



গড়গাঁও মহাবিদ্যালয় GARGAON COLLEGE

**TEACHING PLAN
DEPARTMENT OF EDUCATION
JULY 2023- JUNE 2024**



গড়গাঁও মহাবিদ্যালয়
GARGAON COLLEGE

GARGAON COLLEGE
TEACHING PLAN

Course: B. A.

Session: Odd Semester 2023

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, Laptop, Projector.

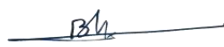
Paper Code/Title	Allotted Unit/ Topic	No. of Class required	Detail of the topics to be taught & class required	No. of tutorials
Foundations of Education-I	Concept of Education	16	1.1 Education- Meaning, Nature, and Scope 1.2 Types of Education – Formal, Non-Formal and Informal Education 1.3 Aims of Education o Necessity and determinants of aims of education o Individual and Social Aims of Education o Aims of Education based on four pillars of Education (Delors, 1997)- (Learning to learn, learning to do, learning to be and learning to live together) 1.4 Functions of Education o General Functions of Education (development of basic knowledge; appreciation; and basic skills; transformation, preservation and promotion of culture; and socialization and social progress) o Functions of Education in Human Life (development of human values, acquisition of/ achieving self-actualization and successful living, and development of vocational efficiency) o Functions of Education in National Life	2

			(development of nationalism, emotional integration and democratic citizenship)	
Philosophical Foundations of Education	Introduction to Philosophy	10	1.1 Meaning, nature and scope of Philosophy 1.2 Branches of Philosophy (Metaphysics, Epistemology and Axiology) 1.3 Meaning,, nature and scope of Education 1.4 Types of Education (Formal, Informal and Non-formal) 1.5 Relation between Education and Philosophy 1.6 Meaning, nature and scope of Philosophy of Education	1
Introduction to Education (GECEDN1A)	Concept of Education	9	1.1 Meaning, Nature and Scope of Education 1.2 Types (Formal, Informal and Non-formal) 1.3 Aims of Education : Individual, Social and Democratic aim 1.4 The functions of Education 1.4.1 Functions towards the individual 1.4.2 Functions towards the society 1.5 Functions towards the development of values (Individual, Social, Democratic, Moral and Aesthetic)	3
EDNH 302 : measurement and evaluation in education	Concept of measurement and Evaluation in education	12	1.1 Meaning, nature, scope and importance of Measurement and Evaluation in Education 1.2 Relation between Measurement and Evaluation 1.3 Psychological and Physical Measurement 1.4 Principles of Evaluation 1.5 Continuous and Comprehensive Evaluation 1.6 Formative and Summative Evaluation 1.7 Diagnostic and Prognostic Evaluation	5
EDNH302 : MEASUREMENT AND	Psychological tests	9	1.1 Meaning of Psychological Test 1.2 Classification of tests:	4

EVALUATION IN EDUCATION			<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 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 Administrability</p>	
	Statistics in education	16	<p>4.1 Educational Statistics: Meaning, nature and scope</p> <p>4.2 Types of data: Enumeration and Measurement data, Grouped data and Ungrouped data</p> <p>4.3 Measures of Central Tendency: Mean, Median and Mode; their relative merits and demerits, computation and application in education</p> <p>4.4 Measures of Variability: Range, Quartile Deviation, Mean Deviation and Standard Deviation; their relative merits and demerits, computation and application in education</p>	5

EDNH303: Experimental psychology and laboratory practical	Experimental psychology	12	1.1.Meaning, nature and scope of experimental psychology. 1.2.Origin of psychological experiment. 1.3.Uses and Application of psychological experiments in the field of education. 1.4.Conducting and Reporting of psychological experiments. 1.5.Procedure of conducting and Reporting of Psychological Experiments. <input type="checkbox"/> Title. <input type="checkbox"/> Statement of objectives. <input type="checkbox"/> Hypotheses <input type="checkbox"/> Historical and theoretical background <input type="checkbox"/> Experimental Design. <input type="checkbox"/> Methodology and procedure. <input type="checkbox"/> Introspective Report. <input type="checkbox"/> Result, discussion, observation and Conclusion	3
EDNH502: EDUCATION IN WORLD PERSPECTI VE	2.1 Historical perspective of the development of the study:	10	<input type="checkbox"/> Travelers' tales. <input type="checkbox"/> Educational problems <input type="checkbox"/> Interaction of society and education. <input type="checkbox"/> Quantitative approach. <input type="checkbox"/> Scientific approach 2.2 Methods of studying National Systems of Education <input type="checkbox"/> Descriptive method. <input type="checkbox"/> Historical method. <input type="checkbox"/> Sociological method. <input type="checkbox"/> Statistical method. <input type="checkbox"/> Psychological method. <input type="checkbox"/> Scientific method.	2
EDNH602: CHILD & ADOLESCEN T PSYCHOLO GY	Introduction:	12	1.1 Meaning and Significance of Child Psychology 1.2 Historical Perspectives of development of child psychology 1.3 Factors affecting child Development (Positive and Negative Factors) <input type="checkbox"/> Home/Family <input type="checkbox"/> School <input type="checkbox"/> Society 1.4 Methods used in Child Psychology	2
		22	Developmental Patterns & Concerns during	4

