



গড়গাঁও মহাবিদ্যালয় GARGAON COLLEGE

**TEACHING PLAN
DEPARTMENT OF EDUCATION
JULY 2021 - JUNE 2022**

TEACHING PLAN
DEPARTMENT OF EDUCATION
GARGAON COLLEGE
Course: B. A. (Honours) CBCS
Session: Odd semester 2021-2022

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	C1 Philosophical Foundation of education (1st Sem)	Unit V Indian Schools of Philosophy and their Influences in Education	15	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.	3
2	C2	Unit II	13		2

	<p>Sociological Foundation of education</p> <p>(1st Sem)</p>	<p>Concept, Approaches and Theories</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>COURSE (C 5):</p> <p>GREAT EDUCATORS AND EDUCATIONAL THOUGHT</p>	<p>Unit I</p> <p>ANCIENT INDIAN EDUCATORS AND EDUCATIONAL THOUGHTS</p>		<p>Shankaracharya:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Basic tenants of Shankara's Advaita Vedanta <input type="checkbox"/> Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Shankar's educational philosophy <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"> <input type="checkbox"/> Sankardeva's philosophy of life <input type="checkbox"/> Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Sankardeva's educational philosophy <input type="checkbox"/> Institutions and means of education 	
4	<p>COURSE (C 6) :</p> <p>EDUCATIONAL MEASUREMENT AND EVALUATION</p>	<p>Unit II</p> <p>PSYCHOLOGICAL TESTS:</p>	20	<p>Meaning of Psychological Test</p> <p>Classification of tests:</p> <p>a) On the basis of the administrative conditions: Individual test and Group test</p> <p>b) On the basis of scoring: Objective test and Subjective test</p> <p>c) On the basis of the time limit for response: Power test and Speed test</p> <p>d) On the basis of the nature of</p>	2

				<p>items: Verbal test, Nonverbal test and performance test</p> <p>e) On the basis of the nature of response: Oral test and written test; Selection type and Supply type tests</p> <p>f) On the basis of objectives: Intelligence test, Achievement test, Aptitude test and Personality test</p> <p>g) On the basis of standardization: Teacher-made test and Standardized test</p> <p>.Characteristics of a good test: Objectivity, Reliability, Validity, Norms and Administer ability</p>	
5	<p>COURSE (C 7)</p> <p>EXPERIMENTAL PSYCHOLOGY AND LABORATORY PRACTICAL</p>	<p>Unit I, II, III, IV, V,</p>	14/15	WHOLE PAPER	
6	<p>COURSE (C 11):</p> <p>EDUCATION IN POST INDEPENDANT INDIA</p>	<p>Unit-I</p> <p>Educational scenario at the time of Independence</p>	20	<p>A brief account of Educational Scenario at the time of Independence</p> <p>1.2 University Education Commission, 1948-49</p> <ul style="list-style-type: none"> - Aims of University Education - Reforms of curriculum - Administration and Funding - Teaching and Research - Vocational Education - Women’s Education -Examination reform -Students Welfare -Relevance of recommendations of University Education Commission in present Education system <p>1.3 Education in the Indian Constitution:</p> <ul style="list-style-type: none"> - Introduction: Preamble of the Constitution. - Free and Compulsory Education. - Early Childhood Care and Education. - Secularism in Education. 	4

				<ul style="list-style-type: none"> - Study of Hindi and Official language. - Education for Women. - Education for Minorities. - Education for ST and SC. - Relevance of keeping education at Concurrent List. - Challenges towards Implementation of the Constitutional provisions. 	
7	COURSE (C 12): EDUCATION IN WORLD PERSPECTIVE	Unit II Historical perspective of the development of the study:	20	Travellers' tales. Educational problems World education problems. Interaction of society and education. Imperial quantitative approach. Methods of studying National Systems of Education Descriptive method. Historical method. Sociological method, Statistical method. Psychological method. Scientific method.	



Dr. Bidyananda borkakoty
HOD, DEPARTMENT OF EDUCATION

TEACHING PLAN
DEPARTMENT OF EDUCATION
GARGAON COLLEGE
Course: B. A. (Honours)
Session: Even semester 2021-2022

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	C3 PSYCHOLOGICAL FOUNDATIONS OF EDUCATION (2 nd Sem)	Unit I PSYCHOLOGY AND EDUCATION	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	Unit I	16	Meaning, Nature & Scope of	3

