

A.K.P.C. MAHAVIDYALAYA
DEPARTMENT OF EDUCATION
NAME OF THE PROGRAMME: B.A. (GENERAL.)
Subject-Education
B.A. GENERAL 1st semester Under CBCS
COURSE OUTCOMES
COURSE CODE-CC-1A
COURSE TITLE: PRINCIPLES OF EDUCATION

UNIT	COURSE OUTCOMES
<p style="text-align: center;">UNIT-I</p> <p>Education: Meaning, Nature and Scope ● Functions of Education ● Factors of Education ●Aims of Education: Individualistic and Socialistic.</p>	<p>After completion of the unit students will be able to</p> <ul style="list-style-type: none"> ● Discuss the Meaning, Nature and Scope of education ● Explain the factors of education & their relationship ● differentiate between individual and socialistic aims of education
<p style="text-align: center;">UNIT-II</p> <ul style="list-style-type: none"> ● Meaning of curriculum ● types of Curriculum ● Principles of curriculum construction ● Co-curricular activities 	<p>After completion of the unit students will be able to</p> <ul style="list-style-type: none"> ● Discuss the Meaning, types of curriculum ● Understand of Principles of curriculum construction ● Explain different forms of Co-curricular activities
<p style="text-align: center;">UNIT-III</p> <ul style="list-style-type: none"> ● Child Centric Education: Meaning and Characteristics, ● Aims of modern child centric education, ● Child centism in education : its significance , ● Play & play way in education kindergarten , Montessori, Basic education & project method 	<p>After completion of the unit students will be able to</p> <ul style="list-style-type: none"> ● Understand the importance of child centric education & modern child centric education ● Compare Kindergarten system with Montessori system of education. ● Explain the concept of basic education & Project method
<p style="text-align: center;">UNIT-IV</p> <ul style="list-style-type: none"> ● Freedom & discipline concept: ● Needs of discipline ● Concept of free discipline ● Concept of self discipline ● Application of discipline in educational institution 	<p>After completion of the unit students will be able to</p> <ul style="list-style-type: none"> ● Discuss the meaning of freedom & discipline ● Explain the concept of self discipline ● Application of discipline in educational institution

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NAME OF THE PROGRAMME: B.A. (GENERAL.)
Subject-Education
B.A. GENERAL 2nd semester Under CBCS
COURSE OUTCOMES
COURSE CODE-CC-1B
COURSE TITLE: EDUCATIONAL PSYCHOLOGY

UNIT	COURSE OUTCOMES
UNIT-1 <ul style="list-style-type: none"> ● Educational Psychology, Meaning, nature and scope ● Relation between Education and Psychology, ● Methods of Educational psychology 	<p>After completion of the unit students will be able to</p> <ul style="list-style-type: none"> ● Explain the concept of psychology ● Discuss the meaning of Educational Psychology Describe different methods of Educational Psychology.
UNIT-II <ul style="list-style-type: none"> ● Growth &Development:Meanig&concept. ● Stage of Development of child: infancy, childhood & Adolescence. ● Aspects of child Development:physical,intellectual,emotional,social 	<p>After completion of the unit students will be able to</p> <ul style="list-style-type: none"> ● Explain growth and development ● Describe stages of development
UNIT-III <ul style="list-style-type: none"> ● Personality:concept,&definition ● Development of personality ● Types &Traits Approaches to Personality ● Individual difference concept 7TYPES ● Causes of individual difference 	<p>After completion of the unit students will be able to</p> <ul style="list-style-type: none"> ● Discuss the concept of personality ● Discuss the types and traits approaches to personality. ● Explain causes of individual difference
UNIT-IV <ul style="list-style-type: none"> ● Intelligence: Concept and Definition, ● Theories of Intelligence: Two-factor, Group-factor and structure of intellect ● Intelligence test verbal,non- verbal test & their uses 	<p>After completion of the unit students will be able to</p> <ul style="list-style-type: none"> ● Discuss the concept of intelligence ● Discuss the theories of intelligence
UNIT-V <ul style="list-style-type: none"> ● Learning meaning & nature. ● Factors associated with learning ● Theories of learning: trial &error, classical conditioning &gestalt theory of learning. ● Learning relation to,attention,interest,maturation and motivation 	<p>After completion of the unit students will be able to</p> <ul style="list-style-type: none"> ● Explain Learning ● Discuss theories of learning ● Explain Learning relation to,attention,interest,maturation and motivation

