



SIDDHINATH MAHAVIDYALAYA

(Govt. Aided)

Estd. - 2013

SHYAMSUNDARPUR PATNA • PANSKURA • PURBA MEDINIPUR • PIN - 721139 • Phone - 03228-255030

email - siddhinathmahavidyalaya@gmail.com

Ref. No.

Date.....

From:-Principal/President/Vice-President

Department of Education

B.A. Honours in Education (CBCS system) w.e.f. academic session 2018-19

Programme Outcome (PO)

The programme outcomes for the Education under the Choice Based Credit System (CBCS) at the undergraduate level in Vidyasagar University typically aim to develop well-rounded, knowledgeable, and skilled graduates who can contribute effectively to the field of education. While the specific outcomes might vary slightly, the general outcome is as follows:

- **Comprehensive Understanding of Educational Foundations:**
 - Gain a thorough understanding of the philosophical, sociological, and psychological foundations of education.
 - Analyze historical and contemporary issues in education from multiple perspectives.
- **Development of Pedagogical Skills:**
 - Acquire practical teaching skills, including lesson planning, instructional strategies, and classroom management.
 - Implement effective assessment and evaluation techniques to measure student learning outcomes.
- **Critical Thinking and Analytical Abilities:**
 - Develop critical thinking skills to analyze educational theories, policies, and practices.
 - Engage in reflective practices to improve teaching and learning processes.
- **Research Competence:**
 - Understand and apply research methodologies in education.
 - Conduct independent research projects and contribute to the academic knowledge base in education.
- **Technological Proficiency:**
 - Integrate educational technology and digital tools to enhance the teaching-learning process.
 - Stay updated with the latest technological advancements in education.
- **Understanding Learner Diversity:**
 - Recognize and address the diverse needs of learners, including those from different cultural, social, and economic backgrounds.
 - Promote inclusive education practices to ensure equity and access for all students.



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- **Professional Ethics and Social Responsibility:**

- Develop a sense of professional ethics and responsibility in educational settings.
- Engage with community projects and initiatives to promote educational equity and social justice.

- **Communication and Leadership Skills:**

- Enhance communication skills for effective interaction with students, parents, colleagues, and the community.
- Develop leadership skills to take on various roles in educational institutions and organizations.

- **Preparation for Advanced Studies and Career Opportunities:**

- Prepare for advanced studies in education or related fields.
- Equip students with the knowledge and skills needed for various career opportunities in education, including teaching, administration, counseling, and educational research.

- **Lifelong Learning and Professional Development:**

- Foster a commitment to continuous professional development and lifelong learning.
- Encourage engagement with professional organizations and participation in workshops, seminars, and conferences.

These outcomes are designed to ensure that graduates of the Education program at Vidyasagar University are well-prepared to meet the challenges of the education sector and contribute positively to the development of society.

Course Outcome (CO)

C1T: Introduction to Education:

1. Students will comprehend the fundamental concepts, scope, and nature of education. They will learn about the historical evolution of education and its relevance in contemporary society.
2. Learners will gain insights into the philosophical and sociological underpinnings of education. They will explore various educational philosophies and their impact on educational practices.



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3. Students will be able to identify and articulate the aims and objectives of education at different levels. They will understand how these aims shape curriculum and instructional strategies.
4. This course will help students understand the relationship between education and society.
5. Learners will study the contributions of key educational thinkers and reformers. They will analyze their philosophies and their impact on modern educational practices.

C2T: History of Indian Education:

1. Students will gain an understanding of the historical development of the education system in India from ancient times to the present.
2. Learners will explore the educational practices and institutions of ancient and medieval India, including Gurukuls, Buddhist Viharas, and Madrasas.
3. Students will analyze the impact of British colonial rule on the Indian education system, including the introduction of Western education, Macaulay's Minutes, and the Wood's Despatch.
4. The course will cover major educational reforms and policies implemented in India after independence, such as the Kothari Commission, the National Policy on Education, and the Right to Education Act.
5. Students will understand the growth and development of higher education in India, including the establishment of universities, technical institutes, and research centers.
6. The course will examine the role of education in promoting social change and addressing issues such as caste, gender, and economic disparities.

