

Course Outcomes
Department of Education
Handique Girls' College

FYUGP SECOND SEMESTER

Paper Name: Educational Psychology

| Course Outcome | Unit No and Topics as per Syllabus | Bloom's Taxonomy Domain |
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| <ol style="list-style-type: none"> 1. Understanding the concept of psychology 2. Linking the scope of psychology to the field of education 3. Understand the importance of educational psychology | Unit 1: Psychology and Education <ol style="list-style-type: none"> a) Meaning and nature Psychology b) Relation between Education and psychology c) Educational psychology – Nature and Scope d) Importance of Educational Psychology in teaching-learning process | Remember Understanding |
| <ol style="list-style-type: none"> 1. Knowledge of the process of learning 2. Understand and explanation of nature and theories of learning 3. Understand the role of motivation in learning | Unit Learning and Motivation <ol style="list-style-type: none"> a. Learning – Meaning and nature b. Theories of learning – Connectionism, Classical Conditioning, Operant Conditioning and Theory of Insightful learning c. Laws of learning – law of readiness, law of exercise, law of effect d. Factors affecting learning e. Motivation – meaning, role of motivation in learning | Remember Understanding Application |
| <ol style="list-style-type: none"> 1. Understand the process of memorization and its role in learning 2. Knowledge and application of different methods of memorization 3. Understand the causes of forgetting 4. Remember and understand the factors of attention and interest 5. Apply the different techniques of sustaining attention and interest in the process of learning | Unit 3: Memory, Attention, Interest <ol style="list-style-type: none"> a. Memory- meaning, nature, type b. Economy in memorization through different methods c. Forgetting – meaning and causes d. Attention – concept, characteristics, determinants and types e. Interest – meaning, relation between attention and interest f. Role of attention and interest in learning | Remember Understand Apply Analyze |
| <ol style="list-style-type: none"> 1. To understand the concepts of intelligence, creativity and personality and their | Unit 4: Intelligence, Creativity and Personality | Remember Understand Apply Analyze |

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| <p>role in learning process</p> <p>2. To apply and analyze the different traits of personality</p> <p>3. To evaluate own personality traits after understanding the theoretical concepts of personality</p> | <p>a. Intelligence – meaning, nature and theories – Two factor theory, Group factor theory</p> <p>b. Creativity – concept, characteristics</p> <p>c. Personality – meaning and nature</p> <p>d. Theories of personality – Type and Trait theory</p> | <p>Evaluate</p> |
| <p>1. To understand the concept of exceptional children and their various types</p> <p>2. To understand the education of exceptional children</p> <p>3. To understand and analyze the psychological implications of individual differences</p> | <p>Unit 5: Exceptional Children and Individual Differences</p> <p>a. Concept of exceptional children</p> <p>b. Identification and Characteristics of gifted, intellectually challenged and children with learning disabilities</p> <p>c. Education of Exceptional Children</p> <p>d. Individual Differences – Meaning and Nature, Psychological implications of individual differences in the classrooms and role of the teacher</p> | <p>Remember</p> <p>Understand</p> <p>Apply</p> <p>Analyze</p> <p>Evaluate</p> |

FYUGP FOURTH SEMESTER

Paper Name: Educational Philosophy

| Course outcome | UNIT NO & TOPICS | BLOOM'S TAXONOMY DOMAIN |
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| To understand the concept of philosophy To develop insights on different branches of philosophy To know the functions and importance of philosophy | Unit 1: Philosophy Concept, Nature and Scope of Philosophy Functions and Branches of Philosophy Relationship of Philosophy and Science | Remember Understand |
| To understand the relationship between Philosophy and Education To develop knowledge on intersections of philosophy and education To know the implications of Educational Philosophy | Unit 2: Educational Philosophy Concept, Nature and Scope of Educational Philosophy Functions of Educational Philosophy Relationship between Philosophy and Education | Remember Understand Analyze |
| To understand the classical philosophical traditions of India To know the philosophical postulates and their educational implications during the Vedic, Buddhist and Islamic period in India | Unit 3 : Indian Schools of Philosophy Vedic Philosophy and their Educational Implications Buddhist Philosophy and their Educational Implications Islamic Philosophy and their Educational Implications | Remember Understand Analyze Evaluate |
| To understand the classical philosophical traditions of western knowledge system To know the educational implications of Idealism, Pragmatism and Naturalism | Unit 4: Western Schools of Philosophy Idealism and their Educational Implications Pragmatism and their Educational Implications Naturalism and their Educational Implications | Remember Understand Analyze Apply Evaluate |
| To understand the philosophical positions of Vivekananda, Tagore, Dewey and Rousseau To analyse the contributions of the four philosophers in the field of education | Unit 5: Great Philosophers Contributions of Indian Philosophers: Swami Vivekananda and Rabindranath Tagore Contributions of Western Philosophers: John Dewey and Jean Jaques Rousseau | Remember Understand Analyze Apply Evaluate |

