TEACHING PLAN

Academic Session 2018-2019

Under CBCS System

Semester 1(July-December)

CC – 1

Introduction to Education

CC-1	***Teacher***	***Class Hour/ Domain***	***Teaching Method***
Unit- I = Concept of Education • *Narrow and broader concept of education* • *Meaning, nature and scope of education.* • *Aims of education – individual, social, vocational and democratic.* • *Aims of modern education with special reference to Delor's Commission.*	***SKN***	***2*** ***3*** ***4*** ***6*** *Cognitive* *Effective*	***Heuristic Method***
Unit- 2 = Factors of Education • *Child / learner: influence of heredity and environment on the learner* • *Teacher: qualities and duties of a good teacher* • *Curriculum- concept and types* • *Co-curricular activities: meaning, values and significance* • *Educational institutions: informal, formal and non-formal, their interrelation*	***SKN***	***2*** ***2*** ***2*** ***3*** ***6*** ***Cognitive*** ***Effective***	***Heuristic Method***

Unit- 3 = Agencies of Education • *Home* • *School* • *State* • *Mass-media- television, radio, cinema and newspaper*	**SRB**	*2* *2* *2* *4* ***Effective***	***Heuristic Method***
Unit- 4 = Child Centricism and Play-way in Education *Concept of child centricism in education* *Characteristics and significance of child centricism in education* *Concept of play and work.* *Characteristics of play way in Education, Kindergarten, Montessori, Project method.*	***SRB***	***1*** ***3*** ***3*** ***6*** ***Cognitive Effective***	***Participatory Method***
	Total class hour	***53***	

CC – 2
History of Indian Education

CC-2	***Teacher***	***Class Hour/ Domain***	***Teaching Method***
Unit: 1 = Education in India during ancient and medieval period • *Vedic (aim, curriculum, teaching method, teacher-pupil relation)* • *Brahmanic (aim, curriculum, teaching method, teacher-pupil relation)* • *Buddhist (aim, curriculum, teaching method, teacher-pupil relation)* • *Islamic (aim, curriculum, teaching method, teacher-pupil relation)*	**SKN**	***4*** ***4***	***Heuristic Interactive***

		4 ***4*** ***Cognitive*** ***Effective***	***Story telling*** ***Method***
Unit: 2 = Education in India during British period (1800-1853) • *Sreerampore trio and their contribution in the field of education* • *Charter Act, Oriental-occidental controversy* • *Macaulay Minute and Bentinck's resolution* • *Adam's report*	***SRB***	***3*** ***2*** ***3*** ***3*** ***Cognitive*** ***Effective***	***Heuristic*** ***Demonstration*** ***Method***
Unit: 3 = Education in India during British period (1854-1946) • *Woods Despatch, Hunter Commission* • *Curzon policy regarding primary, secondary and higher education,* • *National education movement (cause and effect)* • *Basic education (concept and development)* • *Sadler Commission*	***SRB***	***4*** ***4*** ***3*** ***4*** ***3*** ***Cognitive***	***Heuristic*** ***Story telling*** ***Method***

• ***Unit: 4 = Education in India after independence*** *Radhakrishnan Commission (aim, curriculum of higher education, rural university)* • *Mudaliar Commission (aim, structure and curriculum of secondary education)* • *Kothari Commission (aim, structure and curriculum of primary and secondary education)* • *National Policy of Education, 1986, POA 1992.*	***SKN***	***4*** ***3*** ***6*** ***4*** ***Effective***	***Discussion Method***
	Total class hour	***60***	

CBCS System

Semester 2(January-June)

CC – 3

Psychological Foundation of Education

CC-3	***Teacher***	***Class Hour/ Domain***	***Teaching Method***
Unit: 1 = Relation between Psychology and Education • *Meaning and definition of Psychology* • *Meaning and definition of Education* • *Relation between Psychology and education* • *Nature, scope and significance of educational psychology*	***RJ***	***1*** ***1*** ***2*** ***4*** *Cognitive*	***Demonstration Method***

