



# গড়গাঁও মহাবিদ্যালয় GARGAON COLLEGE

**TEACHING PLAN  
DEPARTMENT OF EDUCATION  
JULY 2020 - JUNE 2021**

**TEACHING PLAN**  
**DEPARTMENT OF EDUCATION**  
**GARGAON COLLEGE**  
**Course: B. A. (Honours)**  
**Session: Odd semester 2020-2021**

**Subject:** EDUCATION

**Name of the Teacher:** Dr. Bidyananda Borkakoty

**Methods to be applied:** Lecture, analytical and activity method, interaction and discussion.

**Teaching Materials:** Green Board, Chalk Pencil, Duster, Book, Journal, Newspaper, Magazine, Periodicals, Government report, Laptop, Projector

**[MARKS: 100 (END-SEMESTER: 80; INTERNAL ASSESSMENT: 20)]**

SL. NO	Paper Code/ Title	Allotted Unit/ Topic	No. of Classes required	Detail of the topics to be taught & class required	No. of tutorials
1	<b>C1</b>  CBCS  <b>Philosophical Foundation of education</b>  (1 <sup>st</sup> Sem)	<b>Unit V</b>  <b>Indian Schools of Philosophy and their Influences in Education</b>	<b>15</b>	Basic features and classification of Indian Philosophy Yoga: a) the Hathayoga and Rajayoga. b) The Astangika Yoga. c) Influence of Yoga in education. Vedanta: a) Basic tenets (Brahma, Atman, Jagat, Maya) b) Advaita Vedanta c) Influence in education. Buddhism: a) Four noble truths of Buddha b) Middle Path c) Influence in education. 3.5 Impact of Indian schools of philosophy in present system of education in India.	<b>3</b>
2	<b>C2</b>	<b>Unit II</b>	<b>13</b>		<b>2</b>

	<p>CBCS</p> <p><b>Sociological Foundation of education</b></p> <p>(1<sup>st</sup> Sem)</p>	<p><b>Concept, Approaches and Theories</b></p>		<p>Introduction to Educational Sociology-meaning, nature and scope</p> <p>Analogy between Education and Sociology(relationship)</p> <p>Need for sociological approaches in Education(importance)</p> <p>Theories of Educational Sociology- Conflict Theory-concept, features, merits and demerits</p> <p>Consensus Theory- concept, features, merits and demerits</p>	
3	<p><b>COURSE (C 5):</b></p> <p><b>GREAT EDUCATORS AND EDUCATIONAL THOUGHT</b></p> <p>CBCS</p>	<p><b>Unit I</b></p> <p><b>ANCIENT INDIAN EDUCATORS AND EDUCATIONAL THOUGHTS</b></p>		<p>Shankaracharya:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Basic tenants of Shankara's Advaita Vedanta</li> <li><input type="checkbox"/> Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Shankar's educational philosophy</li> </ul> <p>Yagyabalkya:</p> <p>Yagyabalkya and Indian Idealism (concept of soul and absolute soul)</p> <p>Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Yagyabalkya's educational philosophy</p> <p>Sankardeva</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sankardeva's philosophy of life</li> <li><input type="checkbox"/> Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Sankardeva's educational philosophy</li> <li><input type="checkbox"/> Institutions and means of education</li> </ul>	
4	<p><b>COURSE (C 6) :</b></p> <p><b>EDUCATIONAL MEASUREMENT AND EVALUATION</b></p> <p>CBCS</p>	<p><b>Unit II</b></p> <p><b>PSYCHOLOGICAL TESTS:</b></p>	<b>20</b>	<p>Meaning of Psychological Test</p> <p>Classification of tests:</p> <p><b>a) On the basis of the administrative conditions:</b> Individual test and Group test</p> <p><b>b) On the basis of scoring:</b> Objective test and Subjective test</p> <p><b>c) On the basis of the time limit for response:</b> Power test and Speed test</p> <p><b>d) On the basis of the nature of</b></p>	<b>2</b>

				<p><b>items:</b> Verbal test, Nonverbal test and performance test</p> <p><b>e) On the basis of the nature of response:</b> Oral test and written test; Selection type and Supply type tests</p> <p><b>f) On the basis of objectives:</b> Intelligence test, Achievement test, Aptitude test and Personality test</p> <p><b>g) On the basis of standardization:</b> Teacher-made test and Standardized test</p> <p>.Characteristics of a good test: Objectivity, Reliability, Validity, Norms and Administer ability</p>	
5	<p><b>COURSE (C 7)</b></p> <p>CBCS</p> <p><b>EXPERIMENTAL PSYCHOLOGY AND LABORATORY PRACTICAL</b></p>	<p><b>Unit I, II, III, IV, V,</b></p>	14/15	WHOLE PAPER	
6	<p>(504)</p> <p><b>Techniques and Methodology Of Teaching</b></p> <p>5<sup>th</sup> Sem</p> <p>(NON-CBCS)</p>	<p><b>Unit I</b></p> <p><b>The Teaching Learning Process</b></p>	5	<p>Principles of Teaching</p> <p>Principles of Learning</p> <p>General Maxims of Teaching</p> <p>Classroom problems of beginners</p>	1
7	<p>504)</p> <p><b>Techniques and Methodology Of Teaching</b></p> <p>5<sup>th</sup> Sem</p> <p>(NON-CBCS)</p>	<p><b>Unit II</b></p> <p><b>Macro And Micro Teaching</b></p>	8	<p>Meaning and importance of lesson plan</p> <p>Herbartian steps of lesson plan</p> <p>Micro teaching</p> <p>Teaching of Social Studies</p> <p>Teaching of Science</p> <p>Teaching of Language</p>	1
8	504)	<b>Unit III</b>	12	Play way method	1

