

A.K.P.C. MAHAVIDYALAYA
DEPARTMENT OF EDUCATION
NAME OF THE PROGRAMME: B.A. (Hons.)

Subject-Education

B.A. (Hons.) 1st semester Under CBCS

COURSE OUTCOMES

COURSE CODE-CC-1

COURSE TITLE: EDUCATIONAL PHILOSOPHY I

UNIT	COURSE OUTCOMES
<p style="text-align: center;">Unit-1 :</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> <ol style="list-style-type: none"> 1. have an overall idea of education 2. state the elements and functions of education 3. understand the aims of education 4. differentiate between individual and socialistic aims of education
<p style="text-align: center;">Unit-II:</p> <p>Introduction to Philosophy of Education, • Relationship of Education and Philosophy, • Schools of Indian Philosophy-basic features with special reference to its Epistemological and Ethical aspects • Sankhya, • Yoga, • Nyaya, • Charvak, • Buddhist, • Jain and their educational implications</p>	<p>After completion of the unit students will be able to</p> <ol style="list-style-type: none"> 1. state the features of Indian philosophy 2. compare among different schools of Indian philosophy 3. Analyze modern education in light of philosophies of Indian education.
<p style="text-align: center;">Unit-III</p> <p>Child Centric Education: Meaning and Characteristics, • Aims of modern child centric education, • Different approaches of Child-Centric Education, • Life Centric Education: features and significance.</p>	<p>After completion of the unit students will be able to</p> <ol style="list-style-type: none"> 1. understand the importance of child centric education 2. state the aims of modern child centric education 3. compare Kindergarten system with Montessori system of education 4. mention the features of life centric education
<p style="text-align: center;">Unit-IV</p> <p>Contributions of Great Educators to Education, • Rammohan Roy, • Iswar Chandra Vidyasagar, • Swami Vivekananda, • Rabindranath Tagore, • Mahatma Gandhi.</p>	<p>After completion of the unit students will be able to</p> <ol style="list-style-type: none"> 1. state the contributions of great Indian educators 2. identify how they effected the course of action 3. evaluate current educational trends on the basis of their contributions 4. compare their philosophies where relevant

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COURSE OUTCOMES

COURSE CODE-CC-2

COURSE TITLE: EDUCATIONAL PSYCHOLOGY I

UNIT	COURSE OUTCOMES
<p style="text-align: center;">Unit-1</p> <ul style="list-style-type: none">● Introduction to Psychology, Meaning, and Definition,● Nature and Scope of Educational Psychology,● 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● Compare the relation between Education and Psychology● Discuss the meaning of Educational Psychology Describe different methods of Educational Psychology.
<p style="text-align: center;">Unit-II</p> <ul style="list-style-type: none">● Growth and Development: Meaning and Concepts,● Determinants of Development- Heredity and Environment,● Principles of Development,● Stages of Physical Development,● Characteristics of different stages,● Areas of development: Emotional, Intellectual and Social,● Individual differences: concept, types, and educational implications	<p>After completion of the unit students will be able to</p> <ul style="list-style-type: none">● Explain growth and development● Describe the different stages of development● Discuss individual differences
<p style="text-align: center;">Unit-III</p> <ul style="list-style-type: none">● Concept of learning,● Factors associated with learning,● Theories of learning: Trial and Error, Classical Conditioning; Operant Conditioning, Insightful learning,● Gagne's theory of learning,	<p>After completion of the unit students will be able to</p> <ul style="list-style-type: none">● Explain Learning● Discuss the different factors associated with learning.● Discuss theories of learning● Describe Gagne's theory of learning
<p style="text-align: center;">Unit-IV</p> <p>Transfer of Learning: Concept, Theories and Educational Application.</p>	<p>After completion of the unit students will be able to</p> <ul style="list-style-type: none">● Explain the concept of transfer of learning● Discuss the theory of transfer of learning

