

**COURSE & PROGRAM OUTCOMES**

**OF**

**EDUCATION PROGRAMME(B.A.)**

**UNDER CBCS**

**SEMESTER – I**

**DSC-I : Philosophical Foundation of Education**

**Program Objectives:**

UNIT I : Concept, scope and aim of education.

UNIT II : Factors of Education, their inter-relationship.

UNIT III : School of Philosophy and national values.

UNIT IV : Great Educators and their educational philosophy.

**Program Outcomes:**

UNIT I : The students will get a basic understanding of the concept of Education, its scope, meaning and nature. Basic concept of educational philosophy and understanding of Individualistic and Socialistic aim.

UNIT II : The students will have a better understanding of inter-relationship between educational institute teacher and students. They will be familiar with the institutes vision, mission and function. They will also be able to have a better understanding of the curriculum structure, principles and practice of classroom style learning.

UNIT III : The students will have an understanding of the Western School of philosophy and basic concepts of Idealism, Naturalism and Pragmatism being taught in the course. The students will have a better understanding of the core principles of understanding of national values, missions and the ideals of constitution.

UNIT IV : The students will be familiar with the thoughts, philosophy and ideas of Great thinkers like Swami Vivekananda, Rabindranath Tagore, Rousseau and John Dewey.

## SEMESTER – II

### DSC-II : Psychological Foundation of Education

#### Program Objectives :

UNIT I : Educational Psychology and Development.

UNIT II : Learning.

UNIT III : Intelligence.

UNIT IV : Personality.

#### Program Outcome :

UNIT I : The students will get an idea of the concepts of educational psychology and development. They will also learn about the stages of development of human life with emphasis on social, emotional and cognitive development.

UNIT II : The learners will have a basic idea of characteristics of learning, theories of learning and trial and error method of learning. The students will also be able to differentiate between rote learning and memorizing.

UNIT III : Students will have an idea of different form of Intelligence, its theories and the tools of measurement.

UNIT IV : Personality development, trait and types with measurement will be taught in the cause which will ultimately help them to identify and categorise personality issues.

## SEMESTER – III

### DSC-III : Sociological Foundation of Education

#### Program Objectives:

UNIT I : Educational Sociology.

UNIT II : SOCIAL FACTOR AND Education.

UNIT III : Social groups and Education.

UNIT IV : Social change and Education.

**Program Outcomes:**

UNIT I : The basic concept and nature of educational sociology, society and learning will be familiar for the students.

UNIT II : The relationship between social factor and education with emphasis on Human Resource Development and its importance will be emphasized in the outcome.

UNIT III : Different forms of social groups its relationship with education and human interaction will be made familiar to the learners.

UNIT IV : The inter-relationship between social change and education, their impact and its importance will be taught. Education, its social and economic implication and its importance for backward community of India will be emphasized in the learning outcomes of course structure.

**SEC-III : Computer Application**

**Program Objectives:**

UNIT I : MS Word – features and uses.

UNIT II : MS Power Point – features, animation and uses.

**Program Outcomes:**

UNIT I : Basic features and uses of MS Word, its templates and its application will be taught to the learners.

UNIT II : The features of MS PowerPoint, its uses and its function will be a part of the course structure. Various applications such as formulating a PowerPoint presentation, its design and presentation style will be taught in the class.

**SEMESTER - IV**

**DSC-IV : Historical Foundation of Education**

**Program Objectives:**

UNIT I : Education in 19<sup>th</sup> Century in India.

UNIT II : Education in 20<sup>th</sup> Century in India (1901-1944).

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UNIT III : Education in Post Independence India.

UNIT IV : National Policy On Education.

### **Program Outcomes :**

UNIT I : The students will have a better idea of education practiced in the 19<sup>th</sup> century with emphasis on Charter Act of 1813 and Macaulay Minutes 1835. The Bengal Renaissance, Wood's Despatch and the impact these had on the current education scenario of the country will be taught in the course.

UNIT II : The reform that took place in education system in India in 20<sup>th</sup> century in India and the national education movement will be given emphasis. The importance of primary and secondary education and vocational and skill development courses will be made familiar to the students.

UNIT III : Education that took place in Post Independence India will be taught in the course. The aims and objectives of teaching and learning of primary and secondary education with special reference to rural education and women education will be given special preference. Indian Education Commission 1964-66 its importance, objectives and outcomes and its impact in the education system of India will be taught in the course.