	<b>Techniques and Methodology Of Teaching</b> <b>5<sup>th</sup> Sem</b> <b>(NON-CBCS)</b>	<b>METHODS AND APPROACHES OF TEACHING</b>		Activity method Learner Centered method Structural Approach Heuristic Method Project Method Inductive and Deductive Method Activity Method	
9	<b>EDNM 505</b> <b>Practice Teaching</b> <b>(NON-CBCS)</b>	<b>UNIT I</b> <b>Micro teaching</b>	15	Introducing a lesson Black board writing Questioning Stimulus Variation Reinforcement Explanation Achieving Closure	1
10	<b>EDNM 505</b> <b>Practice Teaching</b> <b>(NON-CBCS)</b>	<b>UNIT II</b> A minimum lesson plan from three categories and two from each category	15	Knowledge lesson Skill Lesson Appreciation lesson	1

*Bidyananda Borkakoty*

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1	C3  CBCS  PSYCHOLOGICAL FOUNDATIONS OF EDUCATION  (2 <sup>nd</sup> Sem)	Unit I <b>PSYCHOLOGY AND EDUCATION</b>	17	Meaning and nature of psychology Schools of Psychology: ->Behaviourism ->Structuralism ->Functionalism ->Gestalt Psychology ->Psycho-analysis ->Constructivism Meaning, nature and scope of Educational Psychology Importance of Educational Psychology in classroom teaching	3
2	C4  CBCS	Unit I  <b>Educational Management</b>	16	Meaning, Nature & Scope of Educational Management □ Functions of Educational	3

	<b>EDUCATIONAL ADMINISTRATIO N AND MANAGEMENT</b>  (2 <sup>nd</sup> Sem)	<b>And Administration</b>		<p>Management</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Types of Educational Management</li> </ul> <p>Difference between Management and Administration</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Management of Resources in Educational Institutions-</li> <li><input type="checkbox"/> Meaning and Types of resources: Human Resources, Material Resources and Financial Resources</li> <li><input type="checkbox"/> Some modern trend of Educational Management</li> </ul>	
3	<b>COURSE (C 8): EDUCATION IN PRE-INDEPENDENT INDIA</b>  (4 <sup>th</sup> Sem)  CBCS	<b>Unit- III</b>  <b>Growth and Development of Education from 1854 to 1921</b>	20	<p>Indigenous System of Education during British rule:</p> <ul style="list-style-type: none"> <li>- Meaning of Indigenous education.</li> <li>- Types of Indigenous educational institution.</li> <li>- Causes of downfall of Indigenous education.</li> </ul> <p>Educational activities of Missionaries in India</p> <ul style="list-style-type: none"> <li>- The Portugues</li> <li>- The Dutch</li>   <li>- The British</li> <li>The Danish</li> <li>- The French</li> </ul> <p>Centres of Missionary Education in India.</p> <p>Educational activities of Missionaries in Assam</p> <p>Educational activities of East India Company</p> <p>Charter Act, 1813</p> <p>. Orientalist and Anglicist Controversy</p> <p>Macaulay's Minute, 1835</p> <p>Bentinck's declaration of educational policy</p>	3
4	<b>COURSE (C 9). PART A: TECHNIQUES OF</b>	<b>Unit-III METHODS AND APPROACHES OF TEACHING</b>	16	<p>Teacher-centred and Learner-cantered methods</p> <p>Play-way method</p> <p>Activity method</p> <p>Discussion method</p>	5

	<b>TEACHING</b>  (4 <sup>th</sup> Sem)  CBCS			Inductive-Deductive method Heuristic method Problem solving method Project method Methods of teaching language: Grammar translation method, Direct method, Teaching approaches : Structural approach and communicative approach	2
5	<b>COURSE (C 10): Educational Technology</b>  (4 <sup>th</sup> Sem)  CBCS	<b>Unit-I  Educational Technology</b>	12	Concept and nature of Educational Technology Development of Educational Technology Development of Educational Technology in India Components of Educational Technology: Hardware, Software and Systems approach Instructional technology Difference between Educational Technology and Instructional Technology	3
6	<b>605 Emerging Trends in Indian Education</b>  (6 <sup>th</sup> Sem) <b>(NON-CBCS)</b>	<b>Unit I Education in Independent India</b>	6	Need for including education in Indian constitution Articles in the Indian Constitution related to Education Concept, Importance and Problems of equalization of Educational Opportunities	1



7	<p style="text-align: center;"><b>605</b> <b>Emerging Trends in Indian Education</b>  (6<sup>th</sup> Sem)  <b>(NON-CBCS)</b></p>	<p style="text-align: center;"><b>Unit II</b>  <b>Stages of Education</b></p>	12	<p>Need and importance of Early Childhood Care &amp; Education (ECCE) Pre-primary Education Functioning and problems of Anganwadis and Balwadis Elementary Education –its objectives Necessity for Universalisation Efforts towards universalisation (DPEP, DIET, SSA) Problems and possible solution of universalisation of elementary Education Secondary Education –its objectives Rashtriya Madhyamic Shiksha Abhiyan (RMSA) Role of NCERT in the development of Secondary Education Problems and possible solutions of secondary education Higher Education –its objectives, Development, Control Problems and possible solution of Higher Education</p>	1
8	<p style="text-align: center;"><b>605</b> <b>Emerging Trends in Indian Education</b>  (6<sup>th</sup> Sem)  <b>(NON-CBCS)</b></p>	<p style="text-align: center;"><b>Unit III</b> <b>Alternative Education</b></p>	8	<p>Need and Importance of alternative schooling at elementary, Secondary and Higher level Technical and Vocational Education through distance Education Development of distance education in India Problems of Distance Education and their solution</p>	1