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COURSE OUTCOMES

COURSE CODE-CC-3

COURSE TITLE: EDUCATIONAL PHILOSOPHY II

UNIT	COURSE OUTCOMES
<p>Unit-1</p> <p>Western Schools of Philosophy and their Educational Implication, ● Idealism, ● Naturalism, ● Realism and ● Pragmatism; Their contribution to present day education.</p>	<p>Students will be able to</p> <ul style="list-style-type: none">● understand the concepts of Idealism, Naturalism, Realism and Pragmatism● identify the differences among Idealism, Naturalism, Realism and Pragmatism● state the educational importance of Idealism, Naturalism, Realism and Pragmatism● specify the relevance of western philosophy in modern educational process
<p>Unit-II</p> <p>Contribution of Great Educators to Education, ● Rousseau, ● Pestalozzi, ● Froebel, ● Dewey, ● Montessori</p>	<p>Students will be able to</p> <ul style="list-style-type: none">● state the contribution of Rousseau, Pestalozzi, Froebel, Dewey, Montessori in education● Compare among their philosophical disposition● Identify areas where contribution of philosophers are still relevant
<p>Unit-III</p> <p>Current issues in Education: Education for Democracy, ● Education for National Integration, ● Education for International Understanding,</p>	<p>Students will be able to</p> <ul style="list-style-type: none">● Define the concepts of Democracy, National Integration, International Understanding● State why these concepts are important to education● Compare between national integration and international understanding
<p>Unit-IV</p> <p>Education for empowerment of Deferent Categories of People, Education for Peace, Education for Leisure</p>	<p>Students will be able to</p> <ul style="list-style-type: none">● Know the concepts of empowerment , peace and leisure● Use their knowledge about empowerment , peace and leisure● Identify the barriers for these concepts and propose solutions

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COURSE OUTCOMES

COURSE CODE-CC-4

COURSE TITLE: EDUCATIONAL PSYCHOLOGY II

UNIT	COURSE OUTCOMES
<p style="text-align: center;">Unit-I</p> <ul style="list-style-type: none">● Intelligence: Concept and Definition,● Theories of Intelligence: Two-factor, Group-factor and● Guilford's theory of Intellect,● Measurement of intelligence: Verbal, Non-verbal and Performance Test,● Creativity: Meaning and nature, Characteristics of creative person.	<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 nature of intelligence● Discuss the theories of intelligence● Discuss the concept of creativity● Discuss the nature of creativity.
<p style="text-align: center;">UNIT-II</p> <ul style="list-style-type: none">● Personality: Meaning and Nature,● Development of Personality,● Personality: Types and Traits, Psychoanalytical theory of Personality,● Humanistic approach of Personality,● Assessment of Personality.	<p>After completion of this course the learners will be able to</p> <ul style="list-style-type: none">● Explain the concept personality.● Explain the nature of personality.● Explain the development of personality.● Discuss on personality theory.● Explain type and traits of personality.● Explain the assessment of personality.
<p style="text-align: center;">Unit-III</p> <ul style="list-style-type: none">● Memory: Meaning and Concepts, Process of Memorization,● Storage and reproduction of information,● Types of Memory: Sensory Memory-short term and long term memory,● Encoding of Memory,● Economy in memorization,● Remembering and Forgetting: Causes.	<p>After completion of this course the learners will be able to –</p> <ul style="list-style-type: none">● Explain the concept of Memory● Discuss the process of memorization● Explain different types of memory● Explain the concept of forgetting.● Explain the causes of forgetting.
<p style="text-align: center;">Unit-IV</p> <ul style="list-style-type: none">● Piaget's theory of Cognitive development: Definition and brief outline,● Bruner & Vygotsky's Theories of Development.	<p>After completion of this course the learners will be able to</p> <ul style="list-style-type: none">● Explain the concept of Cognition● Discuss the theory of cognitive development of Piaget● Explain the Bruner's theory● Explain Vygotsky's theory of development● Explain Educational implications of those theory.

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B.A. (Hons.) 3rd semester Under CBCS
COURSE OUTCOMES
COURSE CODE-CC-5
COURSE TITLE: EDUCATIONAL SOCIOLOGY I

UNIT	COURSE OUTCOMES
<p style="text-align: center;">Unit-I</p> <p>Educational Sociology: Concept, Nature and Scope, ● Sociology of Education: Concept and Nature ● Relation between Sociology and Education</p>	<p>After completion of this course the learners will be able to</p> <ul style="list-style-type: none"> ● Define educational sociology ● Understand relationship between sociology and education ● Explain nature and scope of educational sociology ● State the function of educational sociology
<p style="text-align: center;">Unit-II</p> <p>Education as a social sub-system; specific characteristic, ● The Components of Education and community, ● Relation between Education and Community, ● Education for Indian Society</p>	<p>After completion of this course the learners will be able to</p> <ul style="list-style-type: none"> ● Understand education as a social sub-system ● Define society, community, group and other terms used in sociology ● Explore the importance of education in Indian society
<p style="text-align: center;">UNIT-III</p> <p>Social Change: Concept and nature, ● Factors and problems of social change in India, ● Education with Special Reference to Social Change</p>	<p>After completion of this course the learners will be able to</p> <ul style="list-style-type: none"> ● Define social change ● Understand different theories related to social change ● Identify factors of social change in Indian society
<p style="text-align: center;">UNIT-IV</p> <p>Social Stratification: Concept and Nature, ● Education with reference to social stratification, ● Social equity and equality of educational opportunities</p>	<p>After completion of this course the learners will be able to</p> <ul style="list-style-type: none"> ● Define social stratification & social equity – equality ● Explain the nature and concept of stratification ● Differentiate between social equity and equality