	<p align="center">EDUCATIONAL ADMINISTRATION AND MANAGEMENT</p> <p align="center">(2nd Sem)</p>	<p align="center">Educational Management And Administration</p>		<p>Educational Management</p> <ul style="list-style-type: none"> <input type="checkbox"/> Functions of Educational Management <input type="checkbox"/> Types of Educational Management <p>Difference between Management and Administration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Management of Resources in Educational Institutions- <input type="checkbox"/> Meaning and Types of resources: Human Resources, Material Resources and Financial Resources <input type="checkbox"/> Some modern trend of Educational Management 	
3	<p align="center">COURSE (C 8): EDUCATION IN PRE-INDEPENDENT INDIA</p> <p align="center">(4th Sem)</p>	<p align="center">Unit- III</p> <p align="center">Growth and Development of Education from 1854 to 1921</p>	20	<p>Indigenous System of Education during British rule:</p> <ul style="list-style-type: none"> - Meaning of Indigenous education. - Types of Indigenous educational institution. - Causes of downfall of Indigenous education. <p>Educational activities of Missionaries in India</p> <ul style="list-style-type: none"> - The Portugues - The Dutch - The British The Danish - The French <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	<p align="center">COURSE (C 9). PART A:</p>	<p align="center">Unit-III METHODS AND</p>	16	<p>Teacher-centred and Learner-cantered methods</p> <p>Play-way method</p>	5

	TECHNIQUES OF TEACHING (4 th Sem)	APPROACHES OF TEACHING		Activity method Discussion method 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	COURSE (C 10): Educational Technology (4 th Sem)	Unit-I Educational Technology	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	Course (C 13): Emerging Trends In Indian Education	Unit V Education in Present Social Context	16	Role of education in addressing- <input type="checkbox"/> Youth unrest <input type="checkbox"/> AIDs <input type="checkbox"/> Substance abuse <input type="checkbox"/> Health and Hygiene <input type="checkbox"/> Students' politics <input type="checkbox"/> Role of international agencies in Education <input type="checkbox"/> Concepts of Millennium Development Goals (MDGs) <input type="checkbox"/> Concept and importance of Education for All (EFA) <input type="checkbox"/> Education in the context of Liberalization, Privatization	3
7	Course (C 14): Child &	Unit IV Need and Problems of Adolescents	20	Needs of Adolescents today- Problems of Adolescents- Emotional Problems Adjustment Problems	4

	Adolescent Psychology			Deviance and Delinquency Common Adolescent Problems in Educational Institutions today- Violence & Vandalism Hetero-sexual attractions Substance abuse Role of Society in Caring for the Adolescents: Parents Educational Institutions Society	
8	COURSE NO. DSE 8: PROJECT REPORT	Unit-II Preparation of Project report:	16	The student shall have to conduct a project under the supervision of a teacher and submit a project report consisting of the following: <ul style="list-style-type: none"> • Title of the Project • Introduction • Rationale of the study • Objectives of the Study • Method and procedures followed (Description of the tools and techniques used, procedure of Collection of Data and procedure of analysis of data) • Analysis and Interpretation of data with illustrations • Findings of the study <i>(The teacher shall provide guidance to the students throughout the Project.)</i>	3



Dr. Bidyananda Borkakoty

HOD, DEPARTMENT OF EDUCATION

TEACHING PLAN
DEPARTMENT OF EDUCATION
GARGAON COLLEGE
Course: B. A. (Honours) CBCS
Session: Odd semester 2021- 2022

Subject: EDUCATION

Name of the Teacher: Dr. Nitali Konwor

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	C1 Philosophical Foundation of education (1 st Sem)	Unit II Role of Philosophy in Education	16	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	3
2	C2 Sociological Foundation of education	Unit II Education, Social Aspects and Socialization	16	Socialization: Meaning and Process Education as a Socialization Process, Agencies of socialization : Home, School, Society (Neighborhood, Peer group, Mass media, Social	3

	(1 st Sem)	Process		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	
3	COURSE (C 5): GREAT EDUCATORS AND EDUCATIONAL THOUGHT	UNIT IV WESTERN EDUCATORS AND EDUCATIONA L THOUGHTS (Pragmatist, Existentialist and Modern thinkers)	16	John Dewey • Dewey's Experimental school • Concept of education according to Dewey • Aims of education, curriculum, methods of teaching, place of a child, place of a teacher and discipline in Dewey's Pragmatism • Relevance of Dewey's Pragmatism Jacques Derrida • Concept of Deconstruction • Derrida's basic ideas on education • Derrida's reaction to Rousseau's Naturalism and Idealism Jean Paul Sartre • Sartre's Philosophy of life • Sartre's idea of freedom and individualism • Educational implications of these two ideas	3
4	COURSE (C 6) : EDUCATIONAL MEASUREMENT AND EVALUATION	Unit-II Psychological Tests:	16	Meaning of Psychological Test Classification of tests: a) On the basis of the administrative conditions: Individual test and Group test b) On the basis of scoring: Objective test and Subjective test	1