			<p>Childhood:</p> <p>2.1 Development Patterns during this period-</p> <ul style="list-style-type: none"> <input type="checkbox"/> Physical <input type="checkbox"/> Mental/Cognitive <input type="checkbox"/> Emotional <input type="checkbox"/> Social <input type="checkbox"/> Language <p>2.2 Some Common Childhood <input type="checkbox"/> Problems of discipline</p> <ul style="list-style-type: none"> <input type="checkbox"/> Behaviour and adjustment problems (anger, aggression, truancy) <p>2.3 Deficiency & deprivations during childhood-</p> <ul style="list-style-type: none"> <input type="checkbox"/> Natural <input type="checkbox"/> Physiological <input type="checkbox"/> Socio-economic <input type="checkbox"/> Social adjustment problems (shyness, hesitation, jealousy) <p>2.4 Prevention & correction of these problems</p> <p>2.5 Role of EducationProblems</p>	
	Psychology of Adolescence:	18	<p>Psychology of Adolescence:</p> <p>3.1 Meaning and Need for a Study of Adolescence Psychology</p> <p>3.2 Theories of Adolescence Psychology-</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recapitulation <input type="checkbox"/> Youth Culture <input type="checkbox"/> Social Anxiety Theory <p>3.3 Development patterns during Adolescence-</p> <ul style="list-style-type: none"> <input type="checkbox"/> Physical <input type="checkbox"/> Mental/Cognitive <input type="checkbox"/> Social <input type="checkbox"/> Emotional <input type="checkbox"/> Moral <p>3.4 Risk and Resilience in Adolescents-</p> <ul style="list-style-type: none"> <input type="checkbox"/> Risk Factors in Adolescents <input type="checkbox"/> Strategies to Enhance Resilience in Adolescents 	4


 Dr. Bidyananda Borkakoty
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GARGAON COLLEGE TEACHING PLAN

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Session: Even Semester 2024

Subject: Education

Name of the Teacher: Dr. Bidyananda Borkakoty

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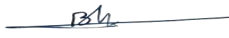
Paper Code/Title	Allotted Unit/ Topic	No. of Class required	Detail of the topics to be taught & class required	No. of tutorials
EDUCATIONAL TECHNOLOGY (C10)	Educational Technology	12	1.1 Concept and nature of Educational Technology 1.2 Development of Educational Technology 1.3 Development of Educational Technology in India 1.4 Components of Educational Technology: Hardware, Software and Systems approach 1.5 Instructional technology 1.6 Difference between Educational Technology and Instructional Technology	3
PART A: TECHNIQUES OF TEACHING (C9)	PLANNING TEACHING	14	2.1 Lesson Plan: Meaning and importance 2.2 Herbartian steps of planning a lesson	5

			<p>2.3 Teaching Skills: Concept and components of the following skills:</p> <ol style="list-style-type: none"> Introducing a lesson Blackboard writing Questioning (Fluency in questioning and Probing questioning) Stimulus variation Reinforcement Explaining Achieving closure <p>2.4 Microteaching: Concept, importance and Microteaching cycle</p> <p>2.5 Objectives of teaching Language, Social Science, Science and Mathematics at Elementary and</p> <ul style="list-style-type: none"> Secondary levels 	
EMERGING TRENDS IN INDIAN EDUCATION (C13)	EDUCATION AND INDIAN CONSTITUTION	10	<p>The Indian Constitution (especially the Preamble, Fundamental Rights and Duties of Citizens and the Directive Principles of State Policies)</p> <ul style="list-style-type: none"> Education in Indian Constitution: <ul style="list-style-type: none"> √ Need for including education in constitution √ Central, State and Concurrent lists Articles in the Constitution related to Education: Article 21 A, Article 45, Article 29 & 30, Article 350 (A) 350 (B), Article 15, 17, 46, Article 28 (1, 2 & 3) Constitution as a source of aims of education. Role of Constitution in equalizing the Educational opportunities. 	3
	CHALLENGES OF INDIAN EDUCATION	20	<p>Early Childhood Care & Education (ECCE) in India:</p> <ul style="list-style-type: none"> ✓ Meaning & Importance of ECCE. ✓ Challenges of ECCE in India. ✓ Role of Anganwadis and Balwadis under ICDS. <p>• Elementary Education (EE) in India:</p> <ul style="list-style-type: none"> ✓ Objectives of EE & Need for Universalization of EE. ✓ Efforts of Universalization of EE in India 	5

		<ul style="list-style-type: none"> ✓ 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 	
ESSENTIAL PERSPECTIVES OF INDIAN EDUCATION	14	<ul style="list-style-type: none"> • Environmental Education: ✓ Meaning & Objectives of Environmental Education ✓ Challenges of Environmental Education. • Women Education: ✓ Importance & Challenges of Women Education in India. • Inclusive Education: ✓ Concept, Objectives & Challenges of Inclusive Education, ✓ Role of RCI, PWD act in addressing Inclusive education • Alternative Education: ✓ Concept, Need of alternative schooling at Elementary, Secondary and Higher Level, 	4

			<ul style="list-style-type: none"> ✓ Development and Challenges of Distance Education • Adult Education: ✓ Concept & Challenges of Adult education ✓ Initiatives for Adult education: Adult literacy mission, Sakshar Bharat. • Population Education: ✓ Concept & Challenges of Population Education ✓ Role of Education in addressing the challenge of population explosion • Human Rights Education: ✓ Concept of Human Rights education ✓ Role of National Commissions for Protection of Childs Rights (NCPCR) • Value and Peace Education: ✓ Concept of Value & Peace education ✓ Role of education in promotion of Value & peace in Society. 	
	Emerging ISSUES IN EDUCATION	12	<ul style="list-style-type: none"> • ICT based teaching learning: ✓ Concept & Challenges of ICT based Education ✓ ICT devices used in curriculum transaction • Continuous and Comprehensive Evaluation: ✓ Concept & nature of CCE ✓ Tools & Techniques of CCE • Education and National development: ✓ Education as a development indicator. ✓ Role of Education in Human Resource Development. • Issues of Curriculum: ✓ Aims of education & curriculum with reference to NCF 2005 ✓ Challenges of curriculum construction at Elementary and Secondary level • Privatization and Commercialization in Indian Education: ✓ Concept of Privatization and Commercialization of Education 	3