9	<p><b>605</b>  <b>Emerging Trends in Indian Education</b>    <b>(6<sup>th</sup> Sem)</b>    <b>(NON-CBCS)</b></p>	<p><b>Unit IV</b>    <b>Problems of Education</b></p>	12	<p>Problems of traditional system of Examination  Continuous and Comprehensive Evaluation  Problems of adult Education  Language problem and medium of instruction</p>	2
10	<p><b>605</b>  <b>Emerging Trends in Indian Education</b>    <b>(NON-CBCS)</b>    <b>(6<sup>th</sup> Sem)</b></p>	<p><b>Unit V</b>    <b>Challenges of Indian Education</b></p>	12	<p>Inclusive policies in Education  The environmental Changes and Role of Education  The growing population and role of education  Social unrest and its impact on education</p>	2



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**Name of the Teacher:** Dr. Nitali Konwor

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1	<b>C1</b>  CBCS  <b>Philosophical Foundation of education</b>  (1 <sup>st</sup> Sem)	<b>Unit II</b> <b>Role of Philosophy in Education</b>	<b>16</b>	Science of Education & Philosophy of Education. Meaning, nature and scope of Philosophy of Education Role of Philosophy in Education: <input type="checkbox"/> Philosophy and aims of education. <input type="checkbox"/> Philosophy and curriculum. <input type="checkbox"/> Philosophy and methods of teaching. <input type="checkbox"/> Philosophy and role of teachers. <input type="checkbox"/> Philosophy and discipline	<b>3</b>

2	<p align="center"><b>C2</b></p> <p align="center">CBCS</p> <p align="center"><b>Sociological</b></p> <p align="center"><b>Foundation of</b></p> <p align="center"><b>education</b></p> <p align="center">(1<sup>st</sup> Sem)</p>	<p align="center"><b>Unit II</b></p> <p align="center"><b>Education,</b></p> <p align="center"><b>Social Aspects</b></p> <p align="center"><b>and</b></p> <p align="center"><b>Socialization</b></p> <p align="center"><b>Process</b></p>	16	<p>Socialization: Meaning and Process Education as a Socialization Process, Agencies of socialization : Home, School, Society (Neighborhood, Peer group, Mass media, Social Media) Role of these agencies in socialization Social Mobility-meaning, types, factors, Role of education in Social Mobility Emotional and National integration-meaning, importance, Role of education Internationalization- meaning, importance, Role of education 1Modernization: Meaning, Indicators, Role of Education</p>	3
3	<p align="center"><b>COURSE (C 5):</b></p> <p align="center"><b>GREAT</b></p> <p align="center"><b>EDUCATORS AND</b></p> <p align="center"><b>EDUCATIONAL</b></p> <p align="center"><b>THOUGHT</b></p> <p align="center"><b>CBCS</b></p>	<p align="center">UNIT IV</p> <p align="center">WESTERN</p> <p align="center">EDUCATORS</p> <p align="center">AND</p> <p align="center">EDUCATIONA</p> <p align="center">L THOUGHTS</p> <p align="center">(Pragmatist,</p> <p align="center">Existentialist</p> <p align="center">and Modern</p> <p align="center">thinkers)</p>	16	<p>John Dewey</p> <ul style="list-style-type: none"> <li>• Dewey’s Experimental school</li> <li>• Concept of education according to Dewey</li> <li>• Aims of education, curriculum, methods of teaching, place of a child, place of a teacher and discipline in Dewey’s Pragmatism</li> <li>• Relevance of Dewey’s Pragmatism</li> </ul> <p>Jacques Derrida</p> <ul style="list-style-type: none"> <li>• Concept of Deconstruction</li> <li>• Derrida’s basic ideas on education</li> <li>• Derrida’s reaction to Rousseau’s Naturalism</li> </ul>	3

				<p>and Idealism</p> <p>Jean Paul Sartre</p> <ul style="list-style-type: none"> <li>• Sartre’s Philosophy of life</li> <li>• Sartre’s idea of freedom and individualism</li> <li>• Educational implications of these two ideas</li> </ul>	
4	<p><b>COURSE (C 6) :</b>  <b>EDUCATIONAL MEASUREMENT AND EVALUATION</b></p> <p>CBCS</p>	<p>Unit-II</p> <p>Psychological Tests:</p>	16	<p>Meaning of Psychological Test</p> <p>Classification of tests:</p> <p><b>a) On the basis of the administrative conditions:</b> Individual test and Group test</p> <p><b>b) On the basis of scoring:</b> Objective test and Subjective test</p> <p><b>c) On the basis of the time limit for response:</b> Power test and Speed test</p> <p><b>d) On the basis of the nature of items:</b> Verbal test, Nonverbal test and performance test</p> <p><b>e) On the basis of the nature of response:</b> Oral test and written test; Selection type</p>	1

				<p>and Supply type tests</p> <p><b>f) On the basis of objectives:</b> Intelligence</p> <p>test, Achievement test, Aptitude test and</p> <p>Personality test</p> <p><b>g) On the basis of standardization:</b> Teacher</p> <p>made test and Standardized test</p> <p>2.3.Characteristics of a good test: Objectivity,</p> <p>Reliability, Validity, Norms and Administer ability</p>	
5	<p><b>COURSE (C 7): EXPERIMENTAL PSYCHOLOGY AND LABORATORY PRACTICAL</b></p> <p>CBCS</p>	<p><b>Unit-1 Experimental psychology</b></p>	5	<p>Meaning, nature and scope of experimental psychology.</p> <p>1.2.Origin of psychological experiment.</p> <p>1.3.Uses and Application of psychological experiments in the field of education.</p> <p>1.4.Conducting and Reporting of psychological experiments.</p> <p>1.5.Procedure of conducting and Reporting of</p>	