				<p>c) On the basis of the time limit for response: Power test and Speed test</p> <p>d) On the basis of the nature of items: Verbal test, Nonverbal test and performance test</p> <p>e) On the basis of the nature of response: Oral test and written test; Selection type and Supply type tests</p> <p>f) On the basis of objectives: Intelligence test, Achievement test, Aptitude test and Personality test</p> <p>g) On the basis of standardization: Teacher made test and Standardized test</p> <p>2.3.Characteristics of a good test: Objectivity, Reliability, Validity, Norms and Administer ability</p>	
5	COURSE (C 7): EXPERIMENTAL PSYCHOLOGY AND LABORATORY PRACTICAL	Unit-1 Experimental psychology	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 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</p>	

				background 1.55 Experimental Design. 1.56 Methodology and procedure. 1.57 Introspective Report of the subject. 1.58 Result, discussion, observation and Conclusion	
6	COURSE (C 11): EDUCATION IN POST INDEPENDANT INDIA	Unit-III Educational Efforts in India - II (1951-2000):	18	National Policy of Education 1968 Iswarbhair Patel Review Committee, 1977 Adishesiah Committee Report, 1978 National Policy of Education, 1986 Ramamurthy Review Committee, 1990 on NPE Janardan Reddy Committee Report, 1991 Revised National Policy of Education, 1992	2
7	COURSE (C 12): EDUCATION IN WORLD PERSPECTIVE	Unit-III Development of education with respect to Salient features, organization, administration and Curriculum of Primary/Elementary, Secondary and Higher education in	17	Development of education with respect to Salient features, organization, administration and Curriculum of Primary/Elementary, Secondary and Higher education in 3.1 UK 3.2 USA 3.3 India 3.4 Japan	5
8	COURSE NO. DSE 2: VALUE EDUCATION	Unit-II VALUES	23	Concept, meaning and definition of values Types of values: • Instrumental values	3

				<ul style="list-style-type: none"> • Intrinsic values and • Democratic values <p>Functions of values</p> <p>Sources of values:</p> <ul style="list-style-type: none"> • Socio- cultural tradition • Religion and • Constitution (Indian Constitution) <p>Fostering values: Role of –</p> <ul style="list-style-type: none"> • Parents • Teachers • Peer groups • Religion • Government • Mass media and • Voluntary organizations. <p>Theories of value formation:</p> <ul style="list-style-type: none"> • Psycho- analytic theory (Sigmund Freud) • Behaviouristic view (J. B. Watson) • Social cognitive theory (Albert Bandura) • Cognitive theory (Jean Piaget) • Socio- cultural theory (Vygotsky) • Ecological theory(Bronfenbrenner) • Humanism theory (Carl Rogers) • Evolutionary theory (Konrad Lorenz) and • Moral development theory (Kohlberg) 	
9	COURSE (DSE 4): MENTAL HEALTH EDUCATION	Unit-IV Positive Psychology	10	Concept of Positive Psychology	3
10	(NON-HONOURS) EDDSEN506 /	Unit-II Value Education	17	Meaning of Value Education Objectives of Value Education	3

	GEEDN503: VALUE EDUCATION			<p>Dimensions of Value Education: Religious Spatial Cognitive, Affective and Psychomotor dimensions. Importance of value education in the 21st century. Policy perspective on Value Education in India. Methods and techniques of value education: Practical method Conceptual method Biographical method Storytelling technique Socialized class technique Discussion technique. Role of the Teacher and School in promoting Value Education.</p>	
11	EDDSEN508: MENTAL HEALTH ISSUES (NON-HONOURS)	Unit-V Education and Mental Health	14	<p>Principles of Good Mental Health Factors Affecting Mental Health (Home, Society and school) Adjustment: Concept and Processes Maladjustment : Concept and Causes 2.5 Types of maladjustment Frustration: concept and causes Conflict: Concept, Types and Causes Adjustment Mechanisms</p>	2



Dr. Bidyananda Borkakoty

HOD, DEPARTMENT OF EDUCATION

TEACHING PLAN
DEPARTMENT OF EDUCATION
GARGAON COLLEGE
Course: B. A. (Honours) CBCS
Session: Even semester 2021-2022