Unit: 2 = Stages and types of human development and their educational significance • *Piaget's cognitive development theory* • *Erikson's psycho-social development theory* • *Kohlberg's moral development theory* • *Vygotsky's social development theory and Bandura's Social Learning Theory*	***SKN***	***3*** ***3*** ***3*** ***6*** ***Cognitive*** ***Psychomotor***	***Experiential*** ***Interactive*** ***Method***
Unit: 3 = Learning: concept and theories • *Concept and characteristics of learning* • *Theories: Connectionism(Trial and error, classical, operant conditioning)* • *Insightful learning* • *Memorization and Forgetting: Process of memorization ,causes of forgetting* *economical ways of improving memorization*	***SRB***	***2*** ***6*** ***2*** ***3*** ***Cognitive*** ***Effective*** ***Psychomotor***	***Experiential*** ***Interactive Method***
Unit: 4 = Intelligence • *Concept of intelligence* • *Theories of Intelligence by Spearman, Thorndike and Guilford* • *Types and uses of intelligence tests* • *Concept of Emotional Intelligence and E.Q*	***TKD***	***1*** ***6*** ***3*** ***2*** ***Cognitive***	***Demonstration*** ***Discussion*** ***Method***
	Total class hour	***48***	

CC-4 (Semester 2)

Philosophical Foundation of Education

CC-4	***Teacher***	***Class hour***	***Teaching Method***
Unit 1 = Concept of educational philosophy • *Meaning of philosophy* • *Etymological meaning of education* • *Relation between philosophy and education* • *Importance of philosophy in education*	***RJ***	***2*** ***2*** ***2*** ***2***	***Heuristic Method***
Unit 2 = Indian schools of philosophy • *Vedic school – Sankhya* • *Vedic school – Yoga* • *Non-vedic School – Buddhism* • *Non-vedic School – Jainism*	***SKN***	***4*** ***4*** ***4*** ***4***	***Heuristic Participatory Method***
Unit 3 = Western schools of philosophy • *Idealism* • *Naturalism* • *Pragmatism* • *Realism*	***TKD***	***3*** ***3*** ***3*** ***3***	***Discussion Story telling Method***

Unit 4 = Philosophy for development of humanity • *Education and development of values* • *Education for national integration* • *Education for international understanding* • *Education for promotion of peace and harmony*	***SRB***	***3*** ***3*** ***3*** ***3***	***Heuristic Method***
	Total class hour	***48***	

Academic Session 2019-2020

Under CBCS System

Semester 1(July-December)

CC – 1

Introduction to Education

CC-1	***Teacher***	***Class Hour/ Domain***	***Teaching Method***
Unit- I = Concept of Education • *Narrow and broader concept of education* • *Meaning, nature and scope of education.* • *Aims of education – individual, social, vocational and democratic.* • *Aims of modern education with special reference to Delor's Commission.*	***SKN***	***2*** ***3*** ***4*** ***6*** *Cognitive* *Effective*	***Heuristic Method***

Unit- 2 = Factors of Education • *Child / learner: influence of heredity and environment on the learner* • *Teacher: qualities and duties of a good teacher* • *Curriculum- concept and types* • *Co-curricular activities: meaning, values and significance* • *Educational institutions: informal, formal and non-formal, their interrelation*	***SRB***	***2*** ***2*** ***2*** ***3*** ***6*** ***Cognitive*** ***Effective***	***Heuristic Method***
Unit- 3 = Agencies of Education • *Home* • *School* • *State* • *Mass-media- television, radio, cinema and newspaper*	**SM**	*2* *2* *2* *4* ***Effective***	***Heuristic Method***
Unit- 4 = Child Centricism and Play-way in Education *Concept of child centricism in education* *Characteristics and significance of child centricism in education* *Concept of play and work.* *Characteristics of play way in Education, Kindergarten, Montessori, Project method.*	***SKN***	***1*** ***3*** ***3*** ***6*** ***Cognitive*** ***Effective***	***Participatory Method***
	Total class hour	***53***	

History of Indian Education

CC-2	***Teacher***	***Class Hour/ Domain***	***Teaching Method***
Unit: 1 = Education in India during ancient and medieval period • *Vedic (aim, curriculum, teaching method, teacher-pupil relation)* • *Brahmanic (aim, curriculum, teaching method, teacher-pupil relation)* • *Buddhist (aim, curriculum, teaching method, teacher-pupil relation)* • *Islamic (aim, curriculum, teaching method, teacher-pupil relation)*	**SKN**	***4*** ***4*** ***4*** ***4*** ***Cognitive*** ***Effective***	***Heuristic*** ***Interactive*** ***Story telling*** ***Method***
Unit: 2 = Education in India during British period (1800-1853) • *Sreerampore trio and their contribution in the field of education* • *Charter Act, Oriental-occidental controversy* • *Macaulay Minute and Bentinck's resolution* • *Adam's report*	***SRB***	***3*** ***2*** ***3*** ***3*** ***Cognitive*** ***Effective***	***Heuristic*** ***Demonstration*** ***Method***