				<p>Psychological Experiments.</p> <p>1.51 Title.</p> <p>1.52 Statement of objectives.</p> <p>1.53 Hypotheses</p> <p>1.54 Historical and theoretical background</p> <p>1.55 Experimental Design.</p> <p>1.56 Methodology and procedure.</p> <p>1.57 Introspective Report of the subject.</p> <p>1.58 Result, discussion, observation and</p> <p>Conclusion</p>	
6	<p><b>(501)</b></p> <p><b>Child Psychology and Child Guidance</b></p> <p><b>5<sup>th</sup> Sem</b></p> <p><b>(NON-CBCS)</b></p>	<p><b>Unit I</b></p> <p><b>Historical Development of Child Psychology</b></p>	8	<p>Significance of Child Psychology</p> <p>Meaning, Nature and Scope of Child Psychology</p> <p>Historical Perspective of development of knowledge of Child Psychology</p>	1
7	<p><b>(501)</b></p> <p><b>Child Psychology and Child Guidance</b></p> <p><b>5<sup>th</sup> Sem</b></p> <p><b>(NON-CBCS)</b></p>	<p><b>Unit II</b></p> <p><b>Development During Childhood</b></p>	10	<p>Pre—natal, Neo-Natal &amp; Post Natal Development pattern during this period –Physical, Emotional, Social, Language</p>	P

8	(501) <b>Child Psychology and Child Guidance</b>  5 <sup>th</sup> Sem  (NON-CBCS)	<b>Unit III</b>  <b>Some Common Childhood problems</b>	10	Problem of Discipline Behavioural and Adjustment Problem Deficiency and deprivation during childhood Social adjustment problem Prevention and Correction of these problems	1
9	(501) <b>Child Psychology and Child Guidance</b>  5 <sup>th</sup> Sem  (NON-CBCS)	<b>Unit IV</b>  <b>Factors Affecting Child Development</b>	12	Home/Family School Society	1
10	(501) <b>Child Psychology and Child Guidance</b>  (NON-CBCS)	<b>Unit V</b>  <b>Guidance  and Counseling</b>	10	Meaning, Nature and Scope of Guidance and Counseling Need and Importance of Guidance and Counseling Counseling and its various approaches Role of day care centres and pre- schools	1



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1	C3  CBCS  PSYCHOLOGICAL FOUNDATIONS OF EDUCATION  (2 <sup>nd</sup> Sem)	Unit IV  PERSONALIT Y AND MENTAL HEALTH	20	Meaning and Characteristics of personality Factors of personality Physical. Mental. Social. Emotional. Type Theories of Personality. - Hippocrates, Sheldon, Kretchmer, Spranger and Jung Trait theories of personality: Cattell and Eysenck Concept of balanced mature personality Concept of mental health and mental hygiene Adjustment mechanism: Fantasy,	4

				<p>Compensation, Identification, Rationalization and Sublimation</p> <p>Concept of Instinct and Emotion. Some educationally significant instincts and provisions for their training (Curiosity, Acquisition, Self assertiveness, Herd Instincts, Sex Instincts). Relation between Instincts and Emotion.</p> <p>Importance of Emotional training in the classroom</p>	
2	<p><b>C4</b></p> <p>CBCS</p> <p><b>EDUCATIONAL ADMINISTRATION AND MANAGEMENT</b></p> <p>(2<sup>nd</sup> Sem)</p>	<p><b>Unit II</b></p> <p><b>Educational Leadership</b></p>	16	<p>Meaning of Educational Leadership</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Function of Educational Leadership</li> <li><input type="checkbox"/> Principles of Educational Leadership</li> <li><input type="checkbox"/> Styles of Educational Leadership</li> <li><input type="checkbox"/> Factors influencing leadership styles.</li> <li><input type="checkbox"/> Essential qualities of an Educational leader</li> <li><input type="checkbox"/> Leadership Development Programmes</li> <li><input type="checkbox"/> Measurement of Leadership</li> <li><input type="checkbox"/> Role of Leader in managing Educational conflicts</li> </ul>	3
3	<p><b>C4</b></p> <p>CBCS</p> <p><b>EDUCATIONAL ADMINISTRATION AND MANAGEMENT</b></p> <p>(2<sup>nd</sup> Sem)</p>	<p><b>Unit IV</b></p> <p><b>Educational Supervision</b></p>	16	<p>Concept and Characteristics of Educational Supervision</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Objectives of Educational Supervision</li> <li><input type="checkbox"/> Scope of Educational Supervision</li> <li><input type="checkbox"/> Functions of Educational Supervision</li> <li><input type="checkbox"/> Difference between Supervision and Inspection</li> <li><input type="checkbox"/> Factors influencing effectiveness of</li> </ul>	2

				<p>supervision</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Qualities of a Good Educational Supervisor</li> <li><input type="checkbox"/> Problems of Supervision</li> <li><input type="checkbox"/> Suggest measures to overcome the problems of supervision</li> </ul>	
4	<p><b>COURSE (C 8):</b></p> <p><b>Education In Pre-Independent India</b></p> <p><b>(4<sup>TH</sup> Sem)</b></p> <p><b>CBCS</b></p>	<p><b>Unit-II</b></p> <p>Education during British Period</p>	18	<p>Indigenous System of Education during British rule:</p> <ul style="list-style-type: none"> <li>- Meaning of Indigenous education.</li> <li>- Types of Indigenous educational institution.</li> <li>- Causes of downfall of Indigenous education.</li> </ul> <p>Educational activities of Missionaries in India - The Portugues</p> <ul style="list-style-type: none"> <li>- The Dutch - The British, The Danish</li> <li>- The French</li> </ul> <p>Centres of Missionary Education in India.</p> <p>Educational activities of Missionaries in Assam</p> <p>Educational activities of East India Company</p> <p>Charter Act, 1813</p> <p>Orientalist and Anglicist Controversy</p> <p>Macaulay's Minute, 1835</p> <p>Bentinck's declaration of educational policy</p>	3
5	<p><b>COURSE (C 9).</b></p> <p><b>PART A:</b></p> <p><b>TECHNIQUES</b></p>	<p>Unit-II</p> <p>PLANNING</p> <p>TEACHING:</p>	14	<p>Lesson Plan: Meaning and importance</p> <p>Herbartian steps of planning a lesson</p> <p>Teaching Skills: Concept and</p>	5