Subject: EDUCATION

Name of the Teacher: Dr. Nitali Konwor

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	C3 PSYCHOLOGICAL FOUNDATIONS OF EDUCATION (2nd 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>C4</p> <p>EDUCATIONAL ADMINISTRATION AND MANAGEMENT</p> <p>(2nd Sem)</p>	<p>Unit II</p> <p>Educational Leadership</p>	16	<p>Meaning of Educational Leadership</p> <ul style="list-style-type: none"> <input type="checkbox"/> Function of Educational Leadership <input type="checkbox"/> Principles of Educational Leadership <input type="checkbox"/> Styles of Educational Leadership <input type="checkbox"/> Factors influencing leadership styles. <input type="checkbox"/> Essential qualities of an Educational leader <input type="checkbox"/> Leadership Development Programmes <input type="checkbox"/> Measurement of Leadership <input type="checkbox"/> Role of Leader in managing Educational conflicts 	3
3	<p>C4</p> <p>EDUCATIONAL ADMINISTRATION AND MANAGEMENT</p> <p>(2nd Sem)</p>	<p>Unit IV</p> <p>Educational Supervision</p>	16	<p>Concept and Characteristics of Educational Supervision</p> <ul style="list-style-type: none"> <input type="checkbox"/> Objectives of Educational Supervision <input type="checkbox"/> Scope of Educational Supervision <input type="checkbox"/> Functions of Educational Supervision <input type="checkbox"/> Difference between Supervision and Inspection <input type="checkbox"/> Factors influencing effectiveness of supervision <input type="checkbox"/> Qualities of a Good Educational Supervisor <input type="checkbox"/> Problems of Supervision <input type="checkbox"/> Suggest measures to overcome the 	2

				problems of supervision	
4	COURSE (C 8): EDUCATION IN PRE- INDEPENDENT INDIA (4TH Sem)	Unit-II Education during British Period	18	Indigenous System of Education during British rule: - Meaning of Indigenous education. - Types of Indigenous educational institution. - Causes of downfall of Indigenous education. Educational activities of Missionaries in India - The Portugues - The Dutch - The British, The Danish - The French Centres of Missionary Education in India. Educational activities of Missionaries in Assam Educational activities of East India Company Charter Act, 1813 Orientalist and Anglicist Controversy Macaulay's Minute, 1835 Bentinck's declaration of educational policy	3
5	COURSE (C 9). PART A: TECHNIQUES OF TEACHING (4TH Sem)	Unit-II PLANNING TEACHING:	14	Lesson Plan: Meaning and importance Herbartian steps of planning a lesson Teaching Skills: Concept and components of the following skills: a) Introducing a lesson b) Blackboard writing c) Questioning (Fluency in questioning and Probing	5

				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	COURSE (C 10): EDUCATIONAL TECHNOLOGY (4TH Sem)	Unit-III 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	COURSE (C 13): EMERGING TRENDS IN INDIAN EDUCATION	Unit-II Challenges of indian education	20	Early Childhood Care & Education (ECCE) in India: ✓ Meaning & Importance of ECCE. ✓ Challenges of ECCE in India. ✓ Role of Anganwadis and Balwadis under ICDS. • Elementary Education (EE) in India:	5

				<ul style="list-style-type: none"> ✓ Objectives of EE & Need for Universalization of EE. ✓ Efforts of Universalization of EE in India ✓ Challenges of Universalization of EE in India. • Secondary Education (SE) in India ✓ Objectives of SE & Need for Universalization of SE. ✓ Efforts towards Universalization & development of SE ✓ Vocationalization of Secondary Education. ✓ Challenges of SE in India. • Higher Education (HE) in India: ✓ Objectives & Challenges HE in India. ✓ Efforts towards strengthening HE • Teacher Education in India: ✓ Objectives of Teacher Education in India ✓ Challenges of Teacher Education in India. • Technical and Vocational Education in India- ✓ Objectives & Challenges of Technical and Vocational education in India. ✓ Efforts towards strengthening Technical and Vocational education • Professional Education in India- ✓ Need and Challenges of Professional Education in India 	
--	--	--	--	---	--

8	COURSE (C 14): Child & Adolescent Psychology	Unit-III Psychology of Adolescence:	18	Meaning and Need for a Study of Adolescence Psychology Theories of Adolescence Psychology Recapitulation Youth Culture Social Anxiety Theory Development patterns during Adolescence Physical Mental/Cognitive Socio Emotional Moral Risk and Resilience in Adolescents Risk Factors in Adolescents Strategies to Enhance Resilience in Adolescents	4
9	COURSE NO. DSE 8: PROJECT REPORT	Unit-II Preparation of Project report	16	The student shall have to conduct a project under the supervision of a teacher and submit a project report consisting of the following: <ul style="list-style-type: none"> • Title of the Project • Introduction • Rationale of the study • Objectives of the Study • Method and procedures followed (Description of the tools and techniques used, procedure of Collection of Data and procedure of analysis of data) • Analysis and Interpretation of data with illustrations • Findings of the study <i>(The teacher shall provide guidance to the students throughout the Project.)</i>	3
10	COURSE NO. DSE 6: Economics of Education	Unit-II Human capital formation and Investment in	16	Concept and Nature of Human Capital Formation <ul style="list-style-type: none"> • Relation between Human capital formation and Economic development 	3

