

Department of Education
S.Kula Women's College, Nambol

Programme Outcome (PO):

Education graduates will be able to:

- PO1:** Understand the concept, scope and aims of education by gathering knowledge of education through enriched experiences.
- PO2:** Know about educational philosophy which gives the knowledge why it is necessary in our life.
- PO3:** Provide the students the knowledge about the attitude of children and role in education system.
- PO4:** Understand various level learners, their needs, interest and peculiar problems and motivate them for learning.
- PO5:** Provide the students about the qualities and duties of a teacher and how is it possible to prepare a good relation between teachers and students.
- PO6:** Provide the students about the curriculum in education and make them understand about their subject knowledge.
- PO7:** Provide the students the golden opportunity to know about co-relation between education and philosophy and also to give knowledge of Indian philosophy relating to education.
- PO8:** Use and utilize the Information Communication Technology resources for classroom teaching, remedial instructions and for providing challenging learning.
- PO9:** Create awareness about measurement of intelligence; theories, determinants types and traits of personality.
- PO10:** Introduce the students the basic concept in sociology and its relationship with educational sociology and to know the main things of sociology and its uses in their future life.
- PO11:** Impart knowledge and understanding of the concept in statistics and the various measures of descriptive statistics - their characteristics, uses, applications and methods of calculation.
- PO12:** Create a foundation for advanced learning of psychological testing, assessment and statistics.

Programme Specific Outcome (PSO):

- PSO1.** To understand basic concepts and ideas of educational theories and to develop understanding of education as an agenda for State and its policy visions and efforts in evolving a national system of education.
- PSO2.** To acquire skills in lucid presentation and ideas in education, involving various social works which proves their social aim in education.
- PSO3.** To gather knowledge about social stratification and prove their knowledge by project method.
- PSO4.** To have the capability to comprehend the technological advancements in the usage of modern design tools to analyze and design subsystems and processes for a variety of application.
- PSO5.** To link literature on education to social construction and thereby gaining and understanding of the interplay of power and representation.

PSO6. To comprehend the role of the systems of governance and structural - functional provisions that support different levels of education.

Course Outcome

1st Semester

Paper: ES: 101

Title of Paper: **Philosophical and Sociological Foundation of Education.**

Unit. 1. Concept and scope, aims and function of education. After completing or studying through this unit the student should be able to:

- (i) They able to know about the concept of education, meaning, origin, derivation of education.
- (ii) They learn about the function of education, it conservative function of education is traditional mode of life and another one is creative function, new invention, and to new create new values and progressive ideas for social change.
- (iii) They able to have knowledge of different aims of education.
- (iv) They able to have basic knowledge are interest, appreciation leading to self-actualization and successful living and social, moral spiritual values.

Unit-II: Role of Philosophy in Education

After the analysis of this unit the student should be able to:

- Understand to the student that philosophy refers to a certain way of thinking.
- Philosophical thought are given to them, they are-
 - (i) Naturalism: It believe about the nature.
 - (ii) Realism: They believe about the real.
 - (iii) Idealism: It believes that only the ideal. And,
 - (iv) Pragmatism: people are believes the practical.

The students are well understood about the different philosophical thought from different philosopher, they are thought of Plato, Aristotle, Rousseau, Froebel, and Dewey.

Unit-III. Freedom and Discipline

On completion of this unit the students will be able to-

- to know about the meaning and types of the freedom and discipline is separate term.
- To acquire knowledge about the freedom and discipline.
- To understand the inter relationship between the discipline and democracy.
- Student will be able to recall or define general concept of discipline and freedom.
- To understand the importance of discipline in social life.

Unit IV: Sociology and Education.

On completion of this unit the students will be able to,

- To understand the meaning of sociology and education.
- To understand the meaning, nature and scope of educational sociology.
- T acquaints students with sociological perspective and concept that deal with key aspects of society's reality relevant to the study of education.

- To enhance capacities of students for the critical evaluation of the role of education in social change and for sociological reflection on educational issues.
- To know the students the uses and role of mass media in the society.

Unit V: Social Group, Culture and Social problems.

After the completion of the unit the student should be able to-

- In our society have different types of group of social group.
- That group of people required for interaction.
- Our society has different class and creed that are known as social stratification.
- Education and culture have a close relationship.
- In our society has different group of individual, those group people require to give equalization of educational opportunities.

2nd Semester

Paper: E.S: 201: Educational Psychology and Pedagogy

Unit 1. Educational psychology.

After the discuss and study about this unit the student are to be-

- To understand the derivative term, meaning ,nature and scope of the psychology
- To know about the behavior, it is also necessary to know about relationship between teacher and student's behavior.
- Education and psychology are closely related in the field human life.
- To try to know the different methods of educational psychology have their different techniques.
- Different individuals have their social, moral, intellectual development.