UNIT IV : The National Education Policy of 1986, with compulsory primary education and importance of education will be given special reference in the course structure.

### **SEC-IV : Community Development :**

#### **Program Objectives :**

UNIT I : Introduction to Community Development.

UNIT II : Community Group Dynamics.

UNIT III : Equality, Diversity, Social Justice with Communities.

UNIT IV : Community Development programme in India.

#### **Program Outcomes :**

UNIT I : The introduction of Community Development, its scope and importance will be laid to the students.

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UNIT II : Group Dynamics, community and social formation with people's involvement and their relationship with these groups will be made familiar to the learners.

UNIT III : The students will have a better idea of social justice, diversity and equality within communities. The learners will also get an idea of diversity, injustice and inequality existing in society and its impact on the relationship with social communities.

UNIT IV : The community development programmes of India its objectives and its importance will be made familiar to the learners.

### **SEMESTER – V**

#### **DSE-I : Value Education :**

##### **Program Objectives :**

UNIT I : Meaning and nature of Value.

UNIT II : Value Education.

UNIT III :Value Education in School.

UNIT IV : Strategies of Value Education.

##### **Program Outcomes :**

UNIT I : The concepts meaning and nature of values will be taught to the students. Values classified under NCERT and its importance in Indian Education will be taught to the students.

UNIT II : The students will have a better idea of the need for value education in their course structure.

UNIT III : The students will get a better understanding of the roles played by the teachers in imparting value education in educational institution.

UNIT IV : Students will have a better understanding of value education through story telling, role plays and play way method.

## SEMESTER – VI

### DSE-1 : Great Educators :

#### Program Objectives :

UNIT I : Indian Educators.

UNIT II : Western Educators.

UNIT III : Modern Thinkers on Education in India.

UNIT IV : Some Experiments of Great Educators on Education.

#### Program Outcomes:

UNIT I : The students will have an idea of the contribution of educators such as Dr. Sarvapalli Radhakrishnan and Shri Aurobinda.

UNIT II : Learner will also be familiar with the philosophy and ideas of Western Educators such as Bertrand Russel and Madam Maria Montessori.

UNIT III : Students will be familiar with the work of modern educational thinkers such as Abul Kalam Azad, Annie Besant and Abdul Kalam Azad.

UNIT IV : Learners will get an idea of different style, structure and teaching methods of Indian Universities, Colleges and School system existing in India. In this the Basic Education and philosophy of Gandhiji, Rabindranath Tagore's idea of education, Kindergarten structure for children and Laboratory school developed by John Dewey will be made familiar to the students.

## Generic Elective Course (GE)

### SEMESTER- I

#### GE- I : Life Long Learning:

#### Program Objectives:

UNIT I : Concept of Life Long Learning.

UNIT II : Approaches of Life Long Learning.

UNIT III : Historical Background of Life Long Learning.

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UNIT IV : Recommendations of different commissions on Life Long Learning.

### **Program Outcomes :**

UNIT I : The concepts of Life Long Learning its aim and objectives and its importance in education will be familiar to the students.

UNIT II : The approaches and dimensions of Life Long Learning with its teaching methods and style will be made familiar to the students.

UNIT III : The students will also get an idea of the historical background of Life Long Learning in pre-independence India with special reference to British India, Medieval India and Ancient India. Post-independence Life Long Learning will also be taught to the students.

UNIT IV : The students will have a good understanding of National Literacy Mission 1988 and the Adult Education program practised in India. The students will also get an idea of problem and prospects of Life Long Learning.

## SEMESTER-II

### **GE-II : Human Rights :**

#### **Program Objectives :**

UNIT I : Basic concepts of Human Rights.

UNIT II : United Nations and Human Rights.

UNIT III : Human Rights – Enforcement Mechanism in India.

UNIT IV : Role of Advocacy Groups.

#### **Program Outcomes :**

UNIT I : The students will have basic understanding of nature and concepts of Human Rights and its importance in everyday life of an individual.

UNIT II : The students will have a good idea of United Nations and Human Rights, the history of Human Rights and Universal Declaration of Human Rights.

UNIT III : The students will get a good idea of Human Rights law in India. The HR commission setup for Human Right in India and the role of judiciary in implementing and observing Human Rights issues in India.

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UNIT IV : Students will have an idea the role played by NGO's, Media, Social Group and education for the implementation promotion and advocacy of Human Rights.