		Education		<ul style="list-style-type: none"> • Role of Education in the process of Human capital formation • Concepts and importance of Manpower planning • Concept and Nature of Investment in Education • Types of investment in Education: Private and Public Investment • Return to Investment in Education: Meaning and types (Personal and Social return) • Govt. subsidization of Education 	
11	EDDSEN602 / GEEDN601: Education In Post-Independent India (NON-HONOURS)	Unit-II Educational Efforts in India - I - (1951-2000):	14	Secondary Education Commission, 1952- 53 - Defects of Secondary Education. - Aims of Secondary Education. - Organisational pattern of Secondary Education. Recommendations of Secondary Education Commission on: - Study of Language - Curriculum of Secondary Education. - Methods of Teaching. - Education for Character. - Guidance and Counselling, Student Welfare. - Examination reform. - Improvement of Teaching Staff. -Implications of Secondary Education Commission’s recommendations in present Education system. Education Commission, 1964-66 & its recommendations on: - Education and national objectives. - Educational structure and standards. Teacher status and Teacher	3

				Education. - School curriculum. - Teaching methods, Guidance and Evaluation. - Implications of the Education Commission's recommendations in present Education system.	
--	--	--	--	---	--



Dr. Bidyananda borkakoty

HOD, DEPARTMENT OF EDUCATION

TEACHING PLAN
DEPARTMENT OF EDUCATION
GARGAON COLLEGE
Course: B. A. (Honours) CBCS
Session: Odd semester 2021- 2022

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

[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	C1 Philosophical Foundation of education (1st Sem)	Unit I Concept of Education	13	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, (Social, moral and Aesthetic) Acquisition of skills leading to self-actualization and successful living. Social cohesion and social progress	3

2	C1 Philosophical Foundation of education (1 st Sem)	Unit V Curriculum	13	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	C2 Sociological Foundation of education (1 st Sem)	Unit IV Education and Social Groups	15	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	COURSE (C 5): GREAT EDUCATORS AND EDUCATIONAL THOUGHT	UNIT V Alternatives in education and the thinkers	12	5.1 Ivan Illich <ul style="list-style-type: none"> • Illich's criticism of present education • Concept of de-schooling of Illich • Illich's educational thoughts • Relevance of Illich's thought 5.2 Paulo Freire <ul style="list-style-type: none"> • Freire's criticism of present education • Freire's alternative thoughts to present education • Relevance of Freire's thoughts 	6
5	COURSE (C 6) : EDUCATIONAL MEASUREMENT AND	Unit-IV STATISTICS IN	16	4.1 Educational Statistics: Meaning, nature and scope 4.2 Types of data: Enumeration and Measurement data, Grouped data	5

	EVALUATION	EDUCATION		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	
6	COURSE (C 6) : EDUCATIONAL MEASUREMENT AND EVALUATION	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	COURSE (C 12): EDUCATION IN WORLD PERSPECTIVE	Unit-IV Development of education in UK, USA, India and Japan (with reference to organization, curriculum and	17	<ul style="list-style-type: none"> • Technical and Vocational education • Teacher education • Open and Distance education • Women Education 	5

		evaluation) in context of			
8	COURSE NO. DSE 2: VALUE EDUCATION	Unit-III Philosophical issues of value Education	10	The varieties of values: epistemic, moral, spiritual, aesthetic: a. Epistemic:- Science Education (C.D.Hardie) b. Moral Education (Gandhi) c. Spiritual Education (Aurobindo) d. Aesthetic Education (Tagore) e. Humanities Education (Nussbaum)	3
9	(NON-HONOURS) COURSE NO. DSE 2: VALUE EDUCATION	Unit-V Components of development And Excellence in life	5	<ul style="list-style-type: none"> • Integrity • Character • Spirituality • Positive thinking • Self- esteem • Stress free living • Self managing leadership • Perseverance 	2