CC – 3: Psychological Foundation of Education:

1. Students will gain a fundamental understanding of the nature, scope, and significance of educational psychology and its role in the educational process.
2. Learners will explore various theories of learning and development, including behaviorism, cognitivism, constructivism, and humanism, and their implications for education.



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3. Students will understand the physical, cognitive, social, and emotional development stages of children and adolescents and how these stages influence learning.
4. The course will cover the concept of individual differences among learners, including intelligence, learning styles, motivation, and personality, and how to address these differences in educational settings.
5. Students will understand cognitive processes such as perception, memory, thinking, problem-solving, and how these processes impact learning.
6. Students will understand the importance of mental health and well-being in education, recognizing signs of psychological distress in learners and providing appropriate support.

C4T: Philosophical Foundation of Education:

1. Students will gain a foundational understanding of the nature, scope, and significance of educational philosophy and its role in shaping educational thought and practice.
2. Learners will explore major philosophical systems and their impact on education, including idealism, realism, pragmatism, existentialism, and constructivism.
3. Students will understand the relationship between philosophy and curriculum development, exploring how different philosophical perspectives influence curriculum design and content.
4. The course will emphasize the development of critical thinking skills, encouraging students to apply philosophical reasoning to educational issues and challenges.
5. Students will develop the ability to integrate philosophical concepts with educational practice, enhancing their teaching strategies and approaches based on philosophical insights.
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C5T: Sociological Foundation of Education:

1. Students will gain a foundational understanding of the interrelationship between education and society, including how education both shapes and is shaped by social forces.



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2. Students will understand the role of education in the socialization process, examining how schools and other educational institutions contribute to the development of social norms, values, and behaviors.
3. Learners will analyze the role of educational institutions in promoting social change, including their potential to address social issues and contribute to social progress.
4. Learners will gain insights into educational policies and their social implications, understanding how policy decisions impact educational access, quality, and equity.
5. Students will be updated on contemporary issues and trends in the sociology of education, including globalization, multiculturalism, and the impact of technology on education.

C6T: Educational Organization, Management and Planning:

1. Students will gain a foundational understanding of the structure and functions of various educational organizations, including schools, colleges, and universities.
2. Learners will explore key theories and principles of management as they apply to educational settings, including classical, behavioral, and contemporary management theories.
3. The course will cover the principles and processes of strategic planning in educational institutions, including goal setting, SWOT analysis, and the development of strategic plans.
4. Learners will examine various leadership styles and their impact on educational organizations, understanding the role of effective leadership in achieving organizational goals.
5. The course will cover the basics of financial management in educational settings, including budgeting, financial planning, and resource allocation.

C7T: Guidance and Counselling:

1. Students will gain a fundamental understanding of the concepts, nature, and scope of guidance and counselling, including their importance in educational settings.
2. Students will understand the different types of guidance (educational, vocational, personal, and social) and their specific applications and methodologies.



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3. Learners will understand the role and responsibilities of a counsellor in educational institutions, including ethical and professional standards.
4. Learners will understand the processes involved in career counselling, including career planning, decision-making, and the use of career information resources.
5. Students will explore strategies for counselling diverse populations, addressing issues related to cultural, social, and individual diversity.

C8T: Technology in Education:

1. Students will gain a foundational understanding of the nature, scope, and significance of educational technology in teaching and learning.
2. Learners will explore strategies for integrating technology into educational practices, including lesson planning, instructional design, and classroom management.
3. Students will become familiar with a variety of educational technologies, tools, and resources that support teaching, learning, and assessment.
4. The course will emphasize the development of digital literacy skills among students, including information literacy, media literacy, and digital citizenship.
5. Students will explore models of blended and online learning, including best practices for designing and delivering online courses and activities.

