level of significance. Level -4, Analyze.
UNIT:3 Evaluation & Measurement	CO-3. Students shall be able to express the concept of evaluation and measurement. Level -2, Understand.
UNIT:4 Standardization of a test	CO-4. Students shall be able to know the procedure of standardization of a test. Level- 1, Remember.
BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create	

NAHATA JOGENDRANATH MONDAL SMRITI MAHAVIDYALAYA

North 24 Parganas, W.B.

Course Outcome

Department : Education

Semester - IV

Course Code: EDCACOR10T

Course Title : STATISTICS IN

EDUCATION Core Course : Credit – 4 FM - 50

Course Content EDCACOR10T : STATISTICS IN EDUCATION	Course outcome
1. Introduction	
Unit :1 Statistics- Basic Concept	CO-1 . Students shall be able to know the basic concept of statistics.
Unit: 2 Descriptive Statistics	CO-2 . Students shall be able to understand Descriptive statistics. Level- 2 Understand.
Unit : 3 Inferential Statistics	CO-3. Students shall be able to understand inferential statistics. Level - 2 Understand.
BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create	

NAHATA JOGENDRANATH MONDAL SMRITI MAHAVIDYALAYA

North 24 Parganas, W.B.

Course Outcome

Department : Education

Semester -IV

Course Code: EDCACOR10P

Course Title : STATISTICS IN

EDUCATION Core Course : Credit – 2

FM - 25

Course Content EDCACOR10P: STATISTICS IN EDUCATION	Course Outcome.
1. Introduction	
Unit:1 Data Collection	CO-1. Students shall be able to have a basic idea of Data Collection. Level -2 , Understand.
Unit: 2 Data Analyses By Any Excel / Software & Manual both	CO-2. Students shall be able to do Data analyses by any Excel software and manual both. Level -4, Analyze.
BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create	

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Course Outcome

Course Content DSC 1D(EDCGCORO4T) / GE4(EDCHGE04T)	Course Outcome
Evaluation In Education	
1.Introduction	
Unit:1 Evaluation	CO-1. Students shall be able to understand the concept of evolution. Level - 2, Understand
Unit :2 Tools & Techniques of Evaluation	CO-2. Students shall be able to explain the tools and techniques of evaluation- Questionnaire ,Interview , CRC etc . Level -3, Apply.

Unit:3 Educational Tests	CO-3. Students shall be able to standardise educational tests. Level -3, Apply.
Unit:4 Statistics	CO-4. Students shall be able to understand the concept of statistics in education. Level -2, Understand.
BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create	

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North 24 Parganas, W.B.

Course Outcome

Department : Education Semester -

IV Course Code: (EDCSSEC02M)

Course Title:SEC- 2 : DEVELOPMENT OF OBSERVATIONAL SKILL

Credit – 2, FM - 50

Course Content	Course Outcome
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1. Introduction	
Unit:1 Observations Basic Concept	CO-1. Students shall be able to understand the basic concept of observations. Level -2, Understand.
Unit:2 Planning of Observational Skill	CO-2. Students shall be able to understand the planning of observational skills. Level- 2 ,Understand.
Unit:3 Developing Observational Skill	CO-3. Students shall be able to know the developing observation skill. Level -1, Remember.
BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create	

NAHATA JOGENDRANATH MONDAL SMRITI MAHAVIDYALAYA

North 24 Parganas, W.B.

Course Outcome

III Course Code: EDCACOR05T

Course Title :EDUCATION IN PRE-INDEPENDENCE INDIA

Core Course : HONOURS Credit – 6, FM - 75

Course Content	Course Outcome
Unit 1 Development of education in	CO -1. Students will be able to gain insights into the context of ancient and mediaeval India. Level 2 – Understand

<p>ancient and medieval India Salient features of Brahmanic, Buddhistic and Islamic education w.r.t:</p> <ul style="list-style-type: none"> a. Aims of education b. Curriculum and method of teaching c. Centres of learning: Nabadwip, Nalanda, Agra 	<p>CO-2. Students will be able to know Salient features of Brahmanic, Buddhistic and Islamic education.</p> <p>Level : Remember</p> <p>CO-3. Students will be able to comprehend the key of Aims, Curriculum and method of teaching.</p> <p>Level 2 – Understand</p> <p>CO-4 Students will be able to know Contributions of Centres of learning: Nabadwip, Nalanda, Agra.</p> <p>Level : Remember</p>
<p>Unit: 2 Development of education under East India Company</p>	<p>CO-1 Students will be able to analyze the impact of Charter Act of 1813, Macaulay Minute , Bengal renaissance.</p> <p>Level 4- Analyze</p>