	<b>OF TEACHING</b>  <b>(4<sup>TH</sup> Sem)</b>  <b>CBCS</b>			components of the following skills: a) Introducing a lesson b) Blackboard writing c) Questioning (Fluency in questioning and Probing questioning) d) Stimulus variation e) Reinforcement f) Explaining g) Achieving closure Micro teaching: Concept, importance and Micro teaching cycle Objectives of teaching Language, Social Science, Science and Mathematics at Elementary and Secondary levels	
6	<b>COURSE (C 10): EDUCATIONAL TECHNOLOGY</b>  <b>(4<sup>TH</sup> Sem)</b>  <b>CBCS</b>	<b>Unit-III</b>  Communication and teaching learning	16	Concept and nature of communication Components of Communication Classroom communication Significance of communication in learning Barriers of effective classroom communication Steps for making communication effective Qualities of a good classroom communicator	3
7	<b>601</b> <b>Laboratory Practical</b> <b>(NON-CBCS)</b>	<b>Unit I</b> <b>Experimental Psychology</b>	8	An Introduction to Psychological Experiment Scope of experimental psychology History of experimental psychology	1

				Conducting and reporting of psychological experiment	
8	<b>601 Laboratory Practical (NON-CBCS)</b>	<b>Unit II Conducting and reporting of psychological experiment</b>	Two periods in a week	Conducting and reporting of psychological experiment	1



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SL. NO	Paper Code/ Title	Allotted Unit/ Topic	No. of Classes required	Detail of the topics to be taught & class required	No. of tutorials
1	<b>C1</b>  CBCS  <b>Philosophical Foundation of education</b>  <b>(1<sup>st</sup> Sem)</b>	<b>Unit I</b>  <b>Concept of Education</b>	<b>13</b>	Meaning and Nature of Education Scope of education Types (Formal, Informal and Non-formal) Aims of education-- Individual and Social aims of education in specific reference to different levels: Elementary, Secondary and Higher education. The functions of Education Individual development (Development of skill, basic knowledge, interest and appreciation). Acquaintance with heritage, (preservation and transmission). Development of human values,	<b>3</b>

				(Social, moral and Aesthetic) Acquisition of skills leading to self-actualization and successful living. Social cohesion and social progress	
2	<b>C1</b>  CBCS  <b>Philosophical Foundation of education</b>  (1 <sup>st</sup> Sem)	<b>Unit V</b>  <b>Curriculum</b>	<b>13</b>	Concept and nature of curriculum Curriculum and Syllabus Different kinds of curriculum based on various philosophies given in this course. Concept and types of co-curricular activity Various philosophical thoughts given in the course on co-curricular activities	2
3	<b>C2</b>  CBCS  <b>Sociological Foundation of education</b>  (1 <sup>st</sup> Sem)	<b>Unit IV</b>  <b>Education and Social Groups</b>	<b>15</b>	Social groups in Indian context:  Characteristics and Classification Social Disadvantages and Inequalities in Indian Society-meaning, causes and types Education of the socially and economically disadvantaged sections of Indian society with special reference to ST, SC, Women and Rural population. Concepts of equity, equality and access in education Reservation in Indian education	3
4	<b>COURSE (C 5):</b>  <b>GREAT EDUCATORS AND EDUCATIONAL THOUGHT</b>  CBCS	UNIT V Alternatives in education and the thinkers	12	5.1 Ivan Illich <ul style="list-style-type: none"> <li>• Illich's criticism of present education</li> <li>• Concept of de-schooling of Illich</li> <li>• Illich's educational thoughts</li> <li>• Relevance of Illich's thought</li> </ul> 5.2 Paulo Freire <ul style="list-style-type: none"> <li>• Freire's criticism of present education</li> <li>• Freire's alternative thoughts to present education</li> </ul>	6

				<ul style="list-style-type: none"> <li>• Relevance of Freire's thoughts</li> </ul>	
5	<b>COURSE (C 6) : EDUCATIONAL MEASUREMENT AND EVALUATION</b>  CBCS	Unit-IV  STATISTICS IN EDUCATION	16	4.1 Educational Statistics: Meaning, nature and scope 4.2 Types of data: Enumeration and Measurement data, Grouped data and Ungrouped data 4.3 Measures of Central Tendency: Mean, Median and Mode; their relative merits and demerits, computation and application in education 4.4 Measures of Variability: Range, Quartile Deviation, Mean Deviation and Standard Deviation; their relative merits and demerits, computation and application in education	5
6	<b>COURSE (C 6) : EDUCATIONAL MEASUREMENT AND EVALUATION</b>  CBCS	Unit-V  PRESENTATIO N  OF  DATA	16	5.1 Variable: Concept, Discrete and Continuous variables 5.2 Graphical representation of Data and its uses: Pie-diagram, Bar diagram, Histogram, Frequency polygon, Cumulative Frequency Curve and Ogive. 5.3 Normal Probability Curve: Properties and uses of Normal Probability Curve; Divergence from normality – Skewness and Kurtosis. 5.4 Correlation: Positive and Negative Correlation; Computation of Coefficients of Correlation by Rank Difference method and Product Moment method ( only for ungrouped data)	5