Dr.Ratna Das

Assistant Professor, Department of Education



Dr.Bidyananda borkakoty

HOD, DEPARTMENT OF EDUCATION

TEACHING PLAN
DEPARTMENT OF EDUCATION
GARGAON COLLEGE

Course: B. A. (Honours) CBCS

Session: Even semester 2021- 2022

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

[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	C3 PSYCHOLOGICAL FOUNDATIONS OF EDUCATION (2 nd Sem)	Unit III PSYCHOLOGICAL FOUNDATIONS OF EDUCATION	15	<p>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</p> <p>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</p>	4

				children, difference between creativity and giftedness Education of Exceptional children: Gifted and Slow learner, Educable, trainable, mentally challenged.	
2	C4 EDUCATIONAL ADMINISTRATION AND MANAGEMENT (2 nd Sem)	Unit V Educational Planning	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	COURSE (C 8): EDUCATION IN PRE-INDEPENDENT INDIA (4 th Sem)	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	COURSE (C 9). PART A: TECHNIQUES OF TEACHING (4 th Sem)	Unit-I THE TEACHING- LEARNING PROCESS:	14	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	4
5	COURSE (C 10): EDUCATIONAL TECHNOLOGY (4 th Sem)	Unit-IV Instructional Techniques	16	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 & Symposium)	3
6	604 Education In World Perspective (6 th Sem)	Unit I CONCEPTS IN COMPARATI VE EDUCATION	8	Historical Background Definitions and Meaning Nature, Scope and purposes	1
7	EDCN401: EMERGING TRENDS IN INDIAN EDUCATION	Unit-V Education in Present Social Context	12	Role of education in addressing- Youth unrest ,AIDs ,Substance abuse , Health and Hygiene ,Student politics Role of international agencies in Education	4

				<p>Concepts of Millennium Development Goals (MDGs)</p> <p>Concept and importance of Education for All (EFA)</p> <p>Education in the context of Liberalization, Privatization & Globalization (LPG)</p> <p>Role of UNESCO and UNICEF in educating the world community</p>	
8	<p>COURSE NO. DSE 6: ECONOMICS OF EDUCATION</p>	<p>Unit-IV</p> <p>Cost of Education</p>	14	<p>Concept of Educational Cost.</p> <ul style="list-style-type: none"> • Meaning and Nature of different types of Educational cost: Direct cost, Indirect cost, , Money cost, Social cost, institutional cost, Private cost • Opportunity cost: Meaning and its application in Education. • Meaning and use of Unit cost of Education in Educational Planning. • Calculation of Unit cost of Education. • Cost Efficiency and Cost Effectiveness in Education • The trend of rising cost of education in India and principle of Fiscal justice 	3
9	<p>COURSE (C 13): EMERGING TRENDS IN INDIAN EDUCATION</p>	<p>Unit-V</p> <p>Education in Present Social Context</p>	12	<p>Role of education in addressing- Youth unrest ,AIDs ,Substance abuse , Health and Hygiene ,Student politics</p> <p>Role of international agencies in Education</p> <p>Concepts of Millennium Development Goals (MDGs)</p> <p>Concept and importance of Education for All (EFA)</p> <p>Education in the context of Liberalization, Privatization & Globalization (LPG)</p> <p>Role of UNESCO and UNICEF</p>	3
10	<p>COURSE (C 14): CHILD & ADOLESCENT PSYCHOLOGY</p>	<p>Unit-IV</p> <p>Need and Problems of Adolescents</p>	18	<p>Needs of Adolescents today- Problems of Adolescents- Emotional Problems, Adjustment Problems, Deviance and Delinquency</p> <p>4.3 Common Adolescent Problems in</p>	4

				Educational Institutions today- Violence & Vandalism , Hetero- sexual attractions , Substance abuse, Role of Society in Caring for the Adolescents: Parents, Educational Institutions , Society	
11	COURSE NO. DSE 6: ECONOMICS OF EDUCATION	Unit-IV Cost of Education	14	<p>Concept of Educational Cost.</p> <ul style="list-style-type: none"> • Meaning and Nature of different types of Educational cost: Direct cost, Indirect cost, , Money cost, Social cost, institutional cost, Private cost • Opportunity cost: Meaning and its application in Education. • Meaning and use of Unit cost of Education in Educational Planning. • Calculation of Unit cost of Education. • Cost Efficiency and Cost Effectiveness in Education • The trend of rising cost of education in India and principle of Fiscal justice 	3
12	COURSE NO. DSE 8: PROJECT REPORT	Unit-II Preparation of Project report:	16	<p>The student shall have to conduct a project under the supervision of a teacher and submit a project report consisting of the following:</p> <ul style="list-style-type: none"> • Title of the Project • Introduction • Rationale of the study • Objectives of the Study • Method and procedures followed (Description of the tools and techniques used, procedure of Collection of Data and procedure of analysis of data) • Analysis and Interpretation of data with illustrations • Findings of the study <i>(The teacher shall provide guidance to the students throughout the Project.)</i> 	3
13	EDDSEN607 / GEEDN603: GENDER	Unit-IV Laws, articles	15	Introduction to laws related to women and social justice –Dowry,	3