C9T: Curriculum Studies:

1. Students will gain a comprehensive understanding of the concept, nature, and scope of curriculum, including its historical development and theoretical foundations.
2. Learners will explore various models and approaches to curriculum development, including Tyler's objectives model, Taba's model, and the process approach, understanding their implications for educational practice.
3. Students will understand the challenges and strategies for implementing curriculum in educational settings, including teacher training, resource allocation, and monitoring and evaluation.



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4. Learners will explore theoretical perspectives on curriculum, including essentialism, progressivism, reconstructionism, and critical theory, and their influence on curriculum design and implementation.
5. Students will be updated on current issues and trends in curriculum studies, including global perspectives, curriculum reforms, and the impact of technology on curriculum design and delivery.

C10T: Inclusive Education:

1. Learners will explore the legal and policy frameworks related to inclusive education at national and international levels, understanding the rights of students with disabilities and other marginalized groups.
2. Students will understand the diverse needs of learners in inclusive classrooms, including students with disabilities, gifted students, culturally and linguistically diverse students, and those from marginalized backgrounds.
3. Learners will explore support systems and services available to promote inclusive education, including special education services, assistive technology, and community resources.
4. The course will emphasize the importance of continuous professional development for educators in inclusive practices, including strategies for fostering a supportive and inclusive school culture.
5. Students will learn about inclusive assessment practices, including methods for assessing diverse learners' progress and ensuring equitable assessment opportunities.

C11T: Evaluation and Measurement in Education:

1. Students will gain a foundational understanding of the concepts, principles, and importance of evaluation and measurement in educational settings.
2. Learners will explore the purposes and types of evaluation in education, including formative evaluation (assessment for learning) and summative evaluation (assessment of learning).
3. Students will learn about various assessment methods and techniques, including written tests, performance assessments, portfolios, projects, and peer assessments.
4. Learners will explore alternative assessment approaches, such as authentic assessment, competency-based assessment, and self-assessment, considering their relevance in diverse educational contexts.



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5. Students will develop skills in collecting, analyzing, and interpreting assessment data, using data to inform instructional decisions and improve student learning outcomes.

C12T: Statistics in Education:

1. Students will gain a foundational understanding of basic statistical concepts and methods used in educational research and data analysis.
2. Students will understand basic probability theory and its application in educational research and decision-making, including probability distributions (normal, binomial) and sampling methods.
3. Learners will learn about the role of statistics in research design, sampling techniques, and data collection methods used in educational studies.
4. Learners will explore how statistics are used in educational assessment and evaluation, including analyzing test scores, assessing program effectiveness, and evaluating educational outcomes.
5. Students will understand the role of statistics in data-driven decision-making processes in education, including using data to inform instructional strategies, resource allocation, and policy development.

CC – 13: Psychology of Adjustment:

1. Students will gain an understanding of the concept of adjustment, including its psychological, emotional, and behavioral dimensions.
2. Learners will explore various psychological theories and models of adjustment, including coping mechanisms, stress theories, and adaptation processes.
3. Students will learn about different coping strategies and techniques used to manage stress, adversity, and life transitions effectively.
4. Learners will explore the concepts of resilience and adaptability, understanding how individuals can bounce back from challenges and setbacks.
5. Students will understand how adjustment processes vary across different stages of life, from childhood to adulthood and aging.

C C- 14: Basic Concept of Educational Research:

1. Students will gain a foundational understanding of the nature, purpose, and significance of educational research in advancing knowledge and practice in education.
2. Learners will learn about different research designs commonly used in educational research, including qualitative, quantitative, and mixed methods approaches.



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3. Students will understand the ethical principles and guidelines governing research involving human participants, including issues of informed consent, confidentiality, and ethical conduct.
4. Learners will be introduced to the research process, including problem formulation, literature review, research questions or hypotheses development, data collection, analysis, and interpretation.
5. Students will develop skills in critically reading, evaluating, and synthesizing educational research literature, identifying strengths, limitations, and implications for practice.