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NAME OF THE PROGRAMME: B.A. (GENERAL.)
Subject-Education
B.A. GENERAL 3rd semester under CBCS
COURSE OUTCOMES
COURSE CODE-CC-1C
COURSE TITLE: EDUCATIONAL SOCIOLOGY

UNIT	COURSE OUTCOMES
Unit –I: <ul style="list-style-type: none"> • Education Sociology: Meaning, Nature and Scope. • Relation between Sociology and Education. • Education-as a social sub-system. 	After completion of the unit students will be able to <ul style="list-style-type: none"> • To understand the meaning of sociology and education • Explain their relationship • Discuss the concept of Education-as a social sub-system
Unit –II: <ul style="list-style-type: none"> • Social Change: Concept and nature. • Factors and problems of social change in India. • Social stratification: Meaning and Types. 	After completion of the unit students will be able to <ul style="list-style-type: none"> • To become aware of the process of social change & their impact on education • Discuss the concept of social stratification
Unit –III: <ul style="list-style-type: none"> • Socialization: Meaning, process and factors of socialization. • Social Control: Meaning and types of Social control, Agencies of Social Control. 	After completion of the unit students will be able to <ul style="list-style-type: none"> • To understand the meaning of socialization • Explain the factor of socialization • Discuss the concept of social control and agency
Unit –IV: <ul style="list-style-type: none"> • Social Agencies of Education and their educative role: • Family. • School. • State. • Mass media 	After completion of the unit students will be able to <ul style="list-style-type: none"> • To explain the different social agency • Their impact on social agency

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NAME OF THE PROGRAMME: B.A. (GENERAL.)
Subject-Education
B.A. GENERAL 3rd semester under CBCS
COURSE OUTCOMES
COURSE CODE-SEC-1
COURSE TITLE: Measurement and Evaluation in Education

UNIT	COURSE OUTCOMES
Unit –I: <ul style="list-style-type: none"> • Concept of Measurement and Evaluation. • Difference between Measurement and Evaluation. • Needs of Evaluation in Education. 	Students will be able to <ul style="list-style-type: none"> • Define Measurement , Assessment and Evaluation • State the difference among Measurement , Assessment and Evaluation • Understand the importance of Measurement , and Evaluation in education • Differentiate between Measurement and Evaluation.
Unit –II: <ul style="list-style-type: none"> • Different tools and techniques of Evaluation. • Teacher Made test and Standardized test. • Achievement tests and Psychological tests • Cumulative Record Card. 	Students will be able to <ol style="list-style-type: none"> i. Mention different tools of assessment ii. State the difference and uses of various tools and techniques of measurement iii. Compare among teacher made test and standardized test iv. Achievement tests and v. Psychological tests Cumulative Record Card
Unit –III: <ul style="list-style-type: none"> • Reliability: Meaning and Method of Determining Reliability by Tests- Retest Method. • Validity: Meaning and Method of Determining Content Validity. 	Students will be able to <ol style="list-style-type: none"> i. Characterize a good test ii. Understand the importance of reliability and validity in a test iii. Measure reliability and validity of a test
Unit –IV: <ul style="list-style-type: none"> • Tabulation of Educational Data. • Measurement of Central Tendency: Mean, Median, Mode (Computation and their uses). • Measures of Dispersion: Range; Quartile Deviation; Standard Deviation. (Computation and their uses) 	Students will be able to <ol style="list-style-type: none"> i. Understand how to tabulate data ii. Measure central tendency iii. Measure variability

<p>Unit –V:</p> <ul style="list-style-type: none"> • Concept of Correlation. • Rank Difference method and Product moment method for Computation of correlation, Co-efficient. • Interpretation of results. 	<p>After completion of the unit students will be able to</p> <ol style="list-style-type: none"> i. Concept of Correlation. ii. Uses of correlation & Calculation iii. interpretation of correlation result
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DEPARTMENT OF EDUCATION
NAME OF THE PROGRAMME: B.A. (GENERAL.)
Subject-Education
B.A. GENERAL 4th semester under CBCS
COURSE OUTCOMES
COURSE CODE-CC 1D
COURSE TITLE: History of Education in India

UNIT	COURSE OUTCOMES
<p>Unit –I:</p> <ul style="list-style-type: none"> • Missionary educational activities in India: Characteristics and significance. • Serampore Mission: Contributions of the Trio to Education. • Charter Act of 1813. • Macaulay’s Minute. • Adam’s Report and its recommendations. • Woods Despatch (1854). 	<p>Students will be able to</p> <ul style="list-style-type: none"> • Understand Indian Education during early British Period. • State the Missionary educational activities in India during early 19th century • Know about Serampore Mission and Fort William College. • Discuss on Charter act, 1813. • reflect on Macaulay’s Minute and Adam’s report • discuss about Wood’s Despatch-1854
<p>Unit –II:</p> <ul style="list-style-type: none"> • Indian Education commission -1882. • Indian University Commission (1902). • National Education Movement. 	<p>Students will be able to</p> <ul style="list-style-type: none"> • Specify the recommendations of Indian Education Commission (1882 & 1902) • Reflect on National Education Movement.