			✓ Impact of Privatization and Commercialization in Indian Education	
	Education in Present Social Context	12	<ul style="list-style-type: none"> • Role of education in addressing- <ul style="list-style-type: none"> ✓ Youth unrest ✓ AIDs ✓ Substance abuse ✓ Health and Hygiene • Students' politics • Role of international agencies in Education <ul style="list-style-type: none"> ✓ Concepts of Millennium Development Goals (MDGs) ✓ Concept and importance of Education for All (EFA) ✓ Education in the context of Liberalization, Privatization & Globalization (LPG) ✓ Role of UNESCO and UNICEF in Educating the world community 	3


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GARGAON COLLEGE

GARGAON COLLEGE
TEACHING PLAN

Course: B. A.

Session: Odd Semester 2023

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, Laptop, Projector.

Paper Code/Title	Allotted Unit/ Topic	No. of Class required	Detail of the topics to be taught & class required	No. of tutorials
Foundations of Education-I	Philosophical foundations of education	13	3.1 Meaning, definitions and scope of Philosophy 3.2 Science of Education and Philosophy of Education 3.3 Relationship between Education and Philosophy 3.4 Meaning, nature and scope of Educational Philosophy 3.5 Role of Philosophy in Education (aims of education, curriculum, discipline, methods of teaching and role of teacher)	1
Introduction to Education	Different levels of Education in India	9	(From Pre-Primary to Higher/ Tertiary level) 3.1 Pre-primary Education (Meaning, structure and aims) 3.2 Primary Education (Meaning, structure and aims) 3.3 Secondary Education (Meaning, structure and aims) 3.4 Higher Education (Meaning, structure and aims)	2
Personal Development and Soft Skills	Communication and Presentation Skills	9	3.1 Structuring communication: Introduction, Main body, Summary, Keeping it short and simple	1

			<p>3.2 Important Components of a dialogue: Pitch, Inflection, Courtesy, Tone, Understanding, Rate of speech, Enunciation. Improving voice and speech.</p> <p>3.3 Non Verbal Communication: Expression, Posture, gait, Body language, Eye Contact and Hand shake.</p> <p>3.4 Listening Skills –(a) Importance of Listening for Effective Communication (b) Active, Passive and Reflective Listening</p> <p>3.5 Presentation Skill- (a) Essential Characteristics of a Good Presentation (b) Common Mistakes in Presentation</p>	
EDNH301: great educators and educational thoughts	Modern indian educators and Educational thoughts	16	<p>2.1 Rabindra Nath Tagore <input type="checkbox"/> Tagore’s philosophy of life <input type="checkbox"/> Basic principles of Tagore’s educational philosophy</p> <p><input type="checkbox"/> Aims of education, curriculum, methods of teaching and discipline in Tagore’s educational philosophy</p> <p><input type="checkbox"/> Evaluation of Tagore’s philosophy of education</p> <p>2.2 Vivekananda: <input type="checkbox"/> Vivekananda’s philosophy of life <input type="checkbox"/> Basic principles of Vivekananda’s educational philosophy</p> <p><input type="checkbox"/> Concept of Man making and Nation building education</p> <p><input type="checkbox"/> Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Vivekananda’s educational philosophy</p> <p><input type="checkbox"/> Evaluation of Vivekananda’s philosophy of education</p> <p>2.3 M. K. Gandhi <input type="checkbox"/> Gandhi’s philosophy of life <input type="checkbox"/> Basic principles of Gandhi’s educational Philosophy</p>	3

	Some specific psychological tests:	14	<p>3.1 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)</p> <p>3.2 Intelligence Test: Binet-Simon Scale and its different revisions (1905, 1908, 1911, 1966, 1937)</p> <p>3.3 Aptitude Test: Differential Aptitude test, Specific Aptitude Tests (Artistic Aptitude Test and Professional Aptitude Test)</p> <p>3.4 Personality Assessment: a) Self report inventories, b) Observational methods and c) Projective Techniques: Word Association test, Rorschach Inkblot test and Thematic Apperception Test (TAT)</p>	2
	Presentation of data:	16	<p>5.1 Variable: Concept, Discrete and Continuous variables</p> <p>5.2 Graphical representation of Data and its uses: Pie-diagram, Bar diagram, Histogram, Frequency polygon, Cumulative Frequency Curve and Ogive.</p> <p>5.3 Normal Probability Curve: Properties and uses of Normal Probability Curve; Divergence from normality – Skewness and Kurtosis.</p> <p>5.4 Correlation: Positive and Negative Correlation; Computation of Coefficients of Correlation by Rank Difference method and Product Moment method (only for ungrouped data)</p>	5