a. Charter Act of 1813 b. Macaulay Minute c. Bengal renaissance – nature, characteristics d. Contributions of Rammohan, Derozio, Vidyasagar	CO-2 Students will be able to know Contributions of Rammohan, Derozio, Vidyasagar in Bengal renaissance. Level - Remember
Unit: 3 Development of education under British rule a. Wood's Despatch (1854) b. Hunter Commission (1882-83) c. Curzon's Policy (1902)	CO-1 Students will be able to gain insights into the historical context of Wood's Despatch (1854) . Level 2 – Understand CO-2 Students will be able to assess the impact of Hunter Commission(1882-83),Curzon's Policy (1902). Level 3- Apply

<p>Unit: 4</p> <p>Development of education from 1917-1947</p> <p>a. Calcutta University Commission (1917-1919) b. Basic Education Policy</p>	<p>CO-1</p> <p>Students will be able to assess the effectiveness of development of education from 1917-1947 and focus on Calcutta University Commission (1917-1919) , Basic Education Policy.</p> <p>Level 3- Apply</p>
<p>BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create</p>	

NAHATA JOGENDRANATH MONDAL SMRITI MAHAVIDYALAYA

North 24 Parganas, W.B.

Course Outcome

Course Code: EDCACOR06T

Course Title :EDUCATION IN POST-INDEPENDENCE INDIA

Course Content	Course Outcome
Unit:1 Development of education from 1947-1953 a. University Education	CO-1 Students will be able to gain insights into the recommendations of the University Education Commission (1948-49) , Secondary Education Commission (1952-53). Level 2 – Understand

<p>Commission (1948-49)</p> <p>b. Secondary Education Commission (1952-53)</p>	
<p>Unit: 2</p> <p>Development of education from 1964-1968</p> <p>a. Indian Education Commission (1964-66)</p> <p>b. National Policy on Education, 1968</p>	<p>CO – 1</p> <p>Students shall be able to understand the recommendations of Indian Education Commission (1964-66), National Policy on Education, 1968 and their effectiveness of education.</p> <p>Level 2 – Understand</p>
<p>Unit: 3</p> <p>Development of education from 1986-1992</p>	<p>CO-1</p> <p>a. Students will be able to comprehend the key principles, objectives, and components of the NPE 1986</p> <p>Level 2 – Understand.</p>

- a. National Policy on Education, 1986
- b. Programme of Action, 1992

CO-2

Students will be able to gain insights into the historical context and rationale behind the formulation of the NPE 1986.

Level 3- Apply

CO-3

Students will be able to understand the rationale behind the emphasis on curricular reforms and the introduction of the 10+2+3 system.

Level 2 – Understand

CO-4

Students will be able to analyze the impact of curricular changes on skill development, interdisciplinary learning, and the overall quality of education.

Level 4- Analyze

CO-5

Students will be able to explore the recommendations of NPE 1986 regarding the use of technology in education.

Level 2 – Understand**CO-6**

Students will be able to evaluate the progress and challenges in integrating technology into the education system during the specified period.

Level 3- Apply**CO-7**

Students will be able to identify and analyze the challenges faced in the effective implementation of the NPE 1986.

Level 3- Apply

CO-8

Students will be able to develop a critical perspective on the gaps between policy formulation and on-the-ground realities in the education sector during the specified period.

Level 2 – Understand**CO-9**

b. Students will be able to comprehend the key objectives, strategies, and action points outlined in the Programme of Action 1992

Level 2 – Understand

CO-10

Students will be able to gain insights into the context and motivations behind the formulation of the PoA 1992.

Level 3- Apply**CO-11.**

Students will be able to analyze the measures suggested in the PoA 1992 to enhance the quality of education at all levels.

Level 4- Analyze**CO-12.**

Students will be able to evaluate the effectiveness of initiatives aimed at improving curriculum, pedagogy, and assessment methods.

Level 5- Evaluate

CO-13.

Students will be able to investigate the measures outlined in the PoA 1992 for promoting science and technology education.

Level 2 – Understand**CO-14.**

Students will be able to assess the impact of these initiatives on fostering scientific temper and technological literacy.

Level 2 – Understand**CO-15.**

Students will be able to identify and analyze the challenges faced in the effective implementation of the PoA 1992.