<p>Unit –III:</p> <ul style="list-style-type: none"> • Sadler Commission -1917 • Hartog Committee Report. • Wardha Schame. • The Sargent Plan (1944). 	<p>Students will be able to</p> <ul style="list-style-type: none"> • State the recommendations of Calcutta University Commission (1917-1919) • Reflect on Gandhiji’s Basic Education • Specify the recommendations of Sargeant Report (1944)
<p>Unit –IV:</p> <ul style="list-style-type: none"> • Radhakrishnan Commission-1948, with special reference to rural university. • Mudaliar Commission (1952-53): Reports and Recommendations. • Kothari Commission (1964-66): Reports and Recommendations. • National Education Policy 1986 and Revised Educational Policy of 1992. 	<p>Students will be able to</p> <ul style="list-style-type: none"> • understand the view of University Education Commission (1948-49) on Aims, Curricula, Rural University and Other Recommendations • specify the view of Mudaliar Commission (1952-53) on Aims, Structure, Curricula and Other Recommendations • understand the view of Kothari Commission (1964-66) on Objectives, Structure, Curricula, Technical and Professional Education • specify the recommendations of Kothari Commission (1964-66) on different areas of education • reflect on National Policy on Education (1986) • understand the Programme of Action (P.O.A.)-(1992) • specify the Constitutional Reforms Relating to Education

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NAME OF THE PROGRAMME: B.A. (GENERAL.)
Subject-Education
B.A. GENERAL 4th semester under CBCS
COURSE OUTCOMES
COURSE CODE-SEC-2
COURSE TITLE: Value Education

UNIT	COURSE OUTCOMES
Unit –I: <ul style="list-style-type: none"> • Value in Education: Meaning and Concept • Needs of Value Education 	Students will be able to <ul style="list-style-type: none"> • Define value education • state the need of value education
Unit –II: <ul style="list-style-type: none"> • Morality: Meaning & Concept. • Morality and Values in Education. • Role of Parents to Facilitate Children’s Moral Development 	After completion of this course the learners will be able to <ul style="list-style-type: none"> • Define morality • State the relation between morality and value • Understand Role of Parents to Facilitate Children’s Moral Development
Unit –III: <ul style="list-style-type: none"> • Social Values. • Values in Classroom. • Inculcation of Values among the students 	After completion of the lesson students will be able to <ul style="list-style-type: none"> • State role of teacher in student’s value inculcation • Explain values from the perspective of student
Unit –IV: <ul style="list-style-type: none"> • Peace Education: Meanings and Aims. • Values in Peace Education. • Values and Human Rights Education 	After completion of the lesson students will be able to <ul style="list-style-type: none"> • Define peace education • State the values under peace education • Understand the Values and Human Rights Education

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NAME OF THE PROGRAMME: B.A. (GENERAL.)
Subject-Education
B.A. GENERAL 5th semester under CBCS
COURSE OUTCOMES
COURSE CODE- DSE-1A
Course: Title: Great Educators

UNIT	COURSE OUTCOMES
Unit –I: <ul style="list-style-type: none"> • Swami Vivekananda (1863-1902). • Sri Aurobindo (1872-1950). 	After completion of the unit students will be able to <ul style="list-style-type: none"> • know about Swami Vivekananda Sri Aurobindo • understand their impact of Swami Vivekananda Sri Aurobindo • evaluate their contribution in Indian education
Unit –II: <ul style="list-style-type: none"> • Rabindranath Tagore (1861-1941). • Mahatma Gandhi (1869-1948). 	After completion of the unit students will be able to <ol style="list-style-type: none"> i. know about Rabindranath Tagore & Mahatmagandhi ii. understand their impact of about Rabindranath Tagore & Mahatmagandhi iii. evaluate their contribution in Indian education
Unit –III: <ul style="list-style-type: none"> • Jean Jacques Rousseau (1712-1778). • F.W. August Froebel (1782-1852). 	Students will be able to <ul style="list-style-type: none"> • State the important contributions of great personalities in the field of education • Explain the differences in the educational thoughts of great educators • The impact on curriculum, aims of education in the development of education Compare different schools of thought
Unit –IV: <ul style="list-style-type: none"> • John Dewey (1859-1952). • Madam Maria Montessori (1870-1952). 	Students will be able to: <ul style="list-style-type: none"> • Understand the concept of educational philosophies of John Dewey & Montessori • State the contribution of Madam Maria Montessori & John Dewey