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COURSE OUTCOMES

COURSE CODE-CC-6

COURSE TITLE: Education in Ancient & Medieval India

UNIT	COURSE OUTCOMES
<p>UNIT-1</p> <ul style="list-style-type: none">● Education in Vedic period with special reference to Concepts, ● Aims, ● Curriculum, ● Method of teaching, ● Role of Teachers and Salient features	<p>After completion of this course the learners will be able to</p> <ul style="list-style-type: none">● Explain the time period of education in India● Describe different institution of that time in India.● Explain the relationship between teachers and students
<p>UNIT-II</p> <ul style="list-style-type: none">● Education in Bramanic period with special reference to Concepts, ● Aims, ● Curriculum, ● Method of teaching, ● Role of Teachers and Salient features	<p>After completion of this course the learners will be able to</p> <ul style="list-style-type: none">● Explain time period of brahmanic education system● Describe caste system of Indian civilization● Explore education system in brahmanic period● Define monitorial system
<p>UNIT-III</p> <ul style="list-style-type: none">● Education in Buddhistic Period with special reference to● Concepts, ● Aims, ● Curriculum, ● Method of teaching, ● Role of Teachers and Salientfeatures,● Comparison between Bramanic and Buddhistic education	<p>After completion of this course the learners will be able to</p> <ul style="list-style-type: none">● Explain time period of Buddhistic education● Describe education system of Buddhistic period● Explorer education system in Buddhistic period
<p>UNIT-IV</p> <p>Education in Medieval India: Under Sultanate and Mughal Rulers, with special reference to</p> <ul style="list-style-type: none">● Objectives, ● Curriculum, ● Method of teaching, ● Role of Teachers and Salient features.	<ul style="list-style-type: none">● Explain mediaeval education system● Describe Mughal period● Explain the characteristics of Sultanate and Mughal period education

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COURSE OUTCOMES

COURSE CODE-CC-7

COURSE TITLE: Education in British India

UNIT	COURSE OUTCOMES
<p>Unit-1</p> <ul style="list-style-type: none">● Indian Education during early British Period,● Missionary educational activities in India during early 19th century,● Serampore Mission,● Fort William College,● Bengal● Renaissance-Educational contributions,● Charter Act of 1813.	<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.● Specify the educational contribution of Bengal Renaissance.● Discuss on Charter act, 1813.
<p>Unit-II</p> <p>Introduction to Western Education, ● Oriental and Occidental Controversy, ● Macaulay's Minute, ● Adam's Report and its recommendations, ● Wood's Despatch-1854.</p>	<p>Students will be able to</p> <ul style="list-style-type: none">● understand about Western Education● state on Oriental and Occidental Controversy● reflect on Macaulay's Minute and Adam's report● discuss about Wood's Despatch-1854
<p>Unit-III</p> <p>Recommendations of Indian Education Commission (1882), ● Educational reforms of Lord Curzon, ● National Education Movement, ● Gokhale's compulsory primary education bill</p>	<p>Students will be able to</p> <ul style="list-style-type: none">● Specify the recommendations of Indian Education Commission (1882)● State Lord Curzon's policy.● Reflect on National Education Movement.● Discuss on Gokhale's compulsory primary education bill.
<p>Unit-IV</p> <p>Calcutta University Commission (1917-1919), ● Education under Diarchy, ● Hartog Committee Report (1929), ● Education under Provincial autonomy, ● Abbot Wood Report, ● Gandhiji's Basic Education, ● Sargeant Report (1944)</p>	<p>Students will be able to</p> <ul style="list-style-type: none">● State the recommendations of Calcutta University Commission (1917-1919)● Discuss on Education under Diarchy.● Specify the recommendations of Hartog Committee Report (1929)● Know about Education under Provincial autonomy● State the recommendations of Abbot Wood Report● Reflect on Gandhiji's Basic Education● Specify the recommendations of Sargeant Report (1944)