Paper Name: Development of Education in India

| Course outcome | Unit No & Topics | Bloom's Taxonomy |
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| <p>To recount the concept of Ancient Indian education System</p> <p>To describe the education system in Ancient India</p> <p>To examine the education system during Medieval period in India</p> | <p>Unit 1: Education in Ancient and Medieval India</p> <ul style="list-style-type: none"> • Education in Ancient India • The Vedic System of Education: Concept and Salient Features • Education during Buddhist Period: General Features of Buddhist Education • Ancient Universities and Centres of Education: Taxila, Nalanda, Vikramshila, Varanasi, • Education in Medieval India : The Islamic System of Education — General Features of Muslim Education, Defects of Muslim Education | <p>Remember</p> <p>Understand</p> <p>Analyze</p> <p>Evaluate</p> |
| <p>To develop knowledge on the contributions of American Missionaries to the educational development in Assam</p> <p>To analyse the education system of British India</p> | <p>Unit-2 Education in British India: The 19th Century</p> <ul style="list-style-type: none"> • Educational Activities of Missionaries in Assam • The Charter Act of 1813 • The Anglicists-Orientalists Controversy • Macaulay's Minute, 1835 • Wood's Despatch of 1854 • Indian Education Commission-1882 | <p>Remember</p> <p>Understand</p> <p>Analyze</p> <p>Evaluate</p> |
| <p>To understand the education system of British India during 19th C.</p> <p>To evaluate the educational policies of British government in India</p> | <p>Unit-3 Education in British India : 19th Century, before independence</p> <ul style="list-style-type: none"> • Indian University Commission- 1902, Major Recommendations • Lord Curzon's Education policy on Primary, Secondary and Higher Education, The University Act of 1904 • Gokhale's Bill for Compulsory Primary Education- 1910-1912 • Calcutta University Commission- 1917, Major Recommendations • Hartog Committee Report-1929, • Basic Education-1937 • The Sargent Report- 1944 | <p>Remember</p> <p>Understand</p> <p>Analyze</p> <p>Evaluate</p> |
| <p>To understand the educational situation of India during independence</p> | <p>Unit-4 Development of Indian Education : the post independence period</p> <ul style="list-style-type: none"> • University Education Commission – 1948, Recommendations and evaluation of the recommendations | <p>Remember</p> <p>Understand</p> <p>Analyze</p> <p>Evaluate</p> |

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| <p>To explain the recommendations of committees in post independence India To evaluate the effectiveness of the recommendations of different commissions in Independent India</p> | <ul style="list-style-type: none"> • Educational Provisions of the Indian Constitution and their Implementation • Secondary Education Commission 1952-53, recommendations and evaluation • Education Commission 1964-66, Major recommendations, Critical assessment and relevance of the recommendation in the present education system • National Policy on Education-1968 and its evaluation and implementation • National Education Policy 1986 and Revised National Policy of Education 1992 | |
| <p>To analyse the different National Policies on education in India To know the government initiatives for educational development of India in the last two decades</p> | <p>Unit-5 Recent Developments and programmes in Indian Education</p> <ul style="list-style-type: none"> • The National Knowledge Commission Report, Background and Recommendations Report of the Committee to Advise on Renovation and Rejuvenation of Higher Education, • Recommendations Government Programmes of Education: SSA, RMSA, RUSA • Right to Education (RTE) • National Education Policy 2020, • Paradigm shift in School Education and Higher Education including Teacher Education | <p>Remember Understand Analyze Evaluate</p> |

Paper Name: Guidance and Counselling

| Course Outcome | Unit No & Topic | Blooms Taxonomy Domain |
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| <p>To understand the concept of guidance To know the different types of guidance and their importance</p> | <p>UNIT 1: INTRODUCTION TO GUIDANCE</p> <ul style="list-style-type: none"> • Meaning, Objectives and Scope of Guidance • Need and Principles of Guidance • Types of Guidance and its importance: Educational, Vocational, Personal, Social and Health Guidance | <p>Remember Understanding</p> |
| <p>To understand the concept of counseling</p> | <p>UNIT 2: INTRODUCTION TO COUNSELLING</p> | <p>Remember</p> |