	Memory		<p>2.1 Meaning and nature of memory</p> <p>2.2 Types of memory (Long Term Memory & Short Term Memory)</p> <p>2.3 Factors affecting memory</p> <p>2.4 Memory span</p> <p>2.5 Historical background of testing memory</p> <p>2.6 Testing of Memory.</p> <p>a) Memory span for digits.</p> <p>b) Memory span for letters.</p> <p>c) Memory span for words and Non-sense syllables</p> <p>d) Recall and Recognition</p>	12
EDNH303: EXPERIMENTAL PSYCHOLOGY AND LABORATORY PRACTICAL	Attention	6	<p>3.1 Concept of attention</p> <p>3.2 Types of attention (Selective attention, Alternating attention & Divided attention)</p> <p>3.3 Conditions of attention</p> <p>3.4 Span of attention</p> <p>3.5 Historical and theoretical background of testing attention</p> <p>3.6 Testing of attention</p> <p>a. Division of attention</p> <p>b. Span of apprehension</p> <p>c. Distraction of attention</p>	
EDNH601: EMERGING TRENDS IN INDIAN EDUCATION	3.0. ESSENTIAL PERSPECTIVES OF INDIAN EDUCATION	15	<p>3.1.Environmental Education:</p> <p>3.1.1. Meaning & Objectives of Environmental Education</p> <p>3.1.2. Challenges of Environmental Education.</p> <p>3.2.Women Education:</p> <p>3.2.1. Importance & Challenges of Women Education in India.</p> <p>3.3. Inclusive Education:</p> <p>3.3.1. Concept, Objectives & Challenges of Inclusive Education,</p> <p>3.3.2. Role of RCI, PWD act in addressing Inclusive education</p> <p>3.4. Alternative Education:</p> <p>3.4.1. Concept, Need of alternative schooling at Elementary, Secondary and Higher Level,</p> <p>3.4.2. Development and Challenges of Distance Education</p> <p>3.5. Adult Education:</p>	1

			<p>3.5.1. Concept & Challenges of Adult education</p> <p>3.5.2. Initiatives for Adult education: Adult literacy mission, Sakshar Bharat.</p> <p>3.6. Population Education:</p> <p>3.6.1. Concept & Challenges of Population Education</p> <p>3.6.2. Role of Education in addressing the challenge of population explosion</p> <p>3.7. Human Rights Education:</p> <p>3.7.1. Concept of Human Rights education</p> <p>3.7.2. Role of National Commissions for Protection of Childs Rights (NCPCR)</p> <p>3.8. Value and Peace Education:</p> <p>3.8.1. Concept of Value & Peace education</p> <p>3.8.2. Role of education in promotion of Value & peace in Society.</p>	
	5.0. Education in Present Social Context	12	<p>5.1. Role of education in addressing</p> <p>5.1.1. Youth unrest</p> <p>5.1.2. AIDs</p> <p>5.1.3. Substance abuse</p> <p>5.1.4. Health and Hygiene</p> <p>5.2. Student politics</p> <p>5.3. Role of international agencies in Education</p> <p>5.3.1. Concepts of Millennium Development Goals (MDGs)</p> <p>5.3.2. Concept and importance of Education for All (EFA)</p> <p>5.3.3. Education in the context of Liberalization, Privatization & Globalization (LPG)</p> <p>5.3.4. Role of UNESCO and UNICEF in educating the world</p>	4
	4.0. Emerging ISSUES IN EDUCATION	12	<p>4.1. ICT based teaching learning:</p> <p>4.1.1. Concept & Challenges of ICT based Education</p> <p>4.1.2. ICT devices used in curriculum transaction</p> <p>4.2. Continuous and Comprehensive Evaluation:</p> <p>4.2.1. Concept & nature of CCE</p> <p>4.2.2. Tools & Techniques of CCE</p> <p>4.3. Education and National development:</p>	4

			<p>4.3.1. Education as a development indicator.</p> <p>4.3.2. Role of Education in Human Resource Development.</p> <p>4.4. Issues of Curriculum:</p> <p>4.4.1 Aims of education & curriculum with reference to NCF 2005</p> <p>4.4.2 Challenges of curriculum construction at Elementary and Secondary level</p> <p>4.5. Privatization and Commercialization in Indian Education:</p> <p>4.5.1. Concept of Privatization and Commercialization of Education</p> <p>4.5.2. Impact of Privatization and Commercialization in Indian Education</p>	
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Dr. Ratna Das

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GARGAON COLLEGE
TEACHING PLAN

Course: B. A.

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Subject: Education

Name of the Teacher: Dr. Ratna Das

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Foundations of Education-II (EDNC2)	DEVELOPMENT OF INDIAN EDUCATION	13	<ul style="list-style-type: none"> • Ancient Education System- Vedic, Buddhist and Islamic Systems of education • Development of Modern Indian Education <ul style="list-style-type: none"> ➤ Early Efforts of Missionaries ➤ Charter Act, 1813 ➤ Macaulay's Minute, 1835 • Wood's Dispatch, 1854 • Hunter Commission, 1882 • Gokhale's Bill, 1910-11 • Basic Education, 1937 • Sargent Committee Report, 1944 	2
EDUCATION IN PRE-INDEPENDENT INDIA (C 8)	Educational Heritage of India H5GY	17	<ul style="list-style-type: none"> • Education in Ancient India (Vedic and Buddhist Period) with special reference to its: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - Salient Features. - Aims and Objectives. - System of Administration and Finance. 	