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B.A. (Hons.) 3rd semester Under CBCS

COURSE OUTCOMES

COURSE CODE-SEC-1

COURSE TITLE: Value Education

UNIT	COURSE OUTCOMES
Unit-1 Value 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 Values in a Pluralist Society, ● Morality: Concept, ●Needs of Morality, ● Morality & Value, ● 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 Values in the Classroom, ● Value from the pupil's perspective, ● Inculcation of Values among the students, ● Role of the teachers to facilitate moral development among the pupils	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 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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B.A. (Hons.) 4th semester Under CBCS

COURSE OUTCOMES

COURSE CODE-CC-8

COURSE TITLE: Educational Sociology-II

UNIT	COURSE OUTCOMES
<p style="text-align: center;">Unit – I</p> <p>Socialization: Meaning, process and factors of socialization, ● Role of the Patents and the Teachers in the process of socialization, ● Social Control: Meaning and types of Social control, ● Agencies of Social Control</p>	<p>Students will be able to</p> <ul style="list-style-type: none">● understand the meaning, process and factors of socialization● identify the role of the patents and the teachers in the process of socialization● state the meaning and types of Social control● specify the agencies of Social Control
<p style="text-align: center;">Unit-II</p> <p>Social Mobility: Meaning, Types, ● Causes and factors of Social Mobility, ● Mobility in Indian Society</p>	<p>Students will be able to</p> <ul style="list-style-type: none">● understand the meaning and types of Social Mobility● identify the causes and factors of Social Mobility● reflect on mobility in Indian Society
<p style="text-align: center;">Unit-III</p> <p>Concept of Culture, ● Cultural Change & Cultural Lag, ● Education as Cultural Determinants, ● Education for Multicultural Society</p>	<p>Students will be able to</p> <ul style="list-style-type: none">● understand the Concept of Culture● specify Cultural Change & Cultural Lag● identify Education as Cultural Determinants● reflect on Education for Multicultural Society
<p style="text-align: center;">Unit-IV</p> <p>Social Institution and Agencies of Education: Family, School, State, Mass media, ● Educative role of the above social agencies.</p>	<p>Students will be able to</p> <ul style="list-style-type: none">● understand the concept of Social Institution and Agencies of Education● identify Family, School, State, Mass Media as social institutions and agencies● reflect on the educative role of the above social agencies

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B.A. (Hons.) 4th semester Under CBCS

COURSE OUTCOMES

COURSE CODE-CC-9

COURSE TITLE: Development of Education in Post-Independence Period

UNIT	COURSE OUTCOMES
<p>Unit-I University Education Commission (1948-49): Aims, Curricula, Rural University and Other Recommendations, • Mudaliar Commission (1952-53): Aims, Structure, Curricula and Other Recommendations</p>	<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
<p>Unit-II Kothari Commission (1964-66): Objectives, Structure, Curricula, Technical and Professional Education, Recommendations on different areas of education.</p>	<p>Students will be able to</p> <ul style="list-style-type: none">• 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
<p>Unit-III Universal elementary education: Free, Compulsory & Universal Education in India, • Present Position of Elementary Education, • Language Policy in Education as recommend by different Commissions& Committees</p>	<p>Students will be able to</p> <ul style="list-style-type: none">• understand about Free, Compulsory & Universal Education in India• reflect on Present Position of Elementary Education• state the Language Policy in Education as recommend by different Commissions&Committees
<p>Unit – IV National Policy on Education (1986), • Programme of Action (P.O.A.)-(1992), • Constitutional Reforms Relating to Education.</p>	<p>Students will be able to</p> <ul style="list-style-type: none">• 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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Subject-Education