Level 4- Analyze**CO-16.**

Students will be able to develop a critical perspective on the gaps between policy formulation and

on-the-ground realities in the education sector during the specified period.

Level 3- Apply

<p>Unit: 4</p> <p>Development of education from 1993 onwards</p> <p>a. Sarva Shiksha Mission</p> <p>b. Right to Education Act, 2009</p>	<p>CO-1.</p> <p>a. Students will be able to articulate the primary goals and objectives of the Sarva Shiksha Abhiyan.</p> <p>Level 3- Apply</p> <p>CO-2.</p> <p>Students will be able to gain insights into the historical context and the need for a comprehensive elementary education program.</p> <p>Level - Comprehensive</p> <p>CO-3.</p> <p>Students will be able to investigate the provisions made in SSA for promoting inclusive education, with a focus on the education of children with disabilities and from marginalized communities.</p> <p>Level 3- Apply</p>
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CO-4.

Students will be able to assess the impact of inclusive education practices on reducing disparities in educational outcomes.

Level Apply**CO-5.**

Students will be able to analyze the monitoring and evaluation mechanisms put in place by SSA to assess the progress of the program.

Level 5- Evaluate

CO-6.

Students will be able to evaluate the role of data-driven decision-making in improving the effectiveness of SSA.

Level 3- Apply**CO-7.**

b. Students will be able to comprehend the key provisions, scope, and legal framework of the Right to Education Act 2009.

Level 2 – Understand**CO-8.**

Students will be able to gain insights into the historical context and the constitutional mandate for the enactment of RTE.

Level 3- Apply**CO-9.**

Students will be able to investigate the provisions made in RTE to promote inclusive education, particularly focusing on the education of children with disabilities and those from marginalized communities.

Level 3- Apply

	<p>CO-10. Students will be able to assess the effectiveness of measures aimed at reducing discrimination and ensuring equal opportunities for all children. Level : Skill</p> <p>CO-11. Students will be able to identify and critically analyze the challenges faced in the effective implementation of RTE. Level 3- Apply</p>
	<p>CO-12. Students will be able to evaluate the achievements and positive outcomes of RTE in promoting the right to education for all children. Level : Skill</p>
BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create	

NAHATA JOGENDRANATH MONDAL SMRITI MAHAVIDYALAYA

North 24 Parganas, W.B.

Course Outcome

Course Code: EDCACACOR07T

Course Title :CONTEMPORARY ISSUES

Core Course :HONOURS Credit – 4,

Course Content	Course Outcome
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Unit:1

- 1. Traditional issues
- a Language Problems
- b. Problems of technical and vocational education

Unit 1- a**CO-1.**

Students will be able to demonstrate an Understand of the rich linguistic diversity in India, including the major language family Understand.

Level : Understand**CO-2.**

Students will be able to critically analyze language policies in Indian education, including their historical context, implications, and impact on linguistic minorities.

Level 3- Apply**CO-3.**

Students will be able to identify and analyze specific language-related issues in the Indian education system, such as the imposition of dominant languages, challenges faced by linguistic minorities, and the role of mother tongue in education.

Level 2 – Understand

CO-4.

Students will be able to develop cultural sensitivity and awareness regarding the relationship between language and culture in the Indian context, and Understand how language policies can influence cultural identity.

Level 3- Apply**CO-5.**

Students will be able to familiarize themselves with strategies and best practices for implementing multilingual education, considering the diverse linguistic landscape in India.

Level 2 – Understand**Unit 1 – b**

Students will be able to demonstrate a comprehensive technical and vocational education system in India, including its structure, goals and stakeholders.

Level 2 – Understand

CO-1.

Students will be able to critically evaluate the relevance of technical and vocational education curricula in relation to industry needs, technological advancements, and market demands.

Level 3- Apply**CO-2.**

Students will be able to understand the challenges and opportunities related to infrastructure, resources, and facilities in technical and vocational education institutions.

Level 2 – Understand

CO-3.

Students will be able to analyze and critique government policies related to technical and vocational education in India, and propose recommendations for improvement.

Level 4- Analyze**CO-4.**

Students will be able to be aware of global trends and best practices in technical and vocational education, enabling students to compare and contrast approaches from different countries.

