



# 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.

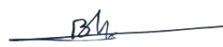
| Paper Code/Title           | Allotted Unit/ Topic | No. of Class required | Detail of the topics to be taught & class required   | No. of tutorials |
|----------------------------|----------------------|-----------------------|--|------------------|
| Foundations of Education-I | Concept of Education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

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

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| <b>EVALUATION IN EDUCATION</b> |                                |    | <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> |   |
|                                | <b>Statistics in education</b> | 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 |

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

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

  
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## **GARGAON COLLEGE TEACHING PLAN**

Course: B. A.

Session: Even Semester 2024

**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.

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


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



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|   |    | <ul style="list-style-type: none"> <li>✓ Challenges of Universalization of EE in India.</li> <li>• <b>Secondary Education (SE) in India</b></li> <li>✓ Objectives of SE &amp; Need for Universalization of SE.</li> <li>✓ Efforts towards Universalization &amp; development of SE</li> <li>✓ Vocationalization of Secondary Education.</li> <li>✓ Challenges of SE in India.</li> <li>• <b>Higher Education (HE) in India:</b></li> <li>✓ Objectives &amp; Challenges HE in India.</li> <li>✓ Efforts towards strengthening HE</li> <li>• <b>Teacher Education in India:</b></li> <li>✓ Objectives of Teacher Education in India</li> <li>✓ Challenges of Teacher Education in India.</li> <li>• <b>Technical and Vocational Education in India-</b></li> <li>✓ Objectives &amp; Challenges of Technical and Vocational education in India.</li> <li>✓ Efforts towards strengthening Technical and Vocational education</li> <li>• <b>Professional Education in India-</b></li> <li>✓ Need and Challenges of Professional Education in India</li> </ul> |   |
| <b>ESSENTIAL PERSPECTIVES OF INDIAN EDUCATION</b> | 14 | <ul style="list-style-type: none"> <li>• <b>Environmental Education:</b></li> <li>✓ Meaning &amp; Objectives of Environmental Education</li> <li>✓ Challenges of Environmental Education.</li> <li>• <b>Women Education:</b></li> <li>✓ Importance &amp; Challenges of Women Education in India.</li> <li>• <b>Inclusive Education:</b></li> <li>✓ Concept, Objectives &amp; Challenges of Inclusive Education,</li> <li>✓ Role of RCI, PWD act in addressing Inclusive education</li> <li>• <b>Alternative Education:</b></li> <li>✓ Concept, Need of alternative schooling at Elementary, Secondary and Higher Level,</li> </ul>   | 4 |

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

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

  
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**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<br>3.2 Science of Education and Philosophy of Education<br>3.3 Relationship between Education and Philosophy<br>3.4 Meaning, nature and scope of Educational Philosophy<br>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)<br>3.1 Pre-primary Education (Meaning, structure and aims)<br>3.2 Primary Education (Meaning, structure and aims)<br>3.3 Secondary Education (Meaning, structure and aims)<br>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                |

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|  |   |           | <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>  |          |
| <b>EDNH301: great educators and educational thoughts</b> | <b>Modern indian educators and Educational thoughts</b> | <b>16</b> | <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> | <b>3</b> |

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|  | <b>Some specific psychological tests:</b> | <b>14</b> | <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> | <b>2</b> |
|  | <b>Presentation of data:</b>              | <b>16</b> | <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>   | <b>5</b> |

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

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



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|  |  |  | <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 &amp; 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

Das

# GARGAON COLLEGE

## TEACHING PLAN

Course: B. A.

Session: Even Semester 2024

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

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|  |  |    | -Types of Organisation of Educational Institution.<br>-Curriculum.<br>-Women Education during Islamic Period. <ul style="list-style-type: none"> <li>• <b>Comparison among the Vedic, Buddhist and Islamic education system.</b></li> </ul>   |   |
| <b>EDUCATIONAL TECHNOLOGY (C 10)</b>           | <b>Communication and teaching learning</b> | 15 | <ul style="list-style-type: none"> <li>• Concept and nature of communication</li> <li>• Components of Communication</li> <li>• Classroom communication</li> <li>• Significance of communication in learning</li> <li>• Barriers of effective classroom communication</li> <li>• Steps for making communication effective</li> <li>• Qualities of a good classroom communicator</li> </ul> | 3 |
| <b>CHILD &amp; ADOLESCENT PSYCHOLOGY (C14)</b> | <b>Introduction:</b>                       | 12 | 1.1 Meaning and Significance of Child Psychology<br>1.2 Historical Perspectives of development of child psychology<br>1.3 Factors affecting child Development (Positive and Negative Factors)<br>1.3.1 Home/Family<br>1.3.2 School<br>1.3.3 Society<br>1.4 Methods used in Child Psychology   | 2 |