Unit 2. Personality, its types and traits.

On completion of this unit the students will be able to,

- Students will reproduce about the meaning and nature of personality and its types and traits.
- To understand the students what types person when call extrovert and introvert type of personality.
- Students will be able to justify the critical analysis of 'Freudian' theories of personality.
- To enable the students to understand the determinants of personality i.e. Biological and sociological determinants of personality.

Unit 3. Learning: Meaning, nature and factors.

After the discuss and study about this unit the student are able to-

- Students are tried to understand about concept of learning.
- Students are able to modification for his her nature in a batter way.
- To create the idea of formation of new thinking.
- To understand motivation is first instruments of learning course and students are solving the problems.
- Students are well known about different theories of learning in the deferent situation of the life.
- Try to understand and applied about the theories of learning.

Unit 4. Pedagogy and its implications.

After the completing through this unit the students should be able to-

- They able to know as learn about the word ‘pedagogy’. It is art of teaching or science of teaching.
- They understand to learn Factors affecting teaching learning process.
- They understand to learn about the knowledge of input and output variables.
- Students are getting knowledge about of maxims and fundamentals of teaching.

Unit 5. Classroom behavior.

After the completing through this unit the students should be able to-

- To understand the student’s characteristics and function of good teacher behavior.
- To acquire a brief knowledge about the Flander’s interaction analysis theory.
- To enable the students to understand the meaning of Micro and macro teaching.

3rd semester

ES. 301: Development of Education in India.

Unit I. Education in Ancient India.

After the discuss and study about this unit the student are able to-

- The students understand about the knowledge of educational practices in ancient India.
- During the period the system of education is Guru System of education, it is mainly the relationship between the teacher and learners.
- They able to understand this period is Brahmanism period and the regressive behavior of Vedic period.
- They able to evaluate the role and status of guru in ancient Indian culture.
- They able to identify the trends and challenge faced by the educational in pre historic period.
-

Unit II. Education in Medieval period in India.

After the completing through this unit the students should be able to-

- The students understand about the knowledge, types of educational institution of the medieval period and the Founder of the Muslim education.
- They able to know about the method of teaching and military power in this period.
- They able to know in what ways the women have imparted education and the curriculum of education and the State patronage and educational endeavor.
- They able to learn about the educational practices in medieval period.

Unit III. Education in British India.

After the completing through this unit the students should be able to-

- Students are learned the first new education system in India. It is newly applied in India by the British rules.
- Students are able to learn the western education system in India. The charter Act of 1813 is mainly responsible to establish the education system for the development of Indian citizens. This act of 1813 is firstly sanctioning a sum rupees one lakh for development of education.
- Students are understood that many commissions are imparted to develop the education system in India.

Unit IV: Development of Indian Education in the Post-independence period.

After the completing through this unit the students should be able to-

- The students will be able to understand the development of education in India during post independent period.
- To acquire a brief knowledge about growth of higher education.
- Students will able to understand the recommendation of University Education Commission 1948-49.
- The student is known about established of Secondary Education Commission-1952-53.
- To know the aims and terms of secondary education 1952-53.
- To enable the students to understand the defect of the curriculum of the secondary education and suggestion for improvement.
- To understand the recommendation of national Education Policy 1986.

Unit V: Development of Education in Manipur

After the discuss and study about this unit the student are to be-

- Students are acquired the knowledge about the education system in Manipur.
- To understand about the different stages of education in Manipur are preprimary, primary, secondary and higher education.
- To know the system of technical and other vocational education also.

4th semester

ES.401: Issues and trends in contemporary Indian education.

Unit I: Elementary Education

After the completing through this unit the students should be able to-

- The students have a very helpful knowledge about elementary education and universalization has become a global concern today.
- They understand about the concept of UEE (universalization of elementary education) has been set as one of the important Millennium development goals.
- They able to understand the role and function of organizational structure like-DIETS, NCERT, SCERT, Operation Black Board, District Primary Education Programme, and SSA.

Unit II. Secondary Education.

After completing through this unit the learner should be able to-

- The student understands about the organization structure aims and objective of general and vocational secondary education.
- They able to know the role and function of national level of institution like NCERT, SCERT, CBSE, and NUEPA.
- They able to know about the guide line of commission's in 1952-53.

Unit III. Alternative schooling.

After the completing through this unit the students should be able to-

- Identify in details of the aims and objectives of the Universalization of Elementary Education.
- Learn in depth understand the meaning of formal and non-formal education
- Identify the details of National Adult Education programme (NAEP).

- Understand of Mass programme of Functional Literacy (MPFL). Total literacy campaign, post literacy campaign and Jana Shiksha Nilayam.