			<p>-Types of Organisation of Educational Institution. -Curriculum. -Women Education during Islamic Period.</p> <ul style="list-style-type: none"> • Comparison among the Vedic, Buddhist and Islamic education system. 	
EDUCATIONAL TECHNOLOGY (C 10)	Communication and teaching learning	15	<ul style="list-style-type: none"> • 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
CHILD & ADOLESCENT PSYCHOLOGY (C14)	Introduction:	12	<p>1.1 Meaning and Significance of Child Psychology 1.2 Historical Perspectives of development of child psychology 1.3 Factors affecting child Development (Positive and Negative Factors) 1.3.1 Home/Family 1.3.2 School 1.3.3 Society 1.4 Methods used in Child Psychology</p>	2

	<p>Developmental Patterns & Concerns during Childhood:</p>	<p>22</p>	<p>2.1 Development Patterns during this period 2.1.1 Physical 2.1.2 Mental/Cognitive 2.1.3 Emotional 2.1.4 Social 2.1.5 Language 2.2 Some Common Childhood Problems 2.2.1 Problems of discipline 2.2.2 Behaviour and adjustment problems (anger, aggression, truancy) 2.3 Deficiency & deprivations during childhood 2.3.1 Natural 2.3.2 Physiological 2.3.3 Socio-economic 2.3.4 Social adjustment problems - (shyness, hesitation, jealousy) 2.4 Prevention & correction of these problems 2.5 Role of Education.</p>	<p>4</p>
	<p>Psychology of Adolescence:</p>	<p>18</p>	<p>3.1 Meaning and Need for a Study of Adolescence Psychology 3.2 Theories of Adolescence Psychology 3.2.1 Recapitulation 3.2.2 Youth Culture 3.2.3 Social Anxiety Theory 3.3 Development patterns during Adolescence 3.3.1 Physical 3.3.2 Mental/Cognitive 3.3.3 Socio 3.3.4 Emotional 3.3.5 Moral 3.4 Risk and Resilience in Adolescents 3.4.1 Risk Factors in Adolescents 3.4.2 Strategies to Enhance Resilience in Adolescents</p>	<p>4</p>

	Need and Problems of Adolescents	18	4.1 Needs of Adolescents today- 4.2 Problems of Adolescents- 4.2.1 Emotional Problems 4.2.2 Adjustment Problems 4.2.3 Deviance and Delinquency 4.3 Common Adolescent Problems in Educational Institutions today- 4.3.1 Violence & Vandalism 4.3.2 Hetero-sexual attractions 4.5.3 Substance abuse 4.4 Role of Society in Caring for the Adolescents: 4.4.1 Parents 4.4.2 Educational Institutions 4.4.3 Society	4
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Dr. Ratna Das

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GARGAON COLLEGE
TEACHING PLAN

Course: B. A.

Session: Odd Semester 2023

Subject: Education

Name of the Teacher: Dr. Poli Konwar

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

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Paper Code/Title	Allotted Unit/ Topic	No. of Class required	Detail of the topics to be taught & class required	No. of tutorials
Foundations of Education-I	Psychological foundations of education	13	2.1 Psychology–Concept, Definitions, Nature and Branches of Psychology 2.2 Schools of Psychology– Structuralism, Behaviourism, Functionalism, Gestalt Psychology, Psycho-analysis, and Constructivism 2.3 Meaning, nature and scope of Educational Psychology 2.4 Methods of Educational Psychology (Observation, Case Study, Clinical Methods) 2.5 Application of Educational Psychology in teaching-learning process	2
Philosophical Foundations of Education	Role of Philosophy in Education	8	2.1 Philosophical foundations of Education and its importance 2.2 Role of Philosophy in Education: o Philosophy and aims of education o Philosophy and curriculum o Philosophy and methods of teaching.	1

			<ul style="list-style-type: none"> o Philosophy and role of teachers o Philosophy and discipline 	
Introduction to Education	Agencies of Education	9	2.1 Home 2.2 Educational Institution 2.3 State 2.4 UNO, UNESCO 2.5 Mass-media(television, radio, cinema and newspaper) 2.6 Internet(Wikis, Blogs, Social Networking Sites)	1
Personal Development and Soft Skills	Soft Skills: Demanded by Every Employer	8	2.1 Understanding Hard Skills and Soft Skills 2.2 Classification of Soft Skills 2.2.1 Personal traits: <ul style="list-style-type: none"> o Time Management o Attitude o Responsibility o Ethics, Integrity and Values o Self Confidence and Courage o Consistency and Predictability 2.2.2 Interpersonal traits: <ul style="list-style-type: none"> o Teamwork and interpersonal skills o Communication and networking o Empathy and listening skills o Problem solving, troubleshooting and speed reading o Leadership 	
EDNH301: great educators and educational thoughts	Western educators and Educational thoughts	14	(Idealist and Naturalist thinkers) 3.1 Plato □ The sources of knowledge □ Plato’s philosophy of life □ Functions of education according to Plato □ Forms and programmes of education according to Plato □ Impacts of Plato’s Idealism in present education 3.2 Jean Jacques Rousseau □ Naturalism of Rousseau □ Negative education of Rousseau □ Stages of human development according to Rousseau □ Aims of education, curriculum, methods of teaching, place of a child and discipline in Rousseau’s educational philosophy	3