7	(503) <b>Educational Technology</b> 5 <sup>th</sup> Sem (NON-CBCS)	<b>Unit I</b> <b>Educational Technology</b>	<b>10</b>	Concept, Meaning, Nature, scope and uses Hardware, Software, System Approach Concept of Instructional Technology Difference between Educational Technology and Instructional Technology	
8	(503) <b>Educational Technology</b> 5 <sup>th</sup> Sem (NON-CBCS)	<b>Unit II</b> <b>Role of Mass-Media in Teaching Learning Process</b>	<b>8</b>	Radio Television Edusat Internet Printed Material	
9	(503) <b>Educational Technology</b> 5 <sup>th</sup> Sem (NON-CBCS)	<b>Unit III</b> <b>Role of Communication Technology in Class Rooms</b>	12	Meaning and nature of communication Types of Communication- Verbal and Non-verbal Factors affecting classroom communication Infrastructure Administrative set-up Class-room atmosphere Ways of effective classroom communication	2
10	(503) <b>Educational Technology</b> 5 <sup>th</sup> Sem (NON-CBCS)	<b>Unit IV</b> <b>Teaching Objectives</b>	8	Types of objectives Writing objectives in behavioural terms Bloom's taxonomy of educational objectives and its uses	
11	(503) <b>Educational Technology</b> 5 <sup>th</sup> Sem (NON-CBCS)	<b>Unit V</b> <b>Innovations in Educational</b>	12	Teaching Model- Concept, Characteristics, Assumptions Families- Glaser's classroom teaching model, Personalized system of instructions (PSI),	

		<b>Technology</b>		Programmed learning- Meaning Programming : Linear & Branching Programming : Linear & Branching	
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**HOD, DEPARTMENT OF EDUCATION**

**TEACHING PLAN**  
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**GARGAON COLLEGE**  
**Course: B. A. (Honours)**  
**Session: Even semester 2020-2021**

**Subject:** EDUCATION

**Name of the Teacher:** Dr. RATNA DAS

**Methods to be applied:** Lecture, analytical and activity method, interaction and discussion.

**Teaching Materials:** Green Board, Chalk Pencil, Duster, Book, Journal, Newspaper, Magazine, Periodicals, Government report, Laptop, Projector

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1	<b>C3</b>  CBCS  <b>PSYCHOLOGICAL FOUNDATIONS OF EDUCATION</b>  (2 <sup>nd</sup> Sem)	<b>Unit III</b>  <b>PSYCHOLOGICAL FOUNDATIONS OF EDUCATION</b>	15	Meaning and nature of intelligence Factors of Intelligence: Heredity and Environment Theories of intelligence: Monarchic theory, Spearman's two factors theory, Multifactor theory, Group factor theory and Guilford's Structure of Intellect (SoI) Concept of Emotional Intelligence  Creativity: Meaning and nature Process and Product of creativity Stages of Creativity: Preparation, Incubation, inspiration, revision and verification Nurturing Creativity in Classrooms Meaning and nature of gifted	4

				children, difference between creativity and giftedness Education of Exceptional children: Gifted and Slow learner, Educable, trainable, mentally challenged.	
2	<b>C4</b>  CBCS  <b>EDUCATIONAL ADMINISTRATION AND MANAGEMENT</b>  (2 <sup>nd</sup> Sem)	<b>Unit V</b> <b>Educational Planning</b>	16	Types of Educational planning <input type="checkbox"/> long term planning <input type="checkbox"/> short type planning <input type="checkbox"/> grass-root level planning <input type="checkbox"/> institutional planning <input type="checkbox"/> Process of Preparing educational Plan <input type="checkbox"/> Concept and importance of School Development Plan	3
3	<b>COURSE (C 8):</b> <b>EDUCATION IN PRE-INDEPENDENT INDIA</b>  (4 <sup>th</sup> Sem)  CBCS	Unit-IV  Growth and Development of Education from 1921 to 1947	18	Education under Diarchy - Primary Education - Secondary Education -Expansion of education Simon Commission Government of India Act of 1921 Harthog Committee Report 1929 Wardha Scheme of Basic Education, 1937 - Wardha Education Conference 1937 - Salient features of Basic Education - Causes of failure of this education in India Wood Abbot Report 1937 Sargent Committee Report, 1944 - Recommendations on Pre-primary, Primary, Secondary, University, teacher training, technical and vocational education	2

4	<p><b>COURSE (C 9).</b>  <b>PART A:</b>  <b>TECHNIQUES</b>  <b>OF TEACHING</b></p> <p>(4<sup>th</sup> Sem)</p> <p>CBCS</p>	<p>Unit-I</p> <p>THE  TEACHING-  LEARNING  PROCESS:</p>	14	<p>Meaning and nature of teaching  Evolving concept of teaching  Principles of teaching  Principles of learning  General maxims of teaching  Phases of Teaching: Role of teachers  in Preactive, Interactive and Post-  active phases of teaching  Teaching behaviour: Authoritative,  Democratic and Laissez-faire  Classroom problems of beginners</p>	4
5	<p><b>COURSE (C 10):</b>  <b>EDUCATIONAL</b>  <b>TECHNOLOGY</b></p> <p>(4<sup>th</sup> Sem)</p> <p>CBCS</p>	<p>Unit-IV</p> <p>Instructional  Techniques</p>	16	<p>Models of teaching (Concept,  characteristics and families)  Inquiry training model and  Classroom meeting model  Personalized system of instruction  Computer assisted instruction  (Meaning, nature forms, merits and  demerits)  Programmed learning (Meaning  characteristics and types)  Open and Distance education:  Concept and usefulness, application  of technology in Open and Distance  learning  Team Teaching (Group Discussion,  Seminars &amp; Symposium)</p>	3
6	<p><b>604</b></p> <p><b>Education In</b>  <b>World</b>  <b>Perspective</b></p> <p>(6<sup>th</sup> Sem)</p> <p>(NON-CBCS)</p>	<p><b>Unit I</b>  <b>CONCEPTS</b>  <b>IN</b>  <b>COMPARATI</b>  <b>VE</b>  <b>EDUCATION</b></p>	8	<p>Historical Background</p> <p>Definitions and Meaning</p> <p>Nature, Scope and purposes</p>	1
7	<p><b>604</b></p> <p><b>Education In</b>  <b>World</b></p>	<p><b>Unit II</b>  <b>Factors</b></p>	8	<p>Language, Geographical, Racial,  Economical, Political, Social ,  Religion</p>	1