	AND EDUCATION (Non-Honours)	and policies to bring Gender equality:		Remarriage, Divorce, Property rights Trafficking. Women reservation bills: History and current status. Articles of Indian constitution related to education from gender equality perspective. Educational policies and programmes from gender equality perspective	
--	--	---	--	---	--



Dr. Ratna Das

Assistant Professor, Department of Education



Dr. Bidyananda Borkakoty

HOD, DEPARTMENT OF EDUCATION

TEACHING PLAN
DEPARTMENT OF EDUCATION
GARGAON COLLEGE
Course: B. A. (Honours) CBCS
Session: Odd semester 2021-2022

Subject: EDUCATION

Name of the Teacher: Dr. Poli Konwor

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	C1 Philosophical Foundation of education (1st Sem)	Unit IV Western Schools of Philosophy and their Influences in Education	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	3

				philosophy in present system of Indian education.	
2	<p align="center">C2</p> <p align="center">Sociological Foundation of education</p> <p align="center">(1st Sem)</p>	<p align="center">Unit V</p> <p align="center">Education and Political Ideologies</p>	16	<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>	3
3	<p align="center">COURSE (C 5):</p> <p align="center">GREAT EDUCATORS AND EDUCATIONAL THOUGHT</p>	<p align="center">Unit II</p> <p align="center">MODERN INDIAN EDUCATORS AND EDUCATIONAL THOUGHTS</p>	16	<p>Rabindra Nath Tagore</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tagore's philosophy of life <input type="checkbox"/> Basic principles of Tagore's educational philosophy <input type="checkbox"/> Aims of education, curriculum, methods of teaching and discipline in Tagore's educational philosophy <input type="checkbox"/> Evaluation of Tagore's philosophy of education <p>Vivekananda:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vivekananda's philosophy of life <p>Basic principles of Vivekananda's educational philosophy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concept of Man making and Nation building education <input type="checkbox"/> Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Vivekananda's educational philosophy <input type="checkbox"/> Evaluation of Vivekananda's philosophy of education <p>Gandhi</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gandhi's philosophy of life <input type="checkbox"/> Basic principles of Gandhi's educational philosophy <input type="checkbox"/> Concept and background of Basic education 	3

				<input type="checkbox"/> Aim of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Gandhi's educational philosophy <input type="checkbox"/> Relevance of Gandhi's philosophy of education	
4	COURSE (C 6) : EDUCATIONAL MEASUREMENT AND EVALUATION	Unit III SOME SPECIFIC PSYCHOLOGI CAL TESTS	16	Achievement Test: 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) Intelligence Test: Binet-Simon Scale and its different revisions (1905, 1908, 1911, 1966, 1937) Aptitude Test: Differential Aptitude test, Specific Aptitude Tests (Artistic Aptitude Test and Professional Aptitude Test) Personality Assessment: a) Self report inventories, b) Observational methods and c) Projective Techniques: Word Association test, Rorschach Inkblot test and Thematic Apperception Test (TAT)	2
5	COURSE (C 11): EDUCATION IN POST INDEPENDANT INDIA	Unit-IV Recent Developments in Indian Education	20	Sarva Siksha Abhiyan (SSA): Objectives, Organization, Functions, Achievement. 4.2 Rashtriya Madhyamik Shiksha Abhiyan (RMSA): Objectives, Organization and Functions. 4.3 Right to Education (RTE), 2009: Provisions and role of respective authorities (Government, Head of the school, Teachers) 4.4 Rashtriya Uchchar Shiksha Abhiyan (RUSA): Objectives, organization and functions. 4.5 National Knowledge Commission (NKC): its recommendations for School and Higher Education 4.6 National Curriculum Framework (NCF), 2005: Aims of Education, Curriculum, Evaluation system	4

				4.7 Role of NCTE, UGC, NAAC, AICTE, BCI, MCI, NCERT, NUEPA, NIOS in development of Indian Education.	
6	COURSE (C 12): EDUCATION IN WORLD PERSPECTIVE	Unit I Importance of studying National system of education	20	Nature and scope of studying National Systems of Education Factors influencing in the national system of education Geographical factor. Philosophical factor, Social factor. Political factor. Economical factor. Historical factor Religious factor, Racial factor. Linguistic factor. Secular factor Aims and Objectives of National System of Education with respect to -USA -UK -Japan -India	