			<input type="checkbox"/> Impact of Rousseau's Naturalism in present education	
	Western educators and Educational thoughts	14	<input type="checkbox"/> (Pragmatist, Existentialist and Modern thinkers) 5.1 John Dewey <input type="checkbox"/> Dewey's Experimental school <input type="checkbox"/> Concept of education according to Dewey <input type="checkbox"/> Aims of education, curriculum, methods of teaching, place of a child, place of a teacher and discipline in Dewey's Pragmatism <input type="checkbox"/> Relevance of Dewey's Pragmatism 5.2 Jacques Derrida <input type="checkbox"/> Concept of Deconstruction <input type="checkbox"/> Derrida's basic ideas on education <input type="checkbox"/> Derrida's reaction to Rousseau's Naturalism and Idealism 5.3 Jean Paul Sartre <input type="checkbox"/> Sartre's Philosophy of life <input type="checkbox"/> Sartre's idea of freedom and individualism <input type="checkbox"/> Educational implications of these two ideas	3
	Alternatives in education and the Thinkers	6	5.1 Ivan Illich <input type="checkbox"/> Illich's criticism of present education <input type="checkbox"/> Concept of de-schooling of Illich <input type="checkbox"/> Illich's educational thoughts <input type="checkbox"/> Relevance of Illich's thought 5.2 Paulo Freire <input type="checkbox"/> Freire's criticism of present education <input type="checkbox"/> Freire's alternative thoughts to present education <input type="checkbox"/> Relevance of Freire's thoughts	2
EDNH303: experimental psychology and laboratory practical	Personality	12	5.1 Concept of personality 5.2 Historical background of personality assessment 5.3 Different methods of assessment of personality (Subjective, Objective & Projective Method) 5.4 Testing of personality a. Rating scale b. Interview c. Rorschach Ink-blot Test d. Thematic Apperception Test e. Free and Controlled Association f. Free Vs Controlled Association	1

	Intelligence :	16	6.1 Concept of Intelligence. 6.2. Historical background of intelligence Testing. 6.3. Testing of Intelligence a. Koh's Block Design Test. b. Alexander's Pass Along Test c. One Group Intelligence Test(Linguistic Intelligence)	1
GEED302: MENTAL HEALTH ISSUES	Mental Health and Agencies of Education	12	3.1 Home and Mental Health 3.2 Qualities of Healthy Home Environment 3.3 Child Rearing Practices and Personality Development 3.4 School and Mental Health 3.5 Teacher and Mental Health 3.6 Community and Mental Health	4
EDNH501: EDUCATION IN POST- INDEPENDENT INDIA	Educational scenario at the time of Independence	18	Educational scenario at the time of Independence 1.1 A brief account of educational scenario at the time of Independence 1.2 University Education Commission, 1948-49 - Aims of University Education - Reforms of curriculum - Administration and Funding - Teaching and Research - Vocational Education - Women's Education -Examination reform - Students Welfare -Implications of University Education Commission's recommendations in present Education system 1.3 Education in the Indian Constitution: - Introduction: Preamble of the Constitution. Constitutional Provisions on: - Free and Compulsory Education. - Early Childhood Care and Education. - Secularism in Education. - Study of Hindi and Official language. - Education for Women. - Education for Minorities. - Education for ST and SC. - Reasons for inclusion of Education in Concurrent List. - Challenges towards Implementation of	4

GARGAON COLLEGE
TEACHING PLAN

Course: B. A.

Session: Even Semester 2024

Subject: Education

Name of the Teacher: Dr. Poli Konwar

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

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

Paper Code/Title	Allotted Unit/ Topic	No. of Class required	Detail of the topics to be taught & class required	No. of tutorials
Foundations of Education-II (EDNC2)	SOME GLOBAL ISSUES IN INDIAN EDUCATION	13	<ul style="list-style-type: none"> • Globalization: Concept and its impact on education • Privatization: Concept and its impact on education • Liberalization: Concept and its impact on education • Sustainable Development Goals 4 and Indian Education • Population Education: Concept, importance and strategies • Environmental Education: Concept, importance and principles • Peace Education: Concept, importance and strategies • International Student Mobility and Indian Scenario 	2
Psychological Foundations of Education (MINEDN2)	LEARNING AND MOTIVATION	8	<ul style="list-style-type: none"> • Meaning and nature of learning. • Factors of Learning: Home, School, Mass Media, • Intelligence • 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 • Motivation: Meaning and role in learning. 	1

			<ul style="list-style-type: none"> • Attention and Interest: Meaning and role in learning • Memory and Learning 	
Introduction to Positive Psychology (GECEDN2A)	BUILDING PSYCHOLOGICAL CAPITAL	8	<ul style="list-style-type: none"> • Identify personal character strengths and understand their relationship with work satisfaction • Developing positivity and a positive team culture • Mindfulness and Positive Thinking • Optimism and quality of life • Self Esteem and Self Efficacy • Pursuit of Happiness • Setting Goals for Life and Happiness 	1
PART A: TECHNIQUES OF TEACHING (C9)	METHODS AND APPROACHES OF TEACHING	14	<ul style="list-style-type: none"> • Teacher-centred and Learner-cantered methods • Play-way method • 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 	
EDUCATIONAL TECHNOLOGY (C10)	ICT in Education	10	<ul style="list-style-type: none"> • Concept and development of Information and Communication technology (ICT) • Computer and its role in education • Application of ICT— Smart learning, smart classes, virtual classes, ICT in evaluation • E-learning • Internet and its application 	3
ECONOMICS OF EDUCATION (DSE 6)	Introduction to Economics of Education	12	<ul style="list-style-type: none"> • Meaning and Scope of Economics of Education • Importance of Study of Economics of Education • Historical development of Economics of Education 	2

			<ul style="list-style-type: none"> • Nature of Education in Capitalist Economy and Socialist Economy • Concepts of Some basic terms in Economics of Education: National Income, Per capita Income, Economic and non economic activity, Economic growth, Physical and Human Capital, Consumption, Goods, Cost, Production, Productivity, Rate of return, Market value, Financing, Employability, Manpower, Investment, 	
	Human capital formation and Investment in Education	15	<ul style="list-style-type: none"> • Concept and Nature of Human Capital Formation • Relation between Human capital formation and Economic development • 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 	3
	Education as an Economic goods	14	<ul style="list-style-type: none"> • Education as an Economic good: Education as a Normal good, Inferior good, Public good and Private good. • Cardinal and ordinal utility of Education • Demand of Education: Meaning and factors affecting Demand of Education • Supply of Education: Meaning and factors affecting Supply of Education • Problem of Scarcity and Choice in education • Education as a Process of Production: Meaning and Factors • Internal and External economies of Education 	3
	Cost of Education	14	<ul style="list-style-type: none"> • Concept of Educational Cost. • Meaning and Nature of different types of Educational cost: Direct cost, Indirect cost, , Money cost, 	3



GARGAON COLLEGE
TEACHING PLAN

Course: B. A.