Level 5- Evaluate

<p>Unit: 2</p> <p>Social issues</p> <p>a. Problems of education of backward classes</p> <p>b. Problems of adult and non formal education</p>	<p>Unit : 2 - a</p> <p>CO-1. Students will be able to develop a comprehensive understanding of backward classes in the Indian context, including historical perspectives, legal frameworks, and classifications.</p> <p>Level 2 – Understand</p> <p>CO-2. Students will be able to analyze and critically assess the educational disparities faced by backward classes, including issues related to access, enrollment, retention, and academic performance.</p> <p>Level 3- Apply</p>
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CO-3.

Students will be able to understand the socioeconomic factors that contribute to educational challenges among backward classes, including poverty, discrimination, and limited access to resources.

Level 2 – Understand**CO-4.**

Students will be able to recognize and analyze gender disparities within backward classes, with a focus on addressing the unique educational needs of both male and female students.

Level 4- Analyze**CO-5.**

Students will be able to recognize the intersectionality of factors such as caste, gender, and socioeconomic status, and their impact on educational experiences within backward communities.

Level 3- Apply

CO-6.

Students will be able to develop strategies to empower backward classes through education, including skill development, vocational training, and other initiatives aimed at enhancing their socio-economic status.

Level 5- Evaluate**Unit: 2-b****CO-1.**

Students will be able to develop a comprehensive understanding of the concepts, principles, and objectives of adult and non-formal education, including the diverse learner profiles involved.

Level 5- Evaluate

CO-2.

Students will be able to identify and critically analyze the barriers that adults face in accessing education, such as socio-economic factors, literacy levels, and personal motivations.

Level 5- Evaluate**CO-3.**

Students will be able to develop strategies for implementing community-based education initiatives, considering the unique challenges and strengths of local communities.

Level 2 – Understand**CO-4.**

Students will be able to understand and apply inclusive education practices that address the diverse needs of adult learners, including those with different abilities, backgrounds, and learning styles.

Level 3- Apply

	<p>CO-5. Students will be able to incorporate life skills education into non-formal education programs, fostering the development of critical thinking, problem-solving, and decision-making skills among adult learners.</p> <p>Level 3- Apply</p>
<p>Unit: 3 Educational issues a. Problems of equalization of educational opportunities</p>	<p>Unit : 3-a. CO-1. Students will be able to develop a comprehensive understanding of the various forms of educational inequality, including disparities in access, quality, and outcomes across different demographic groups.</p> <p>Level 2 – Understand</p>

b. National Curricular Framework, 2009

CO-2.

Students will be able to analyze the impact of socioeconomic factors such as income, class, and family background on educational opportunities and outcomes.

Level 5- Evaluate

CO-3.

Students will be able to assess and evaluate the extent of access to education, considering factors such as geographical location, gender, ethnicity, and socio-economic status.

Level 4- Analyze

CO-4.

Students will be able to evaluate disparities in educational quality, including variations in infrastructure, teaching resources, and curricular offerings across different schools and regions.

Level 4- Analyze

CO-5.

Students will be able to understand the role of parental and community involvement in equalizing educational opportunities, and the ability to design strategies for fostering such engagement.

Level 2 – Understand**CO-6.**

Students will be able to be aware of the role of technology in bridging educational gaps and strategies to ensure equitable access.

Level Understand**CO-7.**

Students will be able to use data analysis tools and techniques to assess and interpret educational data, guiding evidence-based decision-making for equalization efforts.

Level 3- Apply

Unit : 3-b**CO-1.**

Students will be able to develop a comprehensive understanding of the historical context and evolution of the National Curriculum Framework, 2009, including the influences and ideologies that shaped its development.

Level 3- Apply**CO-2.**

Students will be able to analyze the core principles and foundational values outlined in the NCF 2009, such as inclusivity, flexibility, and a learner-centric approach to education.

Level 4- Analyze

CO-3.

Students will be able to understand the importance of curricular flexibility and diversification to cater to the diverse needs, abilities, and interests of learners, as emphasized in the NCF 2009.

Level 3- Apply**CO-4.**

Students will be able to understand the role of education in promoting values, ethics, and social responsibility, and the ability to incorporate these aspects into curriculum planning and implementation.

Level 3- Apply**CO-5.**

Students will be able to implement assessment reforms in alignment with the principles of the NCF 2009, including continuous and comprehensive evaluation methods that focus on Understand and Apply rather than rote memorization.