Unit IV. Continuing Education.

After the completing through this unit the students should be able to-

- Students are learned about the open learning system. It is free and frank of acquire knowledge from the thinkers or expert.
- Through mass media the students are communicate the different type of learning. E.g. on line class.
- Students are acquiring knowledge's from the open learning system-Radio, T.V, Mobile etc.

Unit V. Population education, Value education and work experience.

After the completing through this unit the students should be able to-

- To understand about the concept of sex education.
- To know about the ward 'adolescent'. It is the stage of youth in human life. They face many problems in our universe e.g. sex problem, financial, and social problems, etc.
- To know about the imitation, adjust to new environment, to acquire knowledge from others.

5th semester

Paper: ES (H) 505: Educational Evaluation and Statistics in Education

Unit 1. Educational Evaluation

After the completing through this unit the students should be able to-

- The student understands the knowledge of evaluation and measurement.
- They able to have the knowledge of needs for measurement in different field of education.
- To know about the relationship between measure and evaluation in different situation of education.
- They able to know about practical knowledge and other procedures.

Unit 2. Types of evaluation

After the completing through this unit the students should be able to-

- Formative and summative evaluation
- Quantitative and qualitative evaluation
- Principles and techniques of continuous and comprehensive evaluation.

Unit 3. Measuring instruments and their classification.

To discuss through their unit the student should enable to

- Students clearly understand what is measure and their types of scale in educational measures.
- They learned about different characteristics of good measuring instruments-reliability, validity, objectivity and they are well known about general principles of test construction.

Unit 4. Statistics in education

After the completing through this unit the students should be able to-

- To know about the meaning, nature, and scope of educational statistics.
- They able to understand about the knowledge of measurement of central tendency.
- To know about the area of social science, as well as physical science and concept of normal distribution.

Unit 5. Types of data and bivariate distribution

After the completing through this unit the students should be able to-

- Students are well learned about the calculation of educational statistics. It can calculate group data and ungroup data.
- To know about the determination of graph. There are different types of graphs are as, Pie-diagram, histogram, polygon, cumulative, give and their uses.
- They can calculate different types of variability and correlation.

Paper: ES (H) 506: Educational Measurement and Educational technology

Unit 1. Educational Management

After the completing through this unit the students should be able to-

- The student should have a very helpful knowledge of educational management and its needs, nature, and scope.
- To know about the types and other advantage of centralization of educational management.
- They have the knowledge of input and output of managements.

Unit 2. Financial Management and Managerial Behaviour.

On completion of this unit the student will-

- Deliberate the details of the sources of income.
- Understand the meaning of educational expenditure and its pattern of plans and non-plan.
- Understanding the problems of factors-influencing educational financing.

Unit 3. Educational Planning.

After the completing through this unit the students should be able to-

- Students are known that without educational planning our education system will be fail.
- To know about the main roles of planning are central, state, and district level.

Unit 4. Educational technology:

After the completing through this unit the students should be able to-

- Understanding about the ideas of use of new electrical device in the field of education.
- To acquire the knowledge of relation between education and other electrical instruments. T.V, Computer, Calculator, smart board, Stop watches, etc.
- Students are understood about the communication of education and media.

Unit 5. System approach to instruction.

After the completing through this unit the students should be able to-

- The students have a very helpful knowledge about the concept of system approach and its characteristics.
- They have knowledge of clear idea of system approach is related to new approaches.
- They learn about simulated teaching is role playing teaching techniques.

Paper: ES (H) 507: Educational guidance and curriculum construction

Unit 1. Educational guidance

After the completing through this unit the students should be able to-

- The students have learned about helpful of guidance and educational guidance.
- The student able to learned about the needs of guidance in different field of an psychological, philosophical and sociological aspects.
- To understand about the cumulative record card, which is an account of the child history in the school and refers to a continuous record the data are added in summative of individual profile.
- The students are able to have the knowledge about factors responsible for the formation and development of attitudes, ability, attitude, interest.

Unit 2. Vocational guidance.

After the completing through this unit the students should be able to-

- Understand the meaning of vocational guidance.
- Deliberate the purpose and function of vocational guidance.
- Identify meaning and types of Job analysis.

Unit 3. Concept of counseling.

After the completing through this unit the students should be able to-

- Students are understand about the meaning, nature, and different types of counseling
- To know about the steps and techniques of counseling.
- Understanding about the role of counseling in particular stage of secondary school and relationship between guidance, counseling, and teaching.

Unit4. Curriculum Construction.

After the completing through this unit the students should be able to-

- Understand the meaning, and nature of curriculum.
- Be acquainting with basic concept of a model curriculum and basic principle of curriculum design and construction.
- Known about the different between curriculum and democracy.