Session: Odd Semester 2023

Subject: Education

Name of the Teacher: Kongkona Borah

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

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

Paper Code/Title	Allotted Unit/ Topic	No. of Class required	Detail of the topics to be taught & class required	No. of tutorials
Foundations of Education-I EDNC1	Sociological foundations of education	12	4.1 Meaning, nature and scope of Sociology 4.2 Relationship between Education and Sociology 4.3 Need of Sociological Approach to Education 4.4 Meaning, nature and scope of Educational Sociology 4.4 Difference between Sociology and Educational Sociology 4.5 Theories of Educational Sociology- Conflict Theory and Consensus Theory with their concepts, features, merits & demerits))	2
Philosophical Foundations of Education MINEDN1	Role of Philosophy in Education	8	Role of Philosophy in Education 2.1 Philosophical foundations of Education and its importance 2.2 Role of Philosophy in Education: o Philosophy and aims of education o Philosophy and curriculum o Philosophy and methods of teaching. o Philosophy and role of teachers o Philosophy and discipline	2

Introduction to Education GECEDN1A	Curriculum and Evaluation	9	Curriculum and Evaluation 4.1 Concept, Nature, and Significance of curriculum 4.2 Curriculum and Syllabus 4.3 Concept, Importance, and types of co-curricular activity 4.4 Meaning of Measurement, Assessment and Evaluation 4.5 Distinguish amongst Measurement, Assessment and Evaluation	2
Personal Development and Soft Skills SEC104	Preparation for the Job Market	8	4.1 Skills for writing Job applications 4.2 Preparing your curriculum vitae (C.V.) and Résumé 8 1 2 11 (a) The Strategy for Résumé Writing (b) Writing Career Objective or SOPs (Statements of purpose) (c) Writing a modern Résumé 4.3 Preparing For Job Interview (a) Types of Interview (b) Prior preparation for Interview (Form shoes to Dress Code, Body Language) (c) Presenting your-self at the job interview Introducing oneself at the interview (d) Group discussion 4.4 Professional Etiquettes a) How to present yourself to people: seniors, coworkers, parents, subordinates and students o Greetings, Introductions, Announcements o The art of Conversation- How to make proper introductions, Paying and receiving compliments, small talk and networking. Joining and Leaving a Conversation. o Self Esteem and Assertive skills: passive and aggressive versus assertive. b) E-Mail etiquette o Sending effective messages o Responding to messages o Organising the different parts of an email.	2

GEED302: MENTAL HEALTH ISSUES	Fundamentals of Mental Health and Hygiene	14	1.1 Concept of Mental health 1.2 Criteria of a Mentally Healthy Person 1.3 Concept, Objectives, Goals and Principles of Mental Hygiene 1.4 History of development of Mental Health and Hygiene 1.5 Concept of Normality and Abnormality, Classification of Abnormal Behaviour 1.6 Characteristics of a Mentally Healthy Person	2
	Education and Mental Health	14	2.1 Principles of Good Mental Health 2.2 Factors Affecting Mental Health (Home, Society and school) 2.3 Adjustment: Concept and Processes 2.4 Maladjustment : Concept and Causes 2.5 Types of maladjustment 2.5.1 Frustration: concept and causes 2.5.2 Conflict: Concept, Types and Causes 2.6 Adjustment Mechanisms	2
EDNH502: EDUCATION IN WORLD PERSPECTI VE	2.1 Historical perspective of the development of the study:	10	2.1 Historical perspective of the development of the study: <input type="checkbox"/> Travellers' tales. <input type="checkbox"/> Educational problems <input type="checkbox"/> Interaction of society and education. <input type="checkbox"/> Quantitative approach. <input type="checkbox"/> Scientific approach 2.2 Methods of studying National Systems of Education <input type="checkbox"/> Descriptive method. <input type="checkbox"/> Historical method. <input type="checkbox"/> Sociological method. <input type="checkbox"/> Statistical method. <input type="checkbox"/> Psychological method. <input type="checkbox"/> Scientific method.	2
EDNH601: EMERGING TRENDS IN INDIAN EDUCATION	1.0. EDUCATION AND INDIAN CONSTITUTION	14	1.1. The Indian Constitution (especially the Preamble, Fundamental Rights and Duties of Citizens and the Directive Principles of State Policies) 1.2. Education in Indian Constitution:	2