B.A. (Hons.) 4th semester Under CBCS

COURSE OUTCOMES

COURSE CODE-CC-10

COURSE TITLE: Educational Management and Administration

UNIT	COURSE OUTCOMES
<p style="text-align: center;">Unit –I</p> <p>● Educational Management: Meaning, nature and scope, ● Need of Educational Management in Modern Education, ● Process of Educational Management and Administration, ● Role of Educational Manager.</p>	<p>Students will be able to</p> <ul style="list-style-type: none">• Understand the concepts/ meaning of Management Describe the nature of Management• Enumerate the functions of Management• Explain the meaning of Educational Management• Discuss the nature and scope of Educational Management• Enumerate the objectives of Educational Management• Illustrate the functions of Educational Management• Understand the evolution of management concepts in education• Explain the meaning of Educational Administration• Describe the functions of Educational Administration• Describe the nature and scope of Educational Administration
<p style="text-align: center;">Unit-II</p> <p>Educational organization: Meaning and Principles, ● School Organization and its Principle, ● School plant, ● Buildings, ● Equipments, ● Playground, ● Workshop, ● Library, ● Computer room etc.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none">• Understand the concept of educational organisation its meaning and principles• Understand the meaning of organisation• Explain the meaning of school organisation and describe its principles• Describe the concept of a school plant• Explain the various components of a school plant• Illustrate the functions of a school plant• Explain the need and importance of a school plant
<p style="text-align: center;">Unit-III</p> <p>Educational Supervision: meaning, need and functions, ● Factors influencing supervision, ● Difference between inspection and supervision, ● Styles of leadership</p>	<p>The students will be able to:</p> <ul style="list-style-type: none">• Understand the meaning of supervision• Describe what educational supervision is• Explain the need and functions of educational supervision• Illustrate the factors that influence supervision• Understand what inspection means• Compare inspection and supervision• Explain the concept of leadership

<p style="text-align: center;">Unit-IV</p> <p>Educational Planning: meaning, scope, and significance, • Educational Planning: types & strategies, • Manpower Planning: meaning, nature, and characteristics, Steps and Strategies in Manpower Planning.</p>	<ul style="list-style-type: none"> • Illustrate the various styles of leadership <p>Students' will be able to:</p> <ul style="list-style-type: none"> • Understand the meaning of Planning • Describe the concept of educational planning • Explain the significance of educational planning • Understand the scope of educational planning • Illustrate the various types and strategies in educational planning • Explain what manpower planning means • Describe the characteristics, nature of manpower planning • Explain the various steps and strategies involved in manpower planning
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Subject-Education

B.A. (Hons.) 4th semester Under CBCS

COURSE OUTCOMES

COURSE CODE: SEC-2

COURSE TITLE: Educational thoughts and Ideas of Great Indian Educators

UNIT	COURSE OUTCOMES
<p style="text-align: center;">Unit-I</p> <p>Raja Rammohan Roy (1772-1883): Philosophy of life, Activities, Ideas on Education and Women Education. Iswar Chandra Vidyasagar (1820-1891): Educational Philosophy, Aims of Education, Method of Instruction, Activities & Ideas on Women Education.</p>	<p>After completion of the unit students will be able to</p> <ol style="list-style-type: none"> i. know about Rammohan Roy and Iswar Chandra Vidyasagar ii. understand their impact of Rammohan Roy and Iswar Chandra Vidyasagar iii. evaluate their contribution in Indian education
<p style="text-align: center;">Unit-II</p> <p>Swami Vivekananda (1863-1902): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, Women Education & Concept of Teacher Sri Aurobindo (1872-1950): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Concept of Teacher</p>	<p>After completion of the unit students will be able to</p> <ol style="list-style-type: none"> i. know about Swami Vivekananda and Sri Aurobindo ii. understand their impact of Swami Vivekananda and Sri Aurobindo iii. evaluate their contribution in Indian education
<p style="text-align: center;">Unit-III</p> <p>Rabindranath Tagore (1861-1941): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Santiniketan School Mahatma Gandhi (1869-1948):</p>	<p>After completion of the unit students will be able to</p> <ol style="list-style-type: none"> i. know about Rabindranath Tagore and Mahatma Gandhi ii. understand their impact of Rabindranath Tagore and Mahatma Gandhi

Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Basic Education	iii. evaluate their contribution in Indian education
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Subject-Education

B.A. (Hons.) 5th semester Under CBCS

COURSE OUTCOMES

COURSE CODE: CC-11

COURSE TITLE: Educational Guidance and Counselling

UNIT	COURSE OUTCOMES
<p align="center">Unit-1</p> <ul style="list-style-type: none"> Educational Guidance: Meaning, Definition Concept, Scope, Needs and Importance of Guidance, • Essentials of good Guidance programme 	<p>Students will able to</p> <ul style="list-style-type: none"> understand the meaning, definition, concept, scope, needs and importance of guidance specify the essentials of good guidance programme
<p align="center">Unit-II</p> <p>Different forms of Guidance: Educational, Vocational and Personal, • Organization of Guidance service at different levels of education, • Basic data necessary for guidance: data about pupils, courses, vocations, • Tools and techniques of Guidance</p>	<p>Students will able to</p> <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
<p align="center">Unit-III</p> <p>Counselling: Meaning, Nature, & Scope, • Types of counselling, • Tools and techniques of Counselling.</p>	<p>Students will able to</p> <ul style="list-style-type: none"> understand meaning, nature and scope of counselling specify the types of counselling state about tools and techniques of counselling
<p align="center">Unit-IV</p> <p>Difference between Guidance and Counselling, • Counselling process-relationships & its characteristics, • Role of parent, teacher & counselor in guidance programme</p>	<p>Students will able to</p> <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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Subject-Education