Unit: 3 = Education in India during British period (1854-1946) • *Woods Despatch, Hunter Commission* • *Curzon policy regarding primary, secondary and higher education,* • *National education movement (cause and effect)* • *Basic education (concept and development)* • *Sadler Commission*	***SKN***	***4*** ***4*** ***3*** ***4*** ***3*** ***Cognitive***	***Heuristic*** ***Story telling*** ***Method***
• ***Unit: 4 = Education in India after independence*** *Radhakrishnan Commission (aim, curriculum of higher education, rural university)* • *Mudaliar Commission (aim, structure and curriculum of secondary education)* • *Kothari Commission (aim, structure and curriculum of primary and secondary education)* • *National Policy of Education, 1986, POA 1992.*	***SKN***	***4*** ***3*** ***6*** ***4*** ***Effective***	***Discussion*** ***Method***
	Total class hour	***60***	

(Semester 3)
CC – 5
Sociological Foundation of Education

CC-5	***Teacher***	***Class Hour/ Domain***	***Teaching Method***

Unit-I = Introductory Concept of Sociology of Education • *Meaning and definition of Sociology of Education* • *Relation between Sociology and Education* • *Nature of Sociology of Education* • *Scope of Sociology of Education*	***SRB***	***3*** ***2*** ***2*** ***2*** ***Cognitive*** ***Effective***	***Discussion*** ***Interactive*** ***Method***
Unit-2 = Social Groups • *Social Groups : meaning and definition* • *Types of Social groups – Primary, Secondary and Tertiary* • *Socialization Process: Concept* • *Role of the family and school in Socialization process*	***SKN***	***2*** ***6*** ***1*** ***3*** ***Cognitive*** ***Effective***	***Interactive*** ***Participatory*** ***Method***
Unit-3 = Social Change and Education • *Concept of Social Change* • *Interrelation between Social change and Education* • *Social stratification and Social Mobility* • *Social interaction Process*	***SRB***	***2*** ***2*** ***4*** ***2*** ***Cognitive*** ***Effective***	***Demonstration*** ***Method***

Unit-4 = Social Communication in Education • *Social Communication : Concept* • *Informal agencies of social communication* • *Inter relation between Culture, religion and Education.* • *Inter relation between Technology, Economy and Education.*	***SKN***	***2*** ***4*** ***4*** ***4*** ***Cognitive*** ***Effective***	***Demonstration*** ***Participatory*** ***Method***
Total class hour		***45***	

CC – 6 (Semester 3)
Educational Organization, Management and Planning

CC-6	***Teacher***	***Class Hour/ Domain***	***Teaching Method***
Unit: 1 = Organization and Management *Concept of organization* *Concept of management* *Concept of educational organization* *Concept of school organization*	***SRB***	***3*** ***3*** ***3*** ***3*** ***Cognitive*** ***Effective***	***Discussion*** ***Method***
Unit: 2 = Educational organization *Meaning of school plant* *Elements of school plant (concepts only)* *Features of library and time-table* *Features of school medical services, workshop, computer laboratory.*	***SRB***	***2*** ***3*** ***3*** ***4*** ***Effective***	***Demonstration*** ***Method***

Unit: 3 = Educational Management *Meaning of educational management* *Objectives of educational management* *Types of educational management* *Significance of educational management*	***SKN***	***2*** ***2*** ***4*** ***3*** ***Effective***	***Demonstration Method***
Unit:4 = Educational Planning *Meaning of educational planning* *Aims and objectives of educational planning* *Steps of educational planning* *Types and significance of educational planning*	***SKN***	***2*** ***2*** ***3*** ***5*** ***Cognitive Effective***	*Participatory* ***Method***
	Total class hour	***47***	