	<b>Perspective (6<sup>th</sup> Sem) (NON-CBCS)</b>	<b>Affecting National System Of Education</b>			
8	<b>604  Education In World Perspective (6<sup>th</sup> Sem) (NON-CBCS)</b>	<b>Unit III  Methods of Comparative Education and related problems</b>	10	Descriptive, Historical, Statistical, Scientific and Analytical  Quantitative and Statistical	1
9	<b>604  Education In World Perspective (6<sup>th</sup> Sem) (NON-CBCS)</b>	<b>Unit IV  A Comparative Study of U.S.A, U.K, India and Japan</b>	12	---With special reference to structure, Administration, Finance , Objectives and Curriculum	2
10	<b>604  Education In World Perspective (6<sup>th</sup> Sem) (NON-CBCS)</b>	<b>Unit V  A Comparative Study of U.S.A, U.K, India and Japan</b>	12	With special reference to Organisation, Curriculum, Evaluation and Emerging trends	2



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**Subject:** EDUCATION

**Name of the Teacher:** Dr. Poli Konwor

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1	C1  CBCS  <b>Philosophical Foundation of education</b>  (1 <sup>st</sup> Sem)	<b>Unit IV Western Schools of Philosophy and their Influences in Education</b>	16	Basic features of Western Philosophy Idealism: a) Basic tenets b) Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education. Naturalism: a) Basic tenets b) Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education Pragmatism a) Basic tenets b) Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education Impact of Western schools of philosophy in present system of Indian education.	3

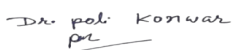
2	<p style="text-align: center;"><b>C2</b></p> <p style="text-align: center;">CBCS</p> <p style="text-align: center;"><b>Sociological</b></p> <p style="text-align: center;"><b>Foundation of education</b></p> <p style="text-align: center;"><b>(1<sup>st</sup> Sem)</b></p>	<p style="text-align: center;"><b>Unit V</b></p> <p style="text-align: center;"><b>Education and Political Ideologies</b></p>	<b>16</b>	<p>Democracy-concept and basic features of Democracy, nature of education in Democracy, Role of education in inculcating democratic values.</p> <p>Totalitarianism: concept and basic features of Totalitarianism, nature of education in Totalitarian society</p> <p>Communism: concept of Communism, basic features, nature of education in Communist society</p> <p>Secularism: Meaning and Role of education in secular society</p>	<b>3</b>
3	<p style="text-align: center;"><b>COURSE (C 5):</b></p> <p style="text-align: center;"><b>GREAT EDUCATORS AND EDUCATIONAL THOUGHT</b></p> <p style="text-align: center;">CBCS</p>	<p style="text-align: center;"><b>Unit II</b></p> <p style="text-align: center;"><b>MODERN INDIAN EDUCATORS AND EDUCATIONAL THOUGHTS</b></p>	<b>16</b>	<p>Rabindra Nath Tagore</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tagore's philosophy of life</li> <li><input type="checkbox"/> Basic principles of Tagore's educational philosophy</li> <li><input type="checkbox"/> Aims of education, curriculum, methods of teaching and discipline in Tagore's educational philosophy</li> <li><input type="checkbox"/> Evaluation of Tagore's philosophy of education</li> </ul> <p>Vivekananda:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vivekananda's philosophy of life</li> </ul> <p>Basic principles of Vivekananda's educational philosophy</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept of Man making and Nation building education</li> <li><input type="checkbox"/> Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Vivekananda's educational philosophy</li> <li><input type="checkbox"/> Evaluation of Vivekananda's philosophy of education</li> </ul> <p>Gandhi</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Gandhi's philosophy of life</li> <li><input type="checkbox"/> Basic principles of Gandhi's educational philosophy</li> <li><input type="checkbox"/> Concept and background of Basic education</li> <li><input type="checkbox"/> Aim of education, curriculum, methods of teaching, place of teacher,</li> </ul>	<b>3</b>



				place of child and discipline in Gandhi's educational philosophy □ Relevance of Gandhi's philosophy of education	
4	<b>COURSE (C 6) : EDUCATIONAL MEASUREMENT AND EVALUATION</b>  CBCS	<b>Unit III</b>  <b>SOME SPECIFIC PSYCHOLOGI CAL TESTS</b>	<b>16</b>	<b>Achievement Test:</b> Construction and Standardization of Teacher-made test and Standardized test (Preparation of Design and Blue-print, Item writing, Item analysis, Estimating reliability, validity and norms) <b>Intelligence Test:</b> Binet-Simon Scale and its different revisions (1905, 1908, 1911, 1966, 1937) <b>Aptitude Test:</b> Differential Aptitude test, Specific Aptitude Tests ( Artistic Aptitude Test and Professional Aptitude Test) <b>Personality Assessment:</b> a) Self report inventories, b) Observational methods and c) Projective Techniques: Word Association test, Rorschach Inkblot test and Thematic Apperception Test (TAT)	2
5	(502) <b>Education in Post-independent India</b>  5 <sup>th</sup> Sem  (NON-CBCS)	<b>Unit I</b>  <b>Educational Situation at the time of independence</b>		A Brief account of educational situation at the time of independence Recommendation and Implementation of University Education Commission---- Aims of University Education Administration and funding of University Reforms of Curriculum Teaching and Research Vocational Education Women Education Educational Reforms and students welfare	1
6	(502) <b>Education in Post-independent India</b>  5 <sup>th</sup> Sem	<b>Unit II</b>  <b>Education in the Indian Constitution</b>	12	Education in the Indian Constitution Introduction Preamble of the constitution On free and compulsory education On rights of the minorities On education of weaker section of people On principle of secularism in Education	1