Level 2 – Understand

	<p>CO-6. Students will be able to recognize the significance of environmental education and sustainability, and the ability to integrate environmental concepts into the curriculum in accordance with the NCF 2009.</p> <p>Level 5- Evaluate</p> <p>CO-7. Students will be able to know the strategies for teacher professional development, including ongoing training and support to help educators implement the principles of the NCF 2009 effectively.</p> <p>Level ; Remember</p>
	<p>CO-8. Students will be able to integrate digital literacy and technology into the curriculum, aligning with the NCF 2009's emphasis on preparing students for the challenges of the digital age.</p> <p>Level : Skill</p>
BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create	

NAHATA JOGENDRANATH MONDAL SMRITI MAHAVIDYALAYA

North 24 Parganas, W.B.

Course Outcome

Department : Education Semester -III
Course Code: EDCACOR07P

Course Title :Field Tour and Report Writing Core Course :HONOURS Credit – 2, FM –25

*One place from the list has to be visited:

Course Content	Course Outcome
Unit:1 Philosophical Importance	CO-1. Students will be able to describe the aims and objectives of field study Level 4- Analyze
Unit: 2 Psychological Importance	CO-1. Students will be able to note down and describe the special features of visited place Level 4- Analyze
Unit:3 Historical Importance	CO-1. Students will be able to evaluate the educational importance of historical place Level 5- Evaluate
BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create	

NAHATA JOGENDRANATH MONDAL SMRITI MAHAVIDYALAYA
North 24 Parganas, W.B.
Course Outcome

Department : Education Semester -II

Course Code:

EDCGCOR01T

Course Title :Psychological Foundation of Education

Core Course :GENERAL/DSC 1B Credit – 6, FM - 7

Course Content	Course Outcome (CO)
Unit:1 Introduction to Educational Psychology	<p>CO-1. Students will be able to develop a solid understanding of the foundational concepts, theories, and historical development of educational psychology.</p> <p>Level 3- Apply</p> <p>CO-2. Students will be able to apply psychological principles to educational settings, Understand how individuals learn, develop, and adapt to educational environments.</p> <p>Level 3- Apply</p> <p>CO-3. Students will be able to understand cognitive development theories and learning style frameworks, with the ability to identify and address diverse learning preferences in educational contexts.</p> <p>Level 2 – Understand</p>

CO-4.

Students will be able to understand the principles of developmental psychology and their relevance to educational practices, recognizing how students' physical, cognitive, and socio-emotional development influences learning.

Level 2 – Understand**CO-5.**

Students will be able to implement effective classroom management strategies based on psychological principles, fostering a positive and conducive learning environment.

Level 2 – Understand

CO-6.

Students will be able to recognize individual differences in learning styles, abilities, and needs, with an understanding of inclusive education principles and strategies for addressing diverse needs, including special education considerations.

Level 2 – Understand**CO-7.**

Students will be able to develop critical thinking and problem-solving skills to analyze educational challenges and propose evidence-based solutions.

Level 4- Analyze

CO-8.

Students will be able to recognize ethical considerations in educational psychology, including issues related to student confidentiality, fairness in assessment, and the responsible use of psychological principles.

Level 2 – Understand**CO-9.**

Students will be able to be aware of the importance of professional development and lifelong learning in the field of educational psychology, with a commitment to staying informed about evolving research and practices.

Level 2 – Understand

Unit: 2 Psychology of Human Development and Education	CO-1. Students will be able to develop a comprehensive knowledge for psychology of human development Level 2 – Understand
Unit: 3 Attention and Memory	CO-1. Students will be able to analyze the span of attention and memory Level 4- Analyze
Unit: 4 Personality & Education	CO-1. Students will be able to develop a comprehensive Understand of major personality theories, including psychodynamic, humanistic, trait, and social-cognitive perspectives. Level 2 – Understand CO-2. Students will be able to apply personality concepts to educational contexts, recognizing how individual differences in personality impact learning styles, motivation, and behaviour in educational settings. Level 3- Apply

	<p>CO-3.</p> <p>Students will be able to remember of the role of personality in the learning process, including how different personality traits may influence information processing, study habits, and academic achievement.</p> <p>Level : Remember</p>
	<p>CO-4.</p> <p>Students will be able to understand how personality develops across the lifespan and the implications of personality changes for educational practices, from early childhood through adulthood.</p> <p>Level 2 – Understand</p> <p>CO-5.</p> <p>Students will be able to identify and accommodate individual differences in learning preferences based on personality traits, fostering personalised and effective instructional approaches.</p> <p>Level 2 – Understand</p>

CO-6.

Students will be able to familiarize themselves with various personality assessment techniques and instruments, and the ability to critically evaluate their use in educational settings.