DSE1T: Peace and Value Education:

1. Students will gain a comprehensive understanding of the concept, principles, and goals of peace education, including its role in promoting a culture of peace, non-violence, and conflict resolution.
2. Learners will explore fundamental human values and ethical principles that underpin peace education, such as respect for human rights, tolerance, empathy, justice, and compassion.
3. Students will develop an appreciation for cultural diversity and intercultural understanding as essential elements of promoting peace and harmony in society.
4. Learners will explore the principles of human rights education and their significance in promoting peace, social justice, and equality.
5. Learners will examine the role of education in promoting peacebuilding efforts, including initiatives within schools, communities, and broader societal contexts.

DSE2T: Teacher Education:

1. Students will gain a comprehensive understanding of the teaching profession, including its roles, responsibilities, and ethical considerations.
2. Learners will explore the historical, philosophical, sociological, and psychological foundations of education, understanding their relevance to teaching practice and educational policies.
3. Students will develop pedagogical knowledge and skills necessary for effective teaching, including lesson planning, instructional strategies, classroom management, and assessment techniques.
4. Learners will explore strategies for integrating technology into teaching practices, enhancing instructional delivery, student engagement, and learning outcomes.
5. Students will learn about inclusive education practices, understanding how to create inclusive learning environments that accommodate diverse learner needs and promote equity and accessibility.

DSE3T: Educational Thought of Great Educators:



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1. Students will gain an understanding of educational philosophy as reflected in the thoughts and writings of influential educators throughout history.
2. Learners will explore the theories and ideas of great educators, including their perspectives on teaching, learning, curriculum, and the purpose of education.
3. Students will develop skills in critically analyzing and evaluating the educational theories and philosophies of great educators, identifying key concepts, strengths, limitations, and relevance to contemporary education.
4. Learners will delve into the philosophical foundations of educational thought, including idealism, pragmatism, realism, and constructivism, as articulated by influential educators.
5. Students will examine how the ideas of great educators have influenced educational reform movements, policies, and practices globally.

DSE4T: Women Education:

1. Students will be able to analyze various issues and challenges faced by women in education, workplace, and society.
2. Students will demonstrate an understanding of the social, cultural, and historical constructs of gender and their impact on educational opportunities for women.
3. Students will gain knowledge of historical and contemporary women's movements and their impact on educational policies and practices.
4. Students will develop skills in advocating for gender equality and women's rights in educational settings and beyond.

SEC1T: Communication Skill:

1. Students will demonstrate proficiency in speaking clearly, logically, and persuasively in different situations.
2. Students will develop active listening skills to understand and respond appropriately to diverse viewpoints.
3. Students will demonstrate the ability to write clearly, concisely, and persuasively for different audiences and purposes.
4. Students will recognize and utilize nonverbal cues effectively in interpersonal interactions.
5. Students will develop the ability to build and maintain positive relationships through effective communication.



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6. Students will demonstrate competence in preparing and delivering effective presentations using appropriate visual aids and techniques.

SEC2T: Special Education:

1. Students will demonstrate knowledge and understanding of various disabilities, including intellectual disabilities, learning disabilities, autism spectrum disorders, and physical disabilities.
2. Students will learn to assess individual student needs and develop appropriate Individualized Education Plans (IEPs) to support their learning and development.
3. Students will acquire and apply effective instructional strategies and accommodations to meet the diverse learning needs of students with disabilities.
4. Students will develop skills in managing behavior and creating supportive learning environments for students with disabilities.
5. Students will engage in ongoing professional development to stay current with best practices and research in special education.

Generic Electives (GE)

[Interdisciplinary for other department]

GE1T: Educational Psychology:

1. Students will understand the principles of human development across the lifespan and apply this knowledge to educational settings.