CC – 7 (Semester 3)
Guidance and Counselling

CC-7	***Teacher***	***Class hour***	***Teaching Method***
Unit I = Guidance – Meaning, Functions, Need *Guidance – Meaning, Definitions and Function* *Individual Guidance – Meaning, advantages and disadvantages*	***SRB***	***3*** ***3*** ***3***	***Interactive***

Group Guidance – Meaning and Advantages and disadvantages *Need for guidance in secondary schools and requisites of a good school guidance programme.*		***3*** ***3*** ***Cognitive*** ***Effective***	***Participatory*** ***Role Playing*** ***Method***
Unit 2 = Guidance - Educational, Vocational, Personal *Educational Guidance- Meaning, Function at different stages of Education* *Vocational Guidance- Meaning, Function at different stages of Education* *Personal Guidance- Meaning, Importance for the Adolescence*	***SKN***	***6*** ***6*** ***3*** ***Effective***	***Interactive*** ***Participatory*** ***Role Playing*** ***Method***
Unit 3 = Counselling – Meaning, Techniques, Types *Counselling - – Meaning, importance and Scope* *Techniques of Counselling- Directive, Non-Directive, Eclectic* *Individual and Group Counselling –Meaning , Importance*	***SRB***	***4*** ***6*** ***4*** ***Effective*** ***Emotional***	***Role Playing*** ***Method***
Unit 4 = Basic data necessary for Guidance *Tools for collecting information on pupil: Intelligence: Concept and Test, Personality:* *Concept and Test, Aptitude: Concept and Test* *Cumulative Record Card* *Anecdotal Record Card*	***SRB***	***9*** ***2*** ***2*** ***Effective***	***Discussion*** ***Interactive*** ***Method***
	Total class hour	***57***	

Semester – 3
SEC – A2
Skill for Democratic Citizenship

SEC-A2	***Teacher***	***Class hour***	***Teaching Method***
<u>Unit 1: Rights and duties in Indian Constitution</u> • *Democratic rights* • *Fundamental Rights* • *Duties of citizenship*	***SKN***	*4* *4* *4*	*Lecture* *Demonstration* *Interactive*
<u>Unit 2 = Protection of Children</u> • *Child protection - concept and need.* • *Child Rights – concept, classification and need* • *Legal actions –POCSO*	***SKN***	***4*** ***4*** ***4***	*Lecture* *Demonstration* *Interactive*
<u>Unit 3 = Domestic Harmony</u> • *Domestic violence – definition and types* • *Protection of Women from Domestic Violence Act, 2005 – basic features* • *Protection of males in DVA 2005*	***SRB***	***4*** ***4*** ***4***	*Heuristic* *Story telling*

Unit 4 = Role of Education to ensure: • *Rights and duties in Indian Constitution* • *Protection of Children* • *Democratic harmony*	***SRB***	***4*** ***4*** ***4***	*Heuristic* *Story telling*
	Total class hour	***48***	

Academic Session 2019-2020

CBCS System

Semester 2(January-June)
CC – 3
Psychological Foundation of Education

CC-3	***Teacher***	***Class Hour/ Domain***	***Teaching Method***
Unit: 1 = Relation between Psychology and Education • *Meaning and definition of Psychology* • *Meaning and definition of Education* • *Relation between Psychology and education* • *Nature, scope and significance of educational psychology*	***RJ***	***1*** ***1*** ***2*** ***4*** *Cognitive*	***Demonstration Method***
Unit: 2 = Stages and types of human development and their educational significance • *Piaget's cognitive development theory* • *Erikson's psycho-social development theory* • *Kohlberg's moral development theory* • *Vygotsky's social development theory and Bandura's Social Learning Theory*	***SKN***	***3*** ***3*** ***3***	***Experiential***

		6 ***Cognitive*** ***Psychomotor***	***Interactive*** ***Method***
Unit: 3 = Learning: concept and theories • *Concept and characteristics of learning* • *Theories: Connectionism(Trial and error, classical, operant conditioning)* • *Insightful learning* • *Memorization and Forgetting: Process of memorization ,causes of forgetting* *economical ways of improving memorization*	***SRB***	***2*** ***6*** ***2*** ***3*** ***Cognitive*** ***Effective*** ***Psychomotor***	***Experiential*** ***Interactive Method***
Unit: 4 = Intelligence • *Concept of intelligence* • *Theories of Intelligence by Spearman, Thorndike and Guilford* • *Types and uses of intelligence tests* • *Concept of Emotional Intelligence and E.Q*	***TKD***	***1*** ***6*** ***3*** ***2*** ***Cognitive***	***Demonstration*** ***Discussion*** ***Method***
	Total class hour	***48***	