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

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




**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.

**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             | Psychological foundations of education | 13                    | 2.1 Psychology–Concept, Definitions, Nature and Branches of Psychology<br>2.2 Schools of Psychology– Structuralism, Behaviourism, Functionalism, Gestalt Psychology, Psycho-analysis, and Constructivism<br>2.3 Meaning, nature and scope of Educational Psychology<br>2.4 Methods of Educational Psychology (Observation, Case Study, Clinical Methods)<br>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<br>2.2 Role of Philosophy in Education:<br>o Philosophy and aims of education<br>o Philosophy and curriculum<br>o Philosophy and methods of teaching.  | 1                |

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

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|  |   |           | <input type="checkbox"/> Impact of Rousseau's Naturalism in present education   |          |
|  | <b>Western educators and Educational thoughts</b> | <b>14</b> | (Pragmatist, Existentialist and Modern thinkers)<br>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<br><input type="checkbox"/> Relevance of Dewey's Pragmatism<br>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<br>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 | <b>3</b> |
|  | <b>Alternatives in education and the Thinkers</b> | <b>6</b>  | 5.1 Ivan Illich<br><input type="checkbox"/> Illich's criticism of present education<br><input type="checkbox"/> Concept of de-schooling of Illich<br><input type="checkbox"/> Illich's educational thoughts<br><input type="checkbox"/> Relevance of Illich's thought<br>5.2 Paulo Freire<br><input type="checkbox"/> Freire's criticism of present education<br><input type="checkbox"/> Freire's alternative thoughts to present education<br><input type="checkbox"/> Relevance of Freire's thoughts   | <b>2</b> |
| <b>EDNH303: experimental psychology and laboratory practical</b> | <b>Personality</b>                                | <b>12</b> | 5.1 Concept of personality<br>5.2 Historical background of personality assessment<br>5.3 Different methods of assessment of personality (Subjective, Objective & Projective Method)<br>5.4 Testing of personality<br>a. Rating scale<br>b. Interview<br>c. Rorschach Ink-blot Test<br>d. Thematic Apperception Test<br>e. Free and Controlled Association<br>f. Free Vs Controlled Association  | <b>1</b> |



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|  | <b>Intelligence :</b>   | <b>16</b> | 6.1 Concept of Intelligence.<br>6.2. Historical background of intelligence Testing.<br>6.3. Testing of Intelligence<br>a. Koh's Block Design Test.<br>b. Alexander's Pass Along Test<br>c. One Group Intelligence Test(Linguistic Intelligence)  | 1 |
| <b>GEED302:<br/>MENTAL<br/>HEALTH<br/>ISSUES</b>                 | <b>Mental Health and<br/>Agencies of<br/>Education</b>              | <b>12</b> | 3.1 Home and Mental Health<br>3.2 Qualities of Healthy Home Environment<br>3.3 Child Rearing Practices and Personality Development<br>3.4 School and Mental Health<br>3.5 Teacher and Mental Health<br>3.6 Community and Mental Health   | 4 |
| <b>EDNH501:<br/>EDUCATION<br/>IN POST-<br/>INDEPENDENT INDIA</b> | <b>Educational<br/>scenario at the time<br/>of<br/>Independence</b> | <b>18</b> | Educational scenario at the time of Independence<br>1.1 A brief account of educational scenario at the time of Independence<br>1.2 University Education Commission, 1948-49<br>- 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<br>1.3 Education in the Indian Constitution: - Introduction: Preamble of the Constitution.<br>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.<br>- Challenges towards Implementation of | 4 |