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2. Students will analyze cognitive processes such as memory, attention, problem-solving, and decision-making, and their relevance to learning and educational practices.
3. Students will explore motivational theories and strategies to enhance student motivation and engagement in learning.
4. Students will recognize and address individual differences in learning styles, abilities, and socio-cultural backgrounds in educational contexts.
5. Students will develop skills in creating positive learning environments, managing student behavior, and fostering social-emotional development.

GE2T : Psychology of Mental Health and Hygiene:

1. Students will demonstrate knowledge of mental health concepts, including factors influencing mental health, mental illnesses, and resilience.
2. Students will learn strategies and interventions aimed at promoting mental well-being and preventing mental health disorders.
3. Students will understand methods and tools used in the assessment of mental health, including diagnostic criteria and screening measures.
4. Students will explore practices and behaviors that promote mental hygiene, including self-care, stress management, and healthy lifestyle choices.
5. Students will examine the influence of social and cultural factors on mental health, including stigma, social support, and cultural beliefs about mental illness.

GE3T: Education of Children with Special Needs:

1. Students will demonstrate knowledge and understanding of various disabilities and exceptionalities, including intellectual disabilities, learning disabilities, autism spectrum disorders, sensory impairments, and physical disabilities.
2. Students will learn to develop and implement Individualized Education Plans (IEPs) tailored to meet the unique educational needs of children with disabilities.
3. Students will develop strategies for managing behavior and creating supportive learning environments that foster positive behavior and social-emotional development.
4. Students will learn effective collaboration and communication skills to work with families, special educators, therapists, and other professionals involved in supporting children with special needs.

GE4T: Mental Health Education:



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1. Students will demonstrate knowledge of the concepts, factors, and dimensions of mental health, including resilience, coping mechanisms, and risk factors for mental illness.
2. Students will learn strategies and interventions aimed at promoting positive mental health, including stress management, self-care practices, and healthy lifestyle choices.
3. Students will explore strategies to reduce stigma associated with mental illness and promote a supportive and inclusive environment for individuals with mental health challenges.
4. Students will acquire skills in collaborating with mental health professionals and making appropriate referrals for individuals in need of specialized mental health services.
5. Students will learn about assessment tools and methods used to evaluate mental health education programs and interventions for effectiveness and impact.

Curriculum for 3-Year B.A. (General)
in
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DSC1AT: Principles of Education:



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1. Students will be able to explain key concepts, principles, and theories in education.
2. Students will gain knowledge about the historical development of educational systems and practices.
3. Students will understand the psychological principles that influence learning and teaching.
4. Students will explore the role of education in society and the impact of social factors on education.
5. Students will gain insight into the principles of curriculum development and design.

DSC2AT: Educational Psychology:

1. Students will understand the stages of human development and their implications for education.
2. They will be able to explain the developmental characteristics of learners at different ages.
3. Students will gain knowledge of various learning theories and their application in educational settings.
4. Students will understand the concepts and theories related to motivation in educational contexts.
5. Students will understand the principles of effective classroom management and discipline.

DSC3AT: Educational Sociology:

1. Students will explore the role of education in socialization, social integration, and social change.
2. They will understand how education contributes to the development of individuals and society.
3. Students will examine the structure and function of educational institutions within society.
4. Students will analyze the impact of social stratification on educational opportunities and outcomes.
5. Students will understand issues related to inequality, such as class, gender, race, and ethnicity, in the context of education.

DSC4AT: History of Education in India:

1. Students will gain knowledge about the educational practices and institutions in ancient India, such as the Gurukul and Vedic education systems.
2. They will understand the role of education in ancient Indian society and its influence on contemporary educational practices.
3. They will understand the contributions of different cultures and communities to the development of education during this period.
4. Students will explore the educational systems and institutions during the medieval period, including Islamic education and institutions like madrasas.
5. Students will examine the major educational reforms and policies implemented after India's independence.



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