Level 2 – Understand

BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create

NAHATA JOGENDRANATH MONDAL SMRITI MAHAVIDYALAYA
North 24 Parganas, W.B.
Course Outcome

Department : Education **Semester -III**

Course Code:

EDCGCOR03T

Course Title :Development of Education & Educational Policies

Core Course : GENERAL/DSC 1C Credit – 6, FM - 75

Course Content	Course Objectives
Unit:1 Development of Education 1813 to 1947	CO-1. Students will be able to gain insights into the historical context of Wood's Despatch (1854) . Level 2 – Understand CO-2. Students will be able to assess the impact of the Hunter Commission(1882-83). Level 2 – Understand

Unit: 2 Development of Education from 1947 to 1970	CO-1. Students will be able to remember about the recommendations of various commissions and National policies of education. Level 1 – Remember
Unit: 3 Development of Education from 1970 - 2000	CO-1. Students will be able to identify and analyze the challenges faced in the effective implementation of the NPE 1986. Level 4- Analyze CO-2. Students will be able to develop a critical perspective on the gaps between policy formulation and on-the-ground realities in the education sector during the specified period. Level 4- Analyze

	<p>CO-3. Students will be able to comprehend the key objectives, strategies, and action points outlined in the Programme of Action 1992.</p> <p>Level 2 – Understand</p>
<p>Unit: 4 Development of Education from 2000-2016</p>	<p>CO-1. Students will be able to articulate the primary goals and objectives of the Sarva Shiksha Abhiyan.</p> <p>Level 2 – Understand</p> <p>CO-2. Students will be able to comprehend the key provisions, scope, and legal framework of the Right to Education Act 2009.</p> <p>Level 2 – Understand</p>
<p>BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create</p>	

NAHATA JOGENDRANATH MONDAL SMRITI MAHAVIDYALAYA

North 24 Parganas, W.B.

Course Outcome

Department : EducationB Semester -II

Course Code: EDCACOR03T

Course Title : EDUCATIONAL SOCIOLOGY

Core Course : Credit – 6, FM - 75

Course Content	C O
Unit:1 Introduction to educational sociology	CO-1. Students shall be able to understand the meaning, nature and scope of educational sociology. Level - 2 - Understand
Unit: 2 Culture and education	CO-1. Students shall be able to analyze that concept of culture, interrelationship between education and culture. Level-4-Analyze.

Unit: 3 Education and social development	CO-1. Students shall be able to apply that social development in India - sanskritisation, modernisation, globalisation. Level - 3-Apply.
Unit: 4 Social issues and education	CO-1. Students shall be able to analyze social issues such as poverty, inclusive education, child rights. Level - 4-Analyze.
BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create	

NAHATA JOGENDRANATH MONDAL SMRITI MAHAVIDYALAYA

North 24 Parganas, W.B. Course Outcome

Department : Education

Semester -II

Course Code: EDCACOR04T

Course Title : PEDAGOGY

Core Course : Credit – 6, FM - 75

Course Content	Course Objectives (CO)
Unit:1 Introduction to pedagogy	CO-1. Students shall be able to understand the pedagogy concept and scope. Level - 2-understand.
Unit: 2 Pedagogy as the science of teaching	CO-1. Students shall be able to analyze pedagogy as a science of teaching. Level - 4-Analyze.
Unit: 3 Pedagogy of teaching – learning	CO-1. Students shall be able to understand teaching and learning pedagogy. Level - 2-understand.
Unit: 4 Application of pedagogy in classroom	CO-1. Students shall be able to apply pedagogy in the classroom. Level - 3-Apply.
BT : Level 1 – Remember, Level 2 – Understand, Level 3- Apply, Level 4- Analyze, Level 5- Evaluate, Level 6- Create	

PROGRAMME OUTCOME (P.O) ;

◆ On completion of this course students will be able to :

- Define education and understand the modern concept of education.
- Develop an Understand of the AIIMS that influence education.
- Compare and contrast individualistic and socialistic aims of education.
- Gain insights
- Examine the levels of teaching
- Differentiate between different types of Curriculum
- Explore child centric education
- Demonstrate a clear Understand about statistics in education
- Evaluate the functions and factors of education
- Critically analyze the functions of a psychological counsellor
- Justify appropriate nature of Curriculum
- Recognise the value and integration of co-curricular activities in educational institutions.
- Implement child centric education principles to promote Holistic development.
- Promoted balance approach towards the contribution of the great educators.