(Semester 2)
CC-4
Philosophical Foundation of Education

CC-4	***Teacher***	***Class hour***	***Teaching Method***
Unit 1 = Concept of educational philosophy • *Meaning of philosophy* • *Etymological meaning of education* • *Relation between philosophy and education* • *Importance of philosophy in education*	***RJ***	***2*** ***2*** ***2*** ***2***	***Heuristic Method***
Unit 2 = Indian schools of philosophy • *Vedic school – Sankhya* • *Vedic school – Yoga* • *Non-vedic School – Buddhism* • *Non-vedic School – Jainism*	***SKN***	***4*** ***4*** ***4*** ***4***	***Heuristic Participatory Method***
Unit 3 = Western schools of philosophy • *Idealism* • *Naturalism* • *Pragmatism* • *Realism*	***TKD***	***3*** ***3*** ***3*** ***3***	***Discussion Story telling Method***
Unit 4 = Philosophy for development of humanity • *Education and development of values* • *Education for national integration* • *Education for international understanding* • *Education for promotion of peace and harmony*	***SRB***	***3*** ***3*** ***3*** ***3***	***Heuristic Method***

Total class hour	***48***	

CC-8 (Semester 4)

Technology in Education

CC-5	***Teacher***	***Class Hour/ Domain***	***Teaching Method***
Unit 1 = Introductory concept • *Concept of Technology* • *Need and scope of educational technology* • *System approach- concept and need* • *Classification and components of system approach*	***RJ***	***2*** ***3*** ***3*** ***3*** ***Cognitive*** ***Effective***	***Demonstration*** ***Experiential*** ***Method***
• ***Unit 2 = Computer in education and communication*** • *Computer and its role in education* • *Basic concept of hardware and software* • *Computer network and internet- its role in education* • *Communication and classroom interactions- concept, element and process*	***SKN***	***2*** ***2*** ***4*** ***4*** ***Cognitive*** ***Effective***	***Experiential*** ***Interactive*** ***Method***
UNIT 3- computer in education and communication • *Mass instructional techniques Characteristic & Types* • *Personalized instructional technique Characteristic & Types* • *Difference in teaching and instruction* • *Models of teaching -Concept Components Significance*	***TKD***	***4*** ***4*** ***1*** ***3*** ***Cognitive***	***Discussion*** ***Participatory*** ***Method***

		Effective	
Unit 4 - ITC & e-learning • *meaning and concept of ITC* • *e learning -* *nature and characteristic of e learning* • *ITC integration in teaching learning* • *Massive open online course (MOOC)* • *Different approaches –* *Project based learning* *Co-operative learning* *Collaborative learning*	***SRB***	***2*** ***2*** ***2*** ***2*** ***6*** ***Cognitive*** ***Effective***	***Demonstration*** ***Discussion*** ***Method***
Total class hour		***50***	

(Semester 4)
CC – 9
Curriculum Studies

CC-9	***Teacher***	***Class Hour/ Domain***	***Teaching Method***
Unit 1 – introductory concept • *Meaning, nature and scope of curriculum* *Function of curriculum* • *Bases of curriculum : philosophical ,psychological and sociological* • *Major approaches to curriculum –behavioural , managerial , System ,humanistic* • *Types of curriculum –knowledge ,experience & activity based*	***TKD***	***4*** ***3*** ***4***	***Demonstration*** ***Method***

		3 ***Cognitive*** ***Effective***	
Unit-2 Content selection • *Determinants of content selection – perspective of knowledge , culture & needs* • *Curriculum and institution – instructional objectives* *Revised bloom's taxonomy* • *Bruner's theory of instruction*	***SRB***	***4*** ***6*** ***3*** ***Cognitive*** ***Effective***	***Demonstration*** ***Discussion*** ***Method***
Unit 3 - curriculum development • *Principles of curriculum construction* • *Learner centered curriculum framework – concept ,factors & characteristics* • *Curriculum development – needs and planning* • *NCF , 2005*	***RJ***	***2*** ***4*** ***3*** ***4*** ***Cognitive*** ***Effective***	***Discussion*** ***Method***