B.A. (Hons.) 5th semester Under CBCS

COURSE OUTCOMES

COURSE CODE: CC-12

COURSE TITLE: Educational Technology

UNIT	COURSE OUTCOMES
<p style="text-align: center;">Unit-I</p> <p>Educational Technology: concept and meaning, • Educational Technology: nature, scope, needs and limitations, • Components of Educational Technology-Hardware & Software.</p>	<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 style="text-align: center;">Unit-II</p> <p>System approach: concept and characteristics, • Components of instructional system, • Uses and limitation of system approach, • Programmed Learning: concept, nature and scope of programmed learning, Principles of programming.</p>	<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 approach• Describe the concept of instructional system• Analyse the various components of instructional system• Illustrate the uses and limitations of system approach• Explain programmed learning concept, nature and scope• Explain the principles of programming
<p style="text-align: center;">Unit-III</p> <p>• Communication: meaning, nature, types and process, • Barriers of Communication, • Significance of Communication, • Components of communication process, • Communication in teaching-learning situation.</p>	<p>students will be able to:</p> <ul style="list-style-type: none">• Understand the meaning, nature of communication• Describe what are the barriers in communication• Explain the types and process of communication• Illustrate the significance of communication• Explain the components of communication• Understand the communication

	process in teaching and learning
<p style="text-align: center;">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, ● Personalized Instructional Techniques, ● Mass Instructional Techniques 	<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 ● Illustrate the various types of personalized instructional techniques ● Explain the various steps and strategies involved in mass instructional techniques

NAME OF THE PROGRAMME: B.A. (Hons.)

Subject-Education

B.A. (Hons.) 5th semester Under CBCS

COURSE OUTCOMES

COURSE CODE: DSE-1

COURSE TITLE: Current Issues in Indian Education

UNIT	COURSE OUTCOMES
<p style="text-align: center;">Unit-1</p> <ul style="list-style-type: none"> ● Constitutional provision in education, ● Development of Education under Five Year Plans – Pre-Primary Education, ● Primary Education, ● Secondary Education, ● Higher Education, and ● Women Education [last two five years plans] 	<p>Students will be able to</p> <ul style="list-style-type: none"> ● Understand the concept of constitutional provisions in education ● Specify the relevance of education and the progress of our country ● Explain the five year plans and its provisions ● Discuss the provisions on pre-primary, primary, secondary and higher education ● Explain the various provisions for education of women
<p style="text-align: center;">Unit-II</p> <p>Equal opportunity in Education: OBC, SC, ST, Women and Minorities, ● Education for all and Sarva Siksha Mission.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand the concept of equal opportunity of education ● Explain the significance of equality of educational opportunity ● Explain the importance of education for all ● Understand the concept of Sarva Siksha Mission ● Explain the issues related to equality of educational opportunities OBC, SC, ST women and minorities
<p style="text-align: center;">Unit-III</p> <p>Functions of following Educational Organizations: UGC, NAAC, NCERT,</p>	<p>students will be able to:</p>

NUEPA, NCTE,DIET, SCERT	<ul style="list-style-type: none"> • Understand the nature of organizations like UGC, NAAC, NCERT, NUEPA, NCTE, DIET,SCERT • Explain the importance of these educational organizations • Explain the role of the various educational organizations • Discuss the functions of educational organizations like UGC, NAAC, NUEPA,NCTE,DIET, SCERT
<p style="text-align: center;">Unit-IV</p> <ul style="list-style-type: none"> • Modern Trends and Contemporary Issues in Education, •Privatization in Education, • Globalization and its impact on Education, • Education as a Human Right, • Adult and Non-formal Education 	<p>Students' will be able to:</p> <ul style="list-style-type: none"> • Understand the issues and challenges in education • Explain the impact of globalization on education • Describe the various non-governmental activities in the field of education • Explain education as a human right • Explain the importance and need of adult and non-formal education

NAME OF THE PROGRAMME: B.A. (Hons.)