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|   |  |           | the Constitutional provisions.  |          |
| <b>EDNH502:<br/>EDUCATION<br/>IN WORLD<br/>PERSPECTI<br/>VE</b> | <b>Importance of<br/>studying national<br/>system of education</b> | <b>16</b> | 1.1 Nature and scope of studying<br>National Systems of Education<br>1.2 Factors influencing a national<br>system of education<br><input type="checkbox"/> Geographical factor.<br><input type="checkbox"/> Philosophical factor<br><input type="checkbox"/> Social factor.<br><input type="checkbox"/> Political factor.<br><input type="checkbox"/> Economical factor.<br><input type="checkbox"/> Historical factor.<br><input type="checkbox"/> Religious factor.<br><input type="checkbox"/> Racial factor.<br><input type="checkbox"/> Linguistic factor.<br><input type="checkbox"/> Secular factor<br>1.3 Aims and Objectives of<br>National System of Education<br>with respect<br>to<br>-USA<br>-UK<br>-Japan<br>-India |          |
| <b>GEED102:<br/>VALUE<br/>EDUCATION</b>                         | <b>PHILOSOPHICAL<br/>ISSUES OF<br/>VALUE<br/>EDUCATION</b>         | <b>4</b>  | 1.1 3.1 The varieties of values:<br>3.1.1 Moral Education (Gandhi)<br>3.1.2 Spiritual Education<br>(Aurobindo)<br>3.1.3 Aesthetic Education<br>(Tagore)   | <b>1</b> |

Dr. poli Konwar  
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# GARGAON COLLEGE

## TEACHING PLAN

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

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|---|--|-----------------------|---|------------------|
| Foundations of Education-II ( EDNC2)              | SOME GLOBAL ISSUES IN INDIAN EDUCATION | 13                    | <ul style="list-style-type: none"> <li>• Globalization: Concept and its impact on education</li> <li>• Privatization: Concept and its impact on education</li> <li>• Liberalization: Concept and its impact on education</li> <li>• Sustainable Development Goals 4 and Indian Education</li> <li>• Population Education: Concept, importance and strategies</li> <li>• Environmental Education: Concept, importance and principles</li> <li>• Peace Education: Concept, importance and strategies</li> <li>• International Student Mobility and Indian Scenario</li> </ul> | 2                |
| Psychological Foundations of Education ( MINEDN2) | LEARNING AND MOTIVATION                | 8                     | <ul style="list-style-type: none"> <li>• Meaning and nature of learning.</li> <li>• Factors of Learning: Home, School, Mass Media,</li> <li>• Intelligence</li> <li>• Types of learning: cognitive, affective and psycho-motor learning</li> <li>• Theories of learning: Thorndike's theory of learning, Classical Conditioning, Operant Conditioning and Gestalt theory Thorndike's Laws of learning</li> <li>• Motivation: Meaning and role in learning.</li> </ul>   | 1                |

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

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|  |  |    | <ul style="list-style-type: none"> <li>• Nature of Education in Capitalist Economy and Socialist Economy</li> <li>• 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,</li> </ul>  |   |
|  | <b>Human capital formation and Investment in Education</b> | 15 | <ul style="list-style-type: none"> <li>• Concept and Nature of Human Capital Formation</li> <li>• Relation between Human capital formation and Economic development</li> <li>• Role of Education in the process of Human capital formation</li> <li>• Concepts and importance of Manpower planning</li> <li>• Concept and Nature of Investment in Education</li> <li>• Types of investment in Education: Private and Public Investment</li> <li>• Return to Investment in Education: Meaning and types (Personal and Social return)</li> <li>• Govt. subsidization of Education</li> </ul> | 3 |
|  | <b>Education as an Economic goods</b>                      | 14 | <ul style="list-style-type: none"> <li>• Education as an Economic good: Education as a Normal good, Inferior good, Public good and Private good.</li> <li>• Cardinal and ordinal utility of Education</li> <li>• Demand of Education: Meaning and factors affecting Demand of Education</li> <li>• Supply of Education: Meaning and factors affecting Supply of Education</li> <li>• Problem of Scarcity and Choice in education</li> <li>• Education as a Process of Production: Meaning and Factors</li> <li>• Internal and External economies of Education</li> </ul>                   | 3 |
|  | <b>Cost of Education</b>                                   | 14 | <ul style="list-style-type: none"> <li>• Concept of Educational Cost.</li> <li>• Meaning and Nature of different types of Educational cost: Direct cost, Indirect cost, , Money cost,</li> </ul>   | 3 |