UNIT 4 – evaluation and reform of curriculum • *Concept and significance of curriculum evaluation* • *Approaches to curriculum evaluation – formative & summative* • *Models of evaluation – Stufflebeam & Taylor* • *Curriculum reform – factors and obstacles*	***SKN***	***3*** ***4*** ***4*** ***2*** ***Cognitive*** ***Effective***	***Discussion*** ***Interactive*** ***Method***
Total class hour		***53***	

(Semester - 4)
CC-10
Inclusive Education

CC-10	***Teacher***	***Class hour/ Domain***	***Teaching Method***
➢ ***Unit 1 = Inclusion overview (RJ)*** • *Meaning of inclusion and inclusive society* • *Exclusion and inclusion: concept and overview* • *Obstacles / barriers and inclusion* • *Elements necessary for creating an inclusive society*	***RJ***	***3*** ***3*** ***3*** ***3*** ***Cognitive*** ***Effective*** ***Emotional***	***Discussion*** ***Debate*** ***Participatory*** ***Method***
Unit 2= differently abled • *Concept of impairment, disability and handicap* • *Types of disabilities – orthopedic, visual, auditory, cerebral palsy, intellectual, autism, learning disability (only definition and there specific problem)* • *General causes of disabilities* • *Role of school and society in creating a barrier free environment*	***SRB***	***3*** ***6*** ***2*** ***2*** ***Cognitive*** ***Psychomotor*** ***Effective***	***Experiential*** ***Participatory*** ***Method***

Unit 3 = socially disabled (TKD) • *Concept of SC,ST and OBC groups* • *Concept of gender and sexuality* • *Causes of social exclusion* • *Understanding social inclusion : role of education*	***SRB***	***3*** ***2*** ***2*** ***3*** ***Cognitive Effective***	***Discussion Method***
➢ ***Unit 4 = educational reforms for inclusive society*** • *Building an inclusive school : desired changes in system ,structure , practice and culture* • *Education for multicultural society* • *Education for peaceful coexistence* • *Role of Informal agencies (like mass media etc.) in building an inclusive society*	***SKN***	***4*** ***2*** ***2*** ***3*** ***Cognitive Effective***	***Discussion Method***
Total class hour		***46***	

Semester – 4
SEC – B1
Teaching Skill

SEC – B1	***Teacher***	***Class hour***	***Teaching Method***
<u>Unit: 1 = Understanding Teaching</u> • *Concept and definition of Teaching* • *Nature of teaching and characteristic factors affecting teaching* • *Relation between teaching and training*	***SKN***	*4* *4* *4*	*Demonstration* *Lecture*
<u>Unit: 2 = Types of Teaching (Concept and Characteristics)</u> • *Micro-teaching and Micro lesson* • *Simulated teaching* • *Integrated teaching*	***SKN***	***4*** ***4*** ***4***	*Demonstration* *Lecture* *Story telling*
<u>Unit: 3 = Skills of Teaching (Basic Concept)</u> • *Nature and definition of skills of teaching* • *Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement* • *Phases of teaching: Pre-active, Inter-active, Post-active*	***SKN***	***4*** ***4*** ***4***	*Demonstration* *Lecture* *Interactive*
<u>Unit: 4 = Learning Design (LD)</u> • *Concept and importance of learning design in teaching* • *Steps of learning design* • *Qualities of good learning design*	***SKN***	***4*** ***4*** ***4***	*Demonstration* *Lecture* *Interactive*
	Total class hour	***48***	

TEACHING PLAN (Education General)