			<p>1.2.1 Need for including education in constitution</p> <p>1.2.2 Central, State and Concurrent lists</p> <p>1.3. Articles in the Constitution related to Education: Article 21 A, Article 45, Article 29 & 30, Article 350 (A) 350 (B), Article 15, 17, 46, Article 28 (1, 2 & 3)</p> <p>1.4. Constitution as a source of aims of education.</p> <p>1.5. Role of Constitution in equalizing the Educational opportunities.</p>	
EDNH601: EMERGING TRENDS IN INDIAN EDUCATION	2.0 CHALLENGES OF INDIAN EDUCATION	17	<p>2.1 Early Childhood Care & Education (ECCE) in India:</p> <p>2.1.1 Meaning & Importance of ECCE.</p> <p>2.1.2 Challenges of ECCE in India.</p> <p>2.1.3 Role of Anganwadis and Balwadis under ICDS.</p> <p>2.2. Elementary Education (EE) in India:</p> <p>2.2.1 Objectives of EE & Need for Universalization of EE.</p> <p>2.2.2 Efforts of Universalization of EE in India</p> <p>2.2.3 Challenges of Universalization of EE in India.</p> <p>2.3. Secondary Education (SE) in India</p> <p>2.3.1 Objectives of SE & Need for Universalization of SE.</p> <p>2.3.2 Efforts towards Universalization & development of SE</p> <p>2.3.3 Vocationalization of Secondary Education.</p> <p>2.3.4 Challenges of SE in India.</p> <p>2.4. Higher Education (HE) in India:</p> <p>2.4.1 Objectives & Challenges HE in India.</p> <p>2.4.2 Efforts towards strengthening HE</p> <p>2.5. Teacher Education in India:</p> <p>2.5.1. Objectives of Teacher Education in India</p> <p>2.5.2. Challenges of Teacher Education in India.</p> <p>2.6. Technical and Vocational Education in India</p> <p>2.6.1. Objectives & Challenges of Technical and Vocational</p>	3

			<p>education in India.</p> <p>2.6.2. Efforts towards strengthening Technical and Vocational education</p> <p>2.7. Professional Education in India</p> <p>2.7.1 Need and Challenges of Professional Education in India</p>	
GEED102: VALUE EDUCATION	PEACE EDUCATION:	16	<p>4.1 Meaning and concept</p> <p>4.2 Objectives of Peace education</p> <p>4.3 Pedagogy of Peace Education:</p> <p>4.3.1 Self learning</p> <p>4.3.2 Cooperative learning</p> <p>4.3.3 Problem solving</p> <p>4.4 Integrating Peace education in the curriculum:</p> <p>4.4.1 Subject content</p> <p>4.4.2 Teaching methods</p> <p>4.4.3 Co-curricular activities</p> <p>4.4.4 Staff development</p> <p>4.4.5 Classroom management and</p> <p>4.4.6 School management.</p> <p>4.5 Imparting Peace Education: Role of</p> <p>-</p> <p>4.5.1 Teacher</p> <p>4.5.2 Principle</p> <p>4.5.3 Parents</p>	4
	COMPONENTS OF DEVELOPMENT AND EXCELLENCE IN LIFE	5	<p><input type="checkbox"/> Integrity</p> <p><input type="checkbox"/> Character</p> <p><input type="checkbox"/> Spirituality</p> <p><input type="checkbox"/> Positive thinking</p> <p><input type="checkbox"/> Self- esteem</p> <p><input type="checkbox"/> Stress free living</p> <p><input type="checkbox"/> Self managing leadership</p> <p><input type="checkbox"/> Perseverance</p>	

Konghona Boruah

Session: Even Semester 2024

Subject: Education

Name of the Teacher: Kongkona Borah

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

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

Paper Code/Title	Allotted Unit/ Topic	No. of Class required	Detail of the topics to be taught & class required	No. of tutorials
Psychological Foundations of Education (MINEDN2)	INTELLIGENCE AND CREATIVITY	18	<ul style="list-style-type: none"> • 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 • Nurturing Creativity in Classrooms • Education of Exceptional children: Creative child, • Gifted and Slow learner, Educable, trainable, mentally challenged. 	2
History of Indian Education (GECEDN2B)	Development of Buddhist Education System	10	<ul style="list-style-type: none"> • Introduction to Buddhism • Buddhist Education System: Concept and salient features • Some terms and concepts of Buddhism or Buddhist Education- • (Four Noble Truth, The Pabbajja, The Upasampada) • Aims and Objectives of Buddhist Education System • Organisation of Buddhist Education System • System of Administration and Finance • Curriculum • Methods of Teaching • Types of Educational Institutions • Teacher-Pupil Relationship 	2

			<ul style="list-style-type: none"> • Women's Education • Educational Centres of Buddhist Education system Nalanda Vikramsila Valabhi • Strength and weakness of Buddhist Education system 	
ICT in Education (SEC204)	ISSUES OF ICT IN EDUCATION	14	<ul style="list-style-type: none"> • Globalization and ICT • Intellectual Property Right (IPR): Copyright • Trademark, Patent. • Concept of Open Education • Resources and its application • Online Repositories and Online • Libraries • Concept of creative common • Ethical issues for E learner – Learning and Research • Issues and challenges of use of ICT in • Indian Education system 	2
Money and Financial Markets (ECNHDSE505)	Growth and Development of Education from 1921 to 1947	18	<ul style="list-style-type: none"> • Education under Diarchy <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Recommendations on Pre-primary, Primary, Secondary, University, teacher training, technical and vocational education • - Assessment of the Sargent Committee Report 	2
EDUCATIONAL TECHNOLOGY (C10)	Concept of Learning Resources	14	<ul style="list-style-type: none"> • Audio Visual learning resources and their Uses: Radio, Television, projector, film, film strips 	2

			<ul style="list-style-type: none">• Non projected learning resources and their Uses: Model, Chart, Globe, Map, Printed material• E- resources and their use• EDUSAT: functions• E-Pathshala: concepts and uses• Open access resources: Concepts and uses.• Peer group and community as learning resource	
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Kongkana Boruah