Dr. poli Konwar
PK

Dr. Poli Konwor
Assistant Professor,
Department of Education

Bidyananda Borkakoty

Dr. Bidyananda Borkakoty
HOD, DEPARTMENT OF EDUCATION

TEACHING PLAN
DEPARTMENT OF EDUCATION
GARGAON COLLEGE
Course: B. A. (Honours) CBCS
Session: Even semester 2021-2022

Subject: EDUCATION

Name of the Teacher: Dr. Poli Konwor

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 tutorial s
1	C3 PSYCHOLOGICAL FOUNDATIONS OF EDUCATION (2 nd Sem)	Unit II LEARNING AND MOTIVATION	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	3

				and role in learning Memory and Learning	
2	C4 EDUCATIONAL ADMINISTRATIO N AND MANAGEMENT (2nd Sem)	Unit V Management issues in Educational finance	16	Management of Educational Finance <input type="checkbox"/> Meaning of educational finance <input type="checkbox"/> Nature of educational finance <input type="checkbox"/> Principles of managing educational finance <input type="checkbox"/> Role of finance committee <input type="checkbox"/> Maintenance of records in educational finance <input type="checkbox"/> Use of computer in management of finance <input type="checkbox"/> Budget: concept and components, process of preparing institutional budget <input type="checkbox"/> Management of Information System (MIS): <input type="checkbox"/> Meaning and Importance <input type="checkbox"/> Information of students, faculty, events, materials <input type="checkbox"/> Quality issue in Educational Management: Ensure Quality of Teaching-learning, Quality of infrastructure, Quality of Library	3
3	COURSE (C 8): EDUCATION IN PRE- INDEPENDENT INDIA (4th Sem)	Unit I Educational Heritage of India	20	Education in Ancient India (Vedic and Buddhist Period) with special reference to its: - Salient Features - Aims and Objectives - System of Administration and Finance - Method of Teaching - Types of Organisation of Educational Institution - Curriculum - Teacher-Pupil Relationship - Women's Education during Vedic and Buddhist Period. Education in Medieval India (Islamic System of Education) with special reference to its: - Salient Features.	5

				<p>- Aims and Objectives. - System of Administration and Finance. -Types of Organisation of Educational Institution. -Curriculum. -Women Education during Islamic Period. Comparison among the Vedic, Buddhist and Islamic education system.</p>	
4	<p>COURSE (C 10): Educational Technology (4th Sem)</p>	<p>Unit II ICT in Education</p>	16	<p>Concept and development of Information and Communication technology (ICT) 2.2 Computer and its role in education 2.3 Application of ICT—Smart learning, smart classes, virtual classes, ICT in evaluation 2.4 E-learning 2.5 Internet and its application</p>	3
5	<p>Course (C 13): Emerging Trends In Indian Education</p>	<p>Unit III ESSENTIAL PERSPECTIVES OF INDIAN EDUCATION</p>	16	<p>Population Education: <input type="checkbox"/> Concept & Challenges of Population Education <input type="checkbox"/> Role of Education in addressing the challenge of population explosion <input type="checkbox"/> Human Rights Education: <input type="checkbox"/> Concept of Human Rights education <input type="checkbox"/> Role of National Commissions for Protection of Childs Rights (NCPCR) <input type="checkbox"/> Value and Peace Education: <input type="checkbox"/> Concept of Value & Peace education <input type="checkbox"/> Role of education in promotion of Value & peace in Society</p>	4
6	<p>Course (C 14): Child & Adolescent Psychology</p>	<p>Unit I Introduction</p>	15	<p>Meaning and Significance of Child Psychology Historical Perspectives of development of child psychology Factors affecting child Development (Positive and</p>	2

				Negative Factors) Home/Family School Society Methods used in Child Psychology	
7	COURSE NO. DSE 8: PROJECT REPORT	Unit-II Preparation of Project report:	16	The student shall have to conduct a project under the supervision of a teacher and submit a project report consisting of the following: <ul style="list-style-type: none"> • Title of the Project • Introduction • Rationale of the study • Objectives of the Study • Method and procedures followed (Description of the tools and techniques used, procedure of Collection of Data and procedure of analysis of data) • Analysis and Interpretation of data with illustrations • Findings of the study <i>(The teacher shall provide guidance to the students throughout the Project.)</i>	3

Dr. poli Konwar
pr

Dr. Poli Konwor
Assistant Professor,
Department of Education

Bidyananda Borkakoty

Dr. Bidyananda Borkakoty
HOD, DEPARTMENT OF EDUCATION