Academic Session 2018-2019

Under CBCS System

Semester 1(July-December)
CC/GE – 1
Introduction to Education

CC/GE-1	***Teacher***	***Class hour***	***Teaching Method***
Unit- I = Concept of Education • *Narrow and broader concept of education* • *Meaning, nature and scope of education.* • *Aims of education – individual, social, vocational and democratic.* • *Aims of modern education with special reference to Delor's Commission.*	***SKN***	***2*** ***3*** ***4*** ***6***	***Heuristic Method***
Unit- 2 = Factors of Education • *Child / learner: influence of heredity and environment on the learner* • *Teacher: qualities and duties of a good teacher* • *Curriculum- concept and types* • *Co-curricular activities: meaning, values and significance* • *Educational institutions: informal, formal and non-formal, their interrelation*	***SRB***	***2*** ***2*** ***2*** ***3*** ***6***	***Demonstration Method***
Unit- 3 = Agencies of Education • *Home* • *School* • *State* • *Mass-media- television, radio, cinema and newspaper*	***SRB***	*2* *2* *2* *4*	***Discussion, Story telling Method***
Unit- 4 = Child Centricism and Play-way in Education • *Concept of child centricism in education* • *Characteristics and significance of child centricism in education* • *Concept of play and work.* • *Characteristics of play way in Education, Kindergarten, Montessori, Project method.*	***SKN***	***1*** ***3*** ***3*** ***6***	***Heuristic Method***
	Total class hour	***53***	

Semester 2(January-June)
CC/GE – 2

Psychological Foundation of Education

CC/GE-2	***Teacher***	***Class Hour/ Domain***	***Teaching Method***
Unit: 1 = Relation between Psychology and Education • *Meaning and definition of Psychology* • *Meaning and definition of Education* • *Relation between Psychology and education* • *Nature, scope and significance of educational psychology*	***RJ***	***1*** ***1*** ***2*** ***4*** *Cognitive*	***Demonstration Method***
Unit: 2 = Stages and types of human development and their educational significance • *Piaget's cognitive development theory* • *Erikson's psycho-social development theory* • *Kohlberg's moral development theory* • *Vygotsky's social development theory and Bandura's Social Learning Theory*	***SKN***	***3*** ***3*** ***3*** ***6*** ***Cognitive Psychomotor***	***Experiential Interactive Method***
Unit: 3 = Learning: concept and theories • *Concept and characteristics of learning* • *Theories: Connectionism(Trial and error, classical, operant conditioning)* • *Insightful learning* • *Memorization and Forgetting: Process of memorization ,causes of forgetting economical ways of improving memorization*	***SRB***	***2*** ***6*** ***2*** ***3*** ***Cognitive Effective Psychomotor***	***Experiential Interactive Method***
Unit: 4 = Intelligence • *Concept of intelligence* • *Theories of Intelligence by Spearman, Thorndike and Guilford* • *Types and uses of intelligence tests* • *Concept of Emotional Intelligence and E.Q*	***TKD***	***1*** ***6*** ***3*** ***2*** ***Cognitive***	***Demonstration Discussion Method***
	Total class hour	***48***	

Academic Session 2019-2020

Semester 1(July-December)
CC/GE – 1
Introduction to Education

CC/GE-1	***Teacher***	***Class hour***	***Teaching Method***
Unit- I = Concept of Education • *Narrow and broader concept of education* • *Meaning, nature and scope of education.* • *Aims of education – individual, social, vocational and democratic.* • *Aims of modern education with special reference to Delor's Commission.*	***SKN***	***2*** ***3*** ***4*** ***6***	***Heuristic Method***
Unit- 2 = Factors of Education • *Child / learner: influence of heredity and environment on the learner* • *Teacher: qualities and duties of a good teacher* • *Curriculum- concept and types* • *Co-curricular activities: meaning, values and significance* • *Educational institutions: informal, formal and non-formal, their interrelation*	***SRB***	***2*** ***2*** ***2*** ***3*** ***6***	***Demonstration Method***
Unit- 3 = Agencies of Education • *Home* • *School* • *State* • *Mass-media- television, radio, cinema and newspaper*	***SRB***	*2* *2* *2* *4*	***Discussion, Story telling Method***
Unit- 4 = Child Centricism and Play-way in Education • *Concept of child centricism in education* • *Characteristics and significance of child centricism in education* • *Concept of play and work.* • *Characteristics of play way in Education, Kindergarten, Montessori, Project method.*	***SKN***	***1*** ***3*** ***3*** ***6***	***Heuristic Method***
	Total class hour	***53***	

Semester 3(July-December)