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| <p>To develop knowledge of different approaches of counselling</p> <p>To analyze the utilities of different approaches of counselling</p> | <ul style="list-style-type: none"> • Meaning, Objectives and Scope of Counselling • Need and Principles of Counselling • Types of Counselling: Directive, Non-directive and Eclectic Counselling • Relation between Guidance and Counselling | <p>Understanding Analyze Evaluate</p> |
| <p>To understand the process and principles of guidance services</p> <p>To understand the different techniques of guidance services</p> <p>To know the essential qualities needed to be a good counsellor</p> | <p>UNIT 3: ORGANIZATION OF GUIDANCE SERVICE</p> <ul style="list-style-type: none"> • Meaning of Guidance Service • Need and Principles of Organizing Guidance Service • Components of Guidance Service: Counselling Service, Techniques of Counselling Service • Qualities of Good Counsellor | <p>Remember Understanding Analyze Evaluate</p> |
| <p>To understand the problems of students</p> <p>To understand the role of guidance in solving students' problems</p> <p>To understand the guidance needs of children with special needs</p> <p>To know the process of running guidance clinic in school</p> | <p>UNIT 4: GUIDANCE NEEDS OF STUDENTS</p> <ul style="list-style-type: none"> • Guidance Needs of Students in relation to Home-centric and School-centric Problems • Group Guidance and Group Counselling • Guidance for CWSN • School Guidance Clinic | <p>Remember Understanding Analyze</p> |
| <p>To understand the significance of guidance and counselling cell in educational institutions</p> <p>To know the concept of follow up service</p> <p>To understand the process of follow up service</p> <p>To analyze the role of the Head of an institution in guidance services</p> <p>To evaluate the challenges faced by teacher in providing guidance to students.</p> | <p>UNIT 5: SCHOOL GUIDANCE PROGRAMME</p> <ul style="list-style-type: none"> • Importance of Guidance and Counselling Cell in Educational Institutions • Follow Up Services • Role of the Head of the Institution and Parents in Guidance and Counselling • Challenges and Functions of Teacher as Guidance Provider/ Counsellor | <p>Remember Understanding Analyze Evaluate</p> |

Paper: Human Rights, Value and Peace Education

| Course Outcome | Unit No & Topics | Bloom's Taxonomy Domain |
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| <p>To understand the concept of human rights To analyze the importance of human rights To evaluate the human rights scenario in India To understand the methods and curriculum of human rights education</p> | <p>UNIT 1: Basic Concepts of Human Rights •Meaning, Concept, Nature, Objectives, Principles, Scope of Human Rights •Need and Significance of Human Rights Education in India •Human Rights Education at different levels – Primary, Secondary, Higher •Methods and Activities of Teaching Human Rights •Curriculum of Human Rights Education</p> | <p>Remember Understand Apply Evaluate</p> |
| <p>To understand the role and significance of UDHR To analyze the Constitutional provisions of India in the context of human rights</p> | <p>UNIT 2: United Nations and Human rights • Universal Declaration of Human Rights (1948) by UN • UN and Promotion and Protection of Human Rights • Human Rights and Indian Constitution • Fundamental Rights similar to the UN Human Rights in Constitution of India</p> | <p>Remember Understand Apply Evaluate</p> |
| <p>To understand the functions of various global agencies in the line of human rights To analyze the role of different agencies in promotion of human rights</p> | <p>Unit-3 : Role of Advocacy Groups for Promotion of Human Rights • Role of Global Agencies: UN, UNESCO, Vienna Declaration • Role of Government and Non-Governmental Organizations • Role of educational institutions Role of press and mass media</p> | <p>Remember Understand Evaluate</p> |
| <p>To understand the concept of values and its types To analyze the significance of different values in human life To know the Indian concepts of value To evaluate the importance of value education To gain insights on the strategies of value inculcation</p> | <p>Unit-4 : Basic concept of Values • Meaning, concept and definition and characteristics of values • Classification of values • Functions of Values • Sources of values • Values in Indian Philosophical Thoughts • Role of Education in inculcation of values • Strategy for value orientation through Social Institutions</p> | <p>Remember Understand Evaluate</p> |
| <p>To develop knowledge of peace To understand the need of peace To analyze the importance of peace education To understand the basic concepts of peace education To evaluate the role of peace education in international understanding</p> | <p>Unit 5 : Introduction to Peace and Peace Education • Meaning, Concept, Definition and Characteristics of Peace • Importance of Peace in Human Life • Role of Teacher in promoting Peace • Meaning, Concept, Definition, Aims and Objectives of Peace Education • Characteristics of Peace Education • Philosophy of Peace Education • Need and Importance of Education • Peace Education and International Understanding</p> | <p>Remember Understand Apply Evaluate</p> |