	(NON-CBCS)			On education of women On study of Hindi On official language On tradition of child labour Keeping education in concurrent list Right to education act , 2010	
7	(502) <b>Education in Post-independent India</b>  5 <sup>th</sup> Sem  (NON-CBCS)	<b>Unit III</b>  <b>Secondary Education Commission-1953</b>	8	Recommendation and Implementation of secondary Education Commission-Reforms of Secondary Education Aims of Secondary Education Medium of Education Curriculum-Defects and Reforms Methods of Teaching Teacher Education Administration of Secondary Education Student Welfare moral and religious education Examination reforms	1
8	(502) <b>Education in Post-independent India</b>  5 <sup>th</sup> Sem  (NON-CBCS)	<b>Unit IV</b>  <b>Indian Education Commission-1964-1966</b>	12	Recommendation and Implementation of Kothari Commission	1
9	(502) <b>Education in Post-independent India</b>  5 <sup>th</sup> Sem  (NON-CBCS)	<b>Unit V</b>  <b>National Policy on Education-1986</b>	12	Resolution adopted on National Policy on Education	1

  
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1	C3  CBCS  PSYCHOLOGICAL FOUNDATIONS OF EDUCATION  (2 <sup>nd</sup> Sem)	Unit II <b>LEARNING AND MOTIVATION</b>	18	Meaning and nature of learning. Factors of Learning: Home, School, Mass Media, Intelligence Variables of learning: personal, subject matter and method variables Types of learning: cognitive, affective and psycho-motor learning Theories of learning: Thorndike's theory of learning, Classical Conditioning, Operant Conditioning and Gestalt theory Thorndike's Laws of learning : Meaning and role in learning. Maturation: Meaning and role in learning Transfer of learning: intra and inter transfer, Positive, negative, Zero, bilateral, Horizontal and vertical, Attention and Interest: Meaning and role in learning Memory and Learning	3

2	<p style="text-align: center;"><b>C4</b></p> <p style="text-align: center;"><b>CBCS</b></p> <p style="text-align: center;"><b>EDUCATIONAL ADMINISTRATIO N AND MANAGEMENT</b></p> <p style="text-align: center;"><b>(2<sup>nd</sup> Sem)</b></p>	<p style="text-align: center;"><b>Unit V</b></p> <p style="text-align: center;"><b>Management issues in Educational finance</b></p>	16	<p>Management of Educational Finance</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meaning of educational finance</li> <li><input type="checkbox"/> Nature of educational finance</li> <li><input type="checkbox"/> Principles of managing educational finance</li> <li><input type="checkbox"/> Role of finance committee</li> <li><input type="checkbox"/> Maintenance of records in educational finance</li> <li><input type="checkbox"/> Use of computer in management of finance</li> <li><input type="checkbox"/> Budget: concept and components, process of preparing institutional budget</li> <li><input type="checkbox"/> Management of Information System (MIS):</li> <li><input type="checkbox"/> Meaning and Importance</li> <li><input type="checkbox"/> Information of students, faculty, events, materials</li> <li><input type="checkbox"/> Quality issue in Educational Management: Ensure Quality of Teaching-learning, Quality of infrastructure, Quality of Library</li> </ul>	3
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3	<b>COURSE (C 8): EDUCATION IN PRE- INDEPENDENT INDIA  (4<sup>th</sup> Sem)  CBCS</b>	<b>Unit I Educational Heritage of India</b>	20	<p>Education in Ancient India (Vedic and Buddhist Period) with special reference to its:</p> <ul style="list-style-type: none"> <li>- Salient Features</li> <li>- Aims and Objectives</li> <li>- System of Administration and Finance</li> <li>- Method of Teaching</li> <li>- Types of Organisation of Educational Institution</li> <li>- Curriculum</li> <li>- Teacher-Pupil Relationship</li> <li>- Women's Education during Vedic and Buddhist Period.</li> </ul> <p><b>Education in Medieval India (Islamic System of Education)</b> with special reference to its:</p> <ul style="list-style-type: none"> <li>- Salient Features.</li> <li>- Aims and Objectives.</li> <li>- System of Administration and Finance.</li> <li>-Types of Organisation of Educational Institution.</li> <li>-Curriculum.</li> <li>-Women Education during Islamic Period.</li> </ul> <p><b>Comparison among the Vedic, Buddhist and Islamic education system.</b></p>	5
4	<b>COURSE (C 10): Educational Technology  (4<sup>th</sup> Sem)  CBCS</b>	<b>Unit II  ICT in Education</b>	16	<p>Concept and development of Information and Communication technology (ICT)</p> <p>2.2 Computer and its role in education</p> <p>2.3 Application of ICT—Smart learning, smart classes, virtual classes, ICT in evaluation</p> <p>2.4 E-learning</p> <p>2.5 Internet and its application</p>	3
5	<b>603 Educational Management (6<sup>th</sup> Sem) (NON-CBCS)</b>	<b>Unit I  Educational Management</b>	10	<p>Meaning of Educational Management</p> <p>Nature of Educational Management</p> <p>Scope of Educational Management</p> <p>Functions of Educational Management</p> <p>Types of Management</p>	1

6	<b>603 Educational Management  (6<sup>th</sup> Sem)  (NON-CBCS)</b>	<b>Unit II  Educational  Planning</b>	12	Meaning of Educational Planning Nature of Educational Planning Scope of Educational Planning Types of planning	1
7	<b>603 Educational Management  (6<sup>th</sup> Sem)  (NON-CBCS)</b>	<b>Unit III  School  Management</b>	12	Meaning of School Management Types of Resoueces— Human Resources Material Resources Financial Resources	2
8	<b>603 Educational Management  (6<sup>th</sup> Sem)  (NON-CBCS)</b>	<b>Unit IV  Educational  Supervision</b>	08	Meaning of Educational Super- vision Nature of Educational Super-vision Scope of Educational Super-vision Difference between supervision and Inspection Qualities of a good supervisor Problems of supervision Types of Management	2
9	<b>603 Educational Management  (6<sup>th</sup> Sem)  (NON-CBCS)</b>	<b>Unit V  Educational  Finance</b>	10	Meaning of educational finance Nature of educational finance Principles of educational finance Education as consumption Education as Investment Concept of cost in Education Concept of production in Education	2

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