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Department of education
NAME OF THE PROGRAMME: B.A. (GENERAL.)
Subject-Education
B.A. GENERAL 5th semester under CBCS
COURSE OUTCOMES
COURSE CODE- GE-I

Course: Title: Current Issues in Indian Education

UNIT	COURSE OUTCOMES
<p>Unit –I:</p> <ul style="list-style-type: none"> • Development of Education since 1947 • Primary Education. • Secondary Education. • Higher Education. • Technical and Vocational Education 	<p>Students will be able to</p> <ul style="list-style-type: none"> • Understand Development of Education since 1947 • Explain the Primary Education, Secondary Education, Higher Education & Technical and Vocational Education in Development of Education since 1947
<p>Unit –II:</p> <ul style="list-style-type: none"> • Equalization of educational opportunity. • Education for the Backward Classes. • Development and Problems of Women Education. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the concept of equal opportunity of education • Explain the development and problem of Women education
<p>Unit –III:</p> <ul style="list-style-type: none"> • Development of Non-formal Education in India. • Adult and Continuing Education. • Sarbo Siksha Abhijan / Mission. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the Development of Non-formal Education & Adult and Continuing Education in India • Understand the concept of Sarva Siksha Mission
<p>Unit –IV:</p> <ul style="list-style-type: none"> • Functions of following Educational Organizations. • CABE, UGC, NCERT, SCERT, and DIET. 	<p>students will be able to:</p> <ul style="list-style-type: none"> • Understand the nature of organizations like CABE, UGC, NCERT, , NCTE,DIET,SCERT • Explain the importance of these educational organizations • Explain the role of the various educational organizations <p>Discuss the functions of educational organizations like CABE, UGC, NCTE, DIET, SCERT</p>

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NAME OF THE PROGRAMME: B.A. (GENERAL.)
Subject-Education
B.A. GENERAL 5th semester under CBCS
COURSE OUTCOMES
COURSE CODE- SEC-3

Course: Title: Educational Guidance and Counselling

UNIT	COURSE OUTCOMES
Unit –I: <ul style="list-style-type: none"> • Educational Guidance: Meaning, Definition, Scope. • Needs and Importance of Guidance. • Essentials of good Guidance programme 	Students will able to <ul style="list-style-type: none"> • understand the meaning, definition, concept, scope, needs and importance of guidance • specify the essentials of good guidance programme
Unit –II: <ul style="list-style-type: none"> • Different forms of Guidance. • Educational and Vocational Guidance. • Organization of Guidance service at different levels of education. • Tools and techniques of Guidance. 	Students will able to <ul style="list-style-type: none"> • understand the different forms of guidance • specify the organization of guidance service at different levels of education • state about basic data necessary for guidance • reflect on tools and techniques of guidance
Unit –III: <ul style="list-style-type: none"> • Counseling: meaning, nature, scope. • Types of counselling. • Tools and techniques of Counseling 	Students will able to <ul style="list-style-type: none"> • understand meaning, nature and scope of counselling • specify the types of counseling • state about tools and techniques of counselling
Unit –IV: <ul style="list-style-type: none"> • Difference between Guidance and Counselling. • Counseling process-relationships & its characteristics. • Role of parent, teacher & counselor in guidance programme. 	Students will able to <ul style="list-style-type: none"> • understand difference between guidance and counselling • reflect on different counselling process • discuss the role of parent, teacher & counselor in guidance programme

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NAME OF THE PROGRAMME: B.A. (GENERAL.)
Subject-Education
B.A. GENERAL 6th semester under CBCS
COURSE OUTCOMES
COURSE CODE- DSE-3