Sociological Foundation of Education

CC/GE-3	***Teacher***	***Class hour***	***Teaching Method***
Unit-I = Introductory Concept of Sociology of Education • *Meaning and definition of Sociology of Education* • *Relation between Sociology and Education* • *Nature of Sociology of Education* • *Scope of Sociology of Education*	***SRB***	***3*** ***2*** ***2*** ***2***	***Heuristic Method***
Unit-2 = Social Groups • *Social Groups : meaning and definition* • *Types of Social groups – Primary, Secondary and Tertiary* • *Socialization Process: Concept* • *Role of the family and school in Socialization process*	***SKN***	***2*** ***6*** ***1*** ***3***	***Participatory, Informative Method***
Unit-3 = Social Change and Education • *Concept of Social Change* • *Interrelation between Social change and Education* • *Social stratification and Social Mobility* • *Social interaction Process*	***SRB***	***2*** ***2*** ***4*** ***2***	***Demonstration Method***
Unit-4 = Social Communication in Education • *Social Communication : Concept* • *Informal agencies of social communication* • *Inter relation between Culture, religion and Education.* • *Inter relation between Technology, Economy and Education.*	***SKN***	***2*** ***4*** ***4*** ***4***	***Interactive, Informative Method***

	Total class hour	***45***	

Semester – 3
SEC – A2
Skill for Democratic Citizenship

SEC-A2	***Teacher***	***Class hour***	***Teaching Method***
<u>Unit 1: Rights and duties in Indian Constitution</u> • *Democratic rights* • *Fundamental Rights* • *Duties of citizenship*	***SKN***	*4* *4* *4*	*Lecture* *Demonstration* *Interactive*
<u>Unit 2 = Protection of Children</u> • *Child protection - concept and need.* • *Child Rights – concept, classification and need* • *Legal actions –POCSO*	***SKN***	***4*** ***4*** ***4***	*Lecture* *Demonstration* *Interactive*
<u>Unit 3 = Domestic Harmony</u> • *Domestic violence – definition and types* • *Protection of Women from Domestic Violence Act, 2005 – basic features* • *Protection of males in DVA 2005*	***SRB***	***4*** ***4*** ***4***	*Heuristic* *Story telling*
Unit 4 = Role of Education to ensure: • *Rights and duties in Indian Constitution* • *Protection of Children* • *Democratic harmony*	***SRB***	***4*** ***4*** ***4***	*Heuristic* *Story telling*
	Total class hour	***48***	

Semester 2(January-June)
CC/GE-2

Psychological Foundation of Education

CC/GE-2	***Teacher***	***Class hour***	***Teaching Method***
Unit: 1 = Relation between Psychology and Education • *Meaning and definition of Psychology* • *Meaning and definition of Education* • *Relation between Psychology and education* • *Nature, scope and significance of educational psychology*	***RJ***	***1*** ***1*** ***2*** ***4***	***Interactive Method***
Unit: 2 = Stages and types of human development and their educational significance • *Piaget's cognitive development theory* • *Erikson's psycho-social development theory* • *Kohlberg's moral development theory* • *Vygotsky's social development theory and Bandura's Social Learning Theory*	***SKN***	***3*** ***3*** ***3*** ***6***	***Demonstrative Method***
Unit: 3 = Learning: concept and theories • *Concept and characteristics of learning* • *Theories: Connectionism(Trial and error, classical, operant conditioning), Insightful learning* • *Memorization and Forgetting: Process of memorization ,causes of forgetting, economical ways of improving memorization*	***SRB***	***2*** ***6*** ***2*** ***3***	***Demonstrative/Participatory Method***
Unit: 4 = Intelligence • *Concept of intelligence* • *Theories of Intelligence by Spearman, Thorndike and Guilford* • *Types and uses of intelligence tests*	***TKD***	***1*** ***6*** ***3*** ***2***	***Demonstrative/Interactive Method***

• *Concept of Emotional Intelligence and E.Q*			
	Total class hour	***48***	

Semester – 4(January-June)

CC/GE-4

Inclusive Education

CC/GE-4	***Teacher***	***Class hour***	***Teaching Method***
➢ ***Unit 1 = Inclusion overview*** • *Meaning of inclusion and inclusive society* • *Exclusion and inclusion: concept and overview* • *Obstacles / barriers and inclusion* • *Elements necessary for creating an inclusive society*	***RJ***	***3*** ***3*** ***3*** ***3***	***Demonstrative /Interactive Method***
Unit 2= differently abled • *Concept of impairment, disability and handicap* • *Types of disabilities – orthopedic, visual, auditory, cerebral palsy, intellectual, autism, learning disability (only definition and there specific problem)* • *General causes of disibilitys* • *Role of school and society in creating a barrier free environment*	***SRB