Subject-Education

B.A. (Hons.) 5th semester Under CBCS

COURSE OUTCOMES

COURSE CODE: DSE-II

COURSE TITLE: Teacher Education

UNIT	COURSE OUTCOMES
<p style="text-align: center;">Unit-I</p> <ul style="list-style-type: none"> • Meaning and Scope of Teacher Education, • Need for Education of the Teachers, Aims and Objectives of Teacher Education: Elementary, Secondary and Higher Secondary levels 	<p>After completion of this course the learners will be able to</p> <ul style="list-style-type: none"> • Explain the concept of Teacher Education • Describe importance of teacher education • Explain objectives of teacher education
<p style="text-align: center;">Unit-II</p> <ul style="list-style-type: none"> • Development of Teacher Education in India before and after independence, • Agencies of Teacher Education - NCTE, NCERT, SCERT, DIET 	<p>After completion of this course the learners will be able to</p> <ul style="list-style-type: none"> • Explain teacher education system of pre independence era. • Explain different agencies in relation to Education
<p style="text-align: center;">Unit-III</p>	<p>After completion of this course the learners will be able to –</p>

<ul style="list-style-type: none"> • Role of student teaching in Teacher Education programme, Organization of Student Teaching Various Patterns: Internship, Teaching Practice, Supervision and Evaluation of Student Teaching 	<ul style="list-style-type: none"> • Explain different teacher education programme • Define internship Describe supervision
<p style="text-align: center;">Unit-IV</p> <ul style="list-style-type: none"> • Teaching as a professional ethics of a teacher, • Characteristics of a Good Teacher, • Professional Organizations for various levels and their roles, 	<p>After completion of this course the learners will be able to –</p> <ul style="list-style-type: none"> • Explain the concept of profession • Describe good qualities of teacher • Explore professional organisations

NAME OF THE PROGRAMME: B.A. (Hons.)

Subject-Education

B.A. (Hons.) 6th semester Under CBCS

COURSE OUTCOMES

COURSE CODE: CC-13

COURSE TITLE: Educational Measurement and Evaluation

UNIT	COURSE OUTCOMES
<p style="text-align: center;">Unit-I</p> <p>Concept of Measurement and Evaluation, • Difference between Measurement and Evaluation, • Types of Evaluation: Formative & Summative, • Norm referenced & Criterion referenced</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Define Measurement , Assessment and Evaluation • State the difference among Measurement , Assessment and Evaluation • Understand the importance of Measurement , Assessment and Evaluation in education • Differentiate between formative and summative evaluation • Differentiate between Norm referenced & Criterion referenced test
<p style="text-align: center;">Unit-II</p> <p>Different Tools and Techniques of Assessment: Tests, Observation, Assignment, and Project, • General principles of test construction and standardization, • Teacher Made test and Standardized test.</p>	<p>Students will be able to</p> <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. Construct and standardize tools for assessment
<p style="text-align: center;">Unit-III</p> <ul style="list-style-type: none"> • Characteristics of a good test, • Reliability: Concept, and Methods of determination, • 	<p>After completion of the unit students will be able to</p> <ol style="list-style-type: none"> i. Characterize a good test

Validity-concept and methods of determination	<ul style="list-style-type: none"> ii. Understand the importance of reliability and validity in a test iii. Measure reliability and validity of a test
<p style="text-align: center;">Unit-IV</p> <ul style="list-style-type: none"> • Types of Educational data; Collection and processing of data; Tabulation of data, • Graphical representation of data; Frequency Polygon, • Histogram, • Bar Diagram, • Pie chart, • Ogive: Computation of diagrams and Uses 	<p>After completion of the unit students will be able to</p> <ul style="list-style-type: none"> i. Know about educational data ii. Understand how to tabulate data iii. Construct graphical representation of data iv. Computation of diagrams and uses
<p style="text-align: center;">Unit-V</p> <ul style="list-style-type: none"> • Measures of Central tendency and its uses, • Measures of Variability and its uses, • Correlation, Computation of Correlation Co-efficient by Product moment and Rank difference Methods and interpretation of results 	<p>After completion of the unit students will be able to</p> <ul style="list-style-type: none"> i. Measure central tendency ii. Measure variability iii. Use correlation for iv. interpretation of