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|  |   |    | Social cost, institutional cost,<br>Private cost <ul style="list-style-type: none"> <li>• Opportunity cost: Meaning and its application in Education.</li> <li>• Meaning and use of Unit cost of Education in Educational Planning.</li> <li>• Calculation of Unit cost of Education.</li> <li>• Cost Efficiency and Cost Effectiveness in Education</li> <li>• The trend of rising cost of education in India and principle of Fiscal justice</li> </ul>   |   |
|  | <b>Issues of Economics of Education</b> | 15 | <ul style="list-style-type: none"> <li>• Relation between Education and Economic development.</li> <li>• Industry- Academia linkage</li> <li>• Relation between Education and labour market.</li> <li>✓ Problem of Educated Unemployment</li> <li>✓ Problem of underemployment</li> <li>✓ Problem of Migration of Educated labour</li> <li>✓ Problem of Child Labour</li> <li>• Meaning and importance of Educational Planning.</li> <li>• Educational Finance</li> <li>✓ Private financing: Meaning, Importance &amp; Challenges</li> <li>✓ Public financing: Meaning, Importance &amp; Challenges</li> <li>• Importance of public private partnership (PPP) in education</li> <li>• Importance of Self generation of funds in Educational Institutions</li> <li>• Educational provisions in latest Union budget and State budget</li> </ul> | 3 |

Dr. poli Konwar  
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**Name of the Teacher:** Kongkona Borah

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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 |
|---|--|-----------------------|--|------------------|
| <b>Foundations of Education-I<br/>EDNC1</b>               | <b>Sociological foundations of education</b> | 12                    | 4.1 Meaning, nature and scope of Sociology<br>4.2 Relationship between Education and Sociology<br>4.3 Need of Sociological Approach to Education<br>4.4 Meaning, nature and scope of Educational Sociology<br>4.4 Difference between Sociology and Educational Sociology<br>4.5 Theories of Educational Sociology- Conflict Theory and Consensus Theory with their concepts, features, merits & demerits)) | 2                |
| <b>Philosophical Foundations of Education<br/>MINEDN1</b> | <b>Role of Philosophy in Education</b>       | 8                     | Role of Philosophy in Education<br>2.1 Philosophical foundations of Education and its importance<br>2.2 Role of Philosophy in Education:<br>o Philosophy and aims of education<br>o Philosophy and curriculum<br>o Philosophy and methods of teaching.<br>o Philosophy and role of teachers<br>o Philosophy and discipline   | 2                |

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



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

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|   |   |    | 1.2.1 Need for including education in constitution<br>1.2.2 Central, State and Concurrent lists<br>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)<br>1.4.Constitution as a source of aims of education.<br>1.5.Role of Constitution in equalizing the Educational opportunities.  |   |
| <b>EDNH601:<br/>EMERGING<br/>TRENDS IN<br/>INDIAN<br/>EDUCATION</b> | <b>2.0 CHALLENGES<br/>OF INDIAN<br/>EDUCATION</b> | 17 | 2.1 Early Childhood Care & Education (ECCE) in India:<br>2.1.1 Meaning & Importance of ECCE.<br>2.1.2 Challenges of ECCE in India.<br>2.1.3 Role of Anganwadis and Balwadis under ICDS.<br>2.2. Elementary Education (EE) in India:<br>2.2.1 Objectives of EE & Need for Universalization of EE.<br>2.2.2 Efforts of Universalization of EE in India<br>2.2.3 Challenges of Universalization of EE in India.<br>2.3. Secondary Education (SE) in India<br>2.3.1 Objectives of SE & Need for Universalization of SE.<br>2.3.2 Efforts towards Universalization & development of SE<br>2.3.3 Vocationalization of Secondary Education.<br>2.3.4 Challenges of SE in India.<br>2.4. Higher Education (HE) in India:<br>2.4.1 Objectives & Challenges HE in India.<br>2.4.2 Efforts towards strengthening HE<br>2.5. Teacher Education in India:<br>2.5.1. Objectives of Teacher Education in India<br>2.5.2. Challenges of Teacher Education in India.<br>2.6. Technical and Vocational Education in India2.6.1. Objectives & Challenges of Technical and Vocational | 3 |