Course: Title: Educational Technology

UNIT	COURSE OUTCOMES
<p>Unit –I:</p> <ul style="list-style-type: none"> • Educational Technology: Concept and Meaning. • Educational Technology: Nature, Scope, Needs and Limitations. • Components of Educational Technology-Hardware & Software. 	<p>Students will be able to</p> <ul style="list-style-type: none"> • Understand the concepts/ meaning of Educational Technology • Describe the nature and scope of Educational technology • Explain the functions of Educational Technology • Enumerate the objectives of Educational Technology • Explain the need of Educational Technology • Explain the limitations of Educational Technology • Describe the components of Educational Technology
<p>Unit –II:</p> <ul style="list-style-type: none"> • System approach: Concept and Characteristics. • Uses and limitation of system approach. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the concept, meaning of system approach • Explain the characteristics of system a • Analyses the various components of instructional system • Illustrate the uses and limitations of system approach
<p>Unit –III:</p> <ul style="list-style-type: none"> • Communication: Meaning, Nature, Types and Process. • Barriers of Communication. • Significance of Communication 	<p>students will be able to:</p> <ul style="list-style-type: none"> • Understand the meaning, nature of communication • Describe what are the barriers of communication • Explain Significance of Communication
<p>Unit –IV:</p> <ul style="list-style-type: none"> • Multimedia approach in educational technology. • Visual, audio and audio-visual types and their uses in education. • Computer and its role in education. 	<p>Students' will be able to:</p> <ul style="list-style-type: none"> • Understand the meaning of multimedia approach • Describe the uses of visual, audio and audio-visual multimedia in education • Explain the role of computer in education • Understand the scope of multimedia approach

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NAME OF THE PROGRAMME: B.A. (GENERAL.)
Subject-Education
B.A. GENERAL 6th semester under CBCS
COURSE OUTCOMES
COURSE CODE- SEC-4
Course: Title: DISTANCE EDUCATION

UNIT	COURSE OUTCOMES
Unit –I: <ul style="list-style-type: none"> • Distance Education; Significance, Meaning and Characteristics. • Growth and Development of Distance Education. 	Students' will be able to <ul style="list-style-type: none"> • Understand the meaning of Distance Education; • Explain Growth and Development of Distance Education
Unit –II: <ul style="list-style-type: none"> • Designing and preparing self-learning materials in Distance Education. • ICT and their applications in Distance Education 	Students' will be able to <ul style="list-style-type: none"> • Describe Designing and preparing self-learning materials in Distance Education. • Explain the role of Technical and vocational Programmes through Distance Education
Unit –III: <ul style="list-style-type: none"> • Self – support service in Distance Education. • Technical and vocational Programmes through Distance Education 	Students' will be able to <ul style="list-style-type: none"> • Describe the Self – support service in Distance Education. • Explain the role of Technical and vocational Programmes through Distance Education
Unit –IV: <ul style="list-style-type: none"> • Quality assurance in Distance Education. • Maintaining of standards in Distance Education. • Role of Distance Education Council. 	Students' will be able to <ul style="list-style-type: none"> • Understand the Quality assurance in Distance Education. • Describe Maintaining of standards in Distance Education. • Explain the Role of Distance Education Council.

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Subject-Education
B.A. GENERAL 6th semester under CBCS
COURSE OUTCOMES
COURSE CODE- GE-2

Course: Title: Education of Children with Special Needs

UNIT	COURSE OUTCOMES
<p>Unit –I:</p> <ul style="list-style-type: none"> • Education of Children with: • Visual Impairment: identification, intervention, education and prevention. • Hearing Impairment: identification, intervention, education and prevention 	<p>Students will be able to</p> <ul style="list-style-type: none"> • Understand the concept of Visual Impairment • identification, intervention, education and prevention of Visual Impairment • Specify the relevance of education of children with special needs • Understand the concept of Hearing Impairment • identification, intervention, education and prevention of Hearing Impairment
<p>Unit –II:</p> <ul style="list-style-type: none"> • Education of Children with: Speech and Language Disorders: identification, intervention, education and prevention. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the concept speech and language disorder • Explain the different types of language disorder • State the causes of language disorder, learning disability • Identify the difference between speech and language disorder
<p>Unit –III:</p> <ul style="list-style-type: none"> • Education of Children with: Physically Handicraft: identification, intervention, education and prevention 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the concept of Physically Handicraft. • identification, intervention, education and prevention of Physically Handicraft.
<p>Unit –IV:</p> <ul style="list-style-type: none"> • Education of Children with: Learning Disabilities: identification, intervention, education and prevention. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the concept of Learning Disabilities • Identification, intervention, education and prevention of Learning Disabilities.