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COURSE OUTCOMES

COURSE CODE: CC-14

COURSE TITLE: Comparative Education

UNIT	COURSE OUTCOMES
<p style="text-align: center;">Unit-I</p> <p>Comparative Education-Meaning and Concept, Scope and Objectives, • Factors of Comparative Education - Geographical, Economic, Cultural, Philosophical, Sociological, Linguistic</p>	<p>After completion of the unit students will be able to</p> <ul style="list-style-type: none"> a. State the meaning of comparative education b. Understand the importance of comparative education c. Differentiate among various factors of comparative education
<p style="text-align: center;">Unit-II</p> <p>Study in Comparative Education • Descriptive, • Historical, • Sociological, • Analytical and • Synthetic</p>	<p>After completion of the unit students will be able to</p> <ul style="list-style-type: none"> a. Know various studies of comparative education b. Differentiate among them c. Understand the importance of all these studies
<p style="text-align: center;">Unit-III</p> <p>Basic structure of the Formal Education System of • U.S.A, • U.K and • India</p>	<p>After completion of the unit students will be able to</p> <ul style="list-style-type: none"> a. Know the basic structures of formal education in USA, UK and India b. Compare among basic structures of formal education in USA, UK and India c. Evaluate India's position among the other two countries d. Suggest some developmental planning for the formal education in India

Unit-IV Educational Objectives and curriculum of Primary & Secondary Education of • U.S.A, • UK and • India	After completion of the unit students will be able to <ul style="list-style-type: none"> a. State the educational objectives of UK,USA and India b. Know the curriculum of primary and secondary education in USA,UK and India c. Compare among curriculum of primary and secondary education in USA,UK and India
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Subject-Education

B.A. (Hons.) 6th semester Under CBCS

COURSE OUTCOMES

COURSE CODE: DSE-3

COURSE TITLE: Educational Thoughts and Ideas of Great Western Educators

UNIT	COURSE OUTCOMES
Unit-I • Jean Jacques Rousseau (1712-1778): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction & Negative Education Johann Heinrich Pestalozzi (1748-1827): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction & Concept of Teacher	Students will be able to <ul style="list-style-type: none"> • Understand the concept of philosophy • Specify the relevance of philosophy in education • 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-II • F.W. August Froebel (1782-1852): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction & Kindergarten Herbert Spencer (1820-1903): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction & Concept of Teacher	Students will be able to: <ul style="list-style-type: none"> • Understand the concept of educational philosophies of Froebel • State the contribution of Froebel, Herbert Spencer • Explain the concept of the role of teacher • Compare their philosophical dispositions • Identify areas where contribution of philosophers are still relevant
Unit-III John Dewey (1859-1952): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction, Concept of Teacher & Project Method • Madam Maria Montessori (1870-1952): Educational Philosophy,	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 Dewey, Montessori • Explain the concept of the role of teacher

<p>Aims of Education, Curriculum of Education, Method of Instruction, Concept of Teacher & Child Centric Education</p>	<ul style="list-style-type: none"> • Compare their philosophical dispositions • Identify areas where contribution of philosophers are still relevant • Concept of Child centric education • Explain project method and its relevance • Compare Kindergarten and Montessori method
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NAME OF THE PROGRAMME: B.A. (Hons.)

Subject-Education

B.A. (Hons.) 6th semester Under CBCS

COURSE OUTCOMES

COURSE CODE: DSE-4

COURSE TITLE: Special Education

UNIT	COURSE OUTCOMES
<p align="center">Unit-I</p> <p>Education of Children with • Visual Impairment and • Hearing Impairment (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Understand the concept of education for all • Specify the relevance of education of children with special needs • State the importance of special education • Explain the different needs of special children • Awareness regarding children with special needs and the challenges they face • Illustrate ways the children with special needs can be identified and preventive strategies available • Understand the concept of mainstreaming • Identify the characteristics indicative of special needs
<p align="center">Unit-II</p> <p>Education of Children with • Speech and Language Disorders and • Learning Disabilities (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)</p>	<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 • Describe what learning disability means • Explain the challenges faced by students with speech and language disorder • Illustrate different types of learning

	<p>disabilities</p> <ul style="list-style-type: none"> • Understand the need for inclusion
<p style="text-align: center;">Unit-III</p> <p>Education of Children with Multiple Disabilities (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)</p>	<p>students will be able to:</p> <ul style="list-style-type: none"> • Understand the concept of multiple disabilities • Explain the causes of various disabilities • Describe the need for early intervention • Understand the need to identify and provide support • State the need for education and prevention