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

*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.

| <b>Paper Code/Title</b>                          | <b>Allotted Unit/ Topic</b>              | <b>No. of Class required</b> | <b>Detail of the topics to be taught &amp; class required</b>   | <b>No. of tutorials</b> |
|--|--|------------------------------|---|-------------------------|
| Psychological Foundations of Education (MINEDN2) | INTELLIGENCE AND CREATIVITY              | 18                           | <ul style="list-style-type: none"> <li>• Meaning and nature of intelligence</li> <li>• Factors of Intelligence: Heredity and Environment</li> <li>• Theories of intelligence: Monarchic theory,</li> <li>• Spearman's two factors theory, Multifactor theory, Group factor, theory and Guilford's Structure of Intellect (SoI)</li> <li>• Concept of Emotional Intelligence</li> <li>• Creativity: Meaning and nature</li> <li>• Process and Product of creativity</li> <li>• Nurturing Creativity in Classrooms</li> <li>• Education of Exceptional children: Creative child,</li> <li>• Gifted and Slow learner, Educable, trainable, mentally challenged.</li> </ul> | 2                       |
| History of Indian Education (GECEDN2B)           | Development of Buddhist Education System | 10                           | <ul style="list-style-type: none"> <li>• Introduction to Buddhism</li> <li>• Buddhist Education System: Concept and salient features</li> <li>• Some terms and concepts of Buddhism or Buddhist Education-</li> <li>• (Four Noble Truth, The Pabbajja, The Upasampada)</li> <li>• Aims and Objectives of Buddhist Education System</li> <li>• Organisation of Buddhist Education System</li> <li>• System of Administration and Finance</li> <li>• Curriculum</li> <li>• Methods of Teaching</li> <li>• Types of Educational Institutions</li> <li>• Teacher-Pupil Relationship</li> </ul>  | 2                       |

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|--|---|----|---|---|
|  |   |    | <ul style="list-style-type: none"> <li>• Women's Education</li> <li>• Educational Centres of Buddhist Education system<br/>Nalanda<br/>Vikramsila<br/>Valabhi</li> <li>• Strength and weakness of Buddhist Education system</li> </ul>  |   |
| ICT in Education (SEC204)                | ISSUES OF ICT IN EDUCATION                            | 14 | <ul style="list-style-type: none"> <li>• Globalization and ICT</li> <li>• Intellectual Property Right (IPR): Copyright</li> <li>• Trademark, Patent.</li> <li>• Concept of Open Education</li> <li>• Resources and its application</li> <li>• Online Repositories and Online Libraries</li> <li>• Concept of creative common</li> <li>• Ethical issues for E learner – Learning and Research</li> <li>• Issues and challenges of use of ICT in Indian Education system</li> </ul>   | 2 |
| Money and Financial Markets (ECNHDSE505) | Growth and Development of Education from 1921 to 1947 | 18 | <ul style="list-style-type: none"> <li>• Education under Diarchy <ul style="list-style-type: none"> <li>- Primary Education</li> <li>- Secondary Education</li> </ul> </li> <li>• -Expansion of education</li> <li>• Simon Commission</li> <li>• Government of India Act of 1921</li> <li>• Harthog Committee Report 1929</li> <li>• Wardha Scheme of Basic Education, 1937 <ul style="list-style-type: none"> <li>- Wardha Education Conference 1937</li> <li>- Salient features of Basic Education</li> <li>- Causes of failure of this education in India</li> </ul> </li> <li>• Wood Abbot Report 1937</li> <li>• Sargent Committee Report, 1944 <ul style="list-style-type: none"> <li>- Recommendations on Pre-primary, Primary, Secondary, University, teacher training, technical and vocational education</li> </ul> </li> <li>• - Assessment of the Sargent Committee Report</li> </ul> | 2 |
| EDUCATIONAL TECHNOLOGY (C10)             | Concept of Learning Resources                         | 14 | <ul style="list-style-type: none"> <li>• Audio Visual learning resources and their Uses: Radio, Television, projector, film, film strips</li> </ul>   | 2 |

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