Unit 5. Curriculum development and its process.

After the completing through this unit the students should be able to-

- Students are known about responding roles of the local, state, and national level in curriculum development.
- Students are understand about the study of state curriculum and national curriculum framework.

6th semester

Paper: ES (H) 608: Educational Thought and Practices**Unit 1.** Jean Jacques Rousseau.

After the completing through this unit the students should be able to-

- – The student understands about Rousseau’s principle of education for different stage of human development.
- They should be able to learn about Rousseau’s education thought base on doing, reason father than memory learning through experience. He is the father of the modern educational theory and practice.

Unit 2. John Dewey.

After the completing through this unit the students should be able to-

- The student clearly understood John Dewey’s philosophical aims of education.
- The student able to understand the scheme of education and method of teaching are his philosophical thought.

Unit 3. Rabindranath Tagore.

After completing through this unit the students should be able to-

- Student is enabling to know about the Rabindranath Tagore’s philosophy. It is mainly relationship between teachers and student in the academic ways.
- The student clearly understands about method of teaching, religious and spiritual education.

- To understand about the Tagore's Shantiniketan and Vishva Bharati.

Unit 4. Swami Vivekananda.

After the completing through this unit the students should be able to-

- Students are able to understand about the Vivekananda's educational philosophy. They get learn about aims and curriculum in the learning courses.
- To about the method of teaching and relationship between teachers and learners.
- Students are understood about the evaluation process of Vivekananda's philosophy of education.

Unit 5. Mahatma Gandhi

After the completing through this unit the students should be able to-

- Understanding the causes and failure of basic education in India.
- Specify the characteristics of Gandhiji's education in India
- Understanding the merits of basic education and Gandhiji's philosophy of education was naturalistic in its setting idealistic. Craft education is more emphases by the Gandhiji.

Paper: ES (H) 609: Child psychology

Unit 1. Nature and scope

After the completing through this unit the students should be able to-

- The student understands about the knowledge of nature and scope of child psychology.
- They able to learn about the child psychology is the study of the useful aims of child study.
- They able to learn about the subject of child psychology is new scientific approaches to child study.

Unit 2. General nature of growth and development.

After the completing through this unit the students should be able to-

- The student understands the knowledge about the chief principles of growth and development.
- They able to learn about the main factors affecting the development of during pre-natal stage and post –natal development.
- They able to learn and have a very helpful knowledge about a mother care before birth of her child and after berth.

Unit 3. Development up to pre-adolescence.

After the completing through this unit the students should be able to-

- Understand in details of stages and aspects of human development.
- Specify physical development during infancy and childhood's and its facts and importance in this connection.
- Understanding in details of the emotional and social development during childhoods.
- Understanding the meaning of perceptual development and chief characteristics of child's perceptual development.

Unit 4. Development of understanding and intelligence.

After the completing through this unit the students should be able to-

- To know about the meaning of concept formation in the children. They have learned about relationship between readiness and maturation to the learning.
- Understanding and interest of the meaning of plays. It has different types of play in the child development.

- Understanding in details of the child's are different in the society. Child has different in ability, interest, and their educational implication.

Unit 5. Development of self and personality.

After the completing through this unit the students should be able to-

- Understand the meaning of personality and its fundamental basic.
- Understand in details the role of peer group in childhood development.
- Specify the role of family and school on the development of a child personality.
- To know about the meaning of adjust and the various problem of adjustment faced by infancy and childhood.
- Specify the details various types of adjustment of infancy.

Paper: ES (H) 610: Experimental education and statistics

First half

Educational psychology

Experiment 1. Immediate memory spans through auditory stimuli digits.

- The student will understand the concept of experimental psychology.
- The students will be able to compare various methods of conducting different psychological experiments tests.
- The students will be able to explain the importance of scientific attitudes in the modern.

Experiment 2. Immediate memory span through stimuli non sense syllables:

On completion of this experiment two the student will able to-

- Understand and performed the students to determine the immediate memory span of the subject (an individual) from the visual stimuli by using 11(eleven) non-sense syllables of 3(three) letters the learning time method.

Experiment 3. Recall and Recognition.

On completion of this experiment two the student will able to-

- Understand and explain determining Immediate memory span recall and recognition to finding out the relative efficiency of the subject in recalling and recognizing a new learning materials and describe various step involves.

Second Half

Educational Statistics

On completion of this experiment two the student will able to-

- The students understand about meaning, nature, and scope of educational statistics.
- Student will be able to understand the basic theoretical and applied principles of statistics needed to enter the job force.
- Discuss critical the uses and limitation of statistics analysis.
- Conduct basic statistical analysis of data.
- Students are understood about calculate the central tendency, variability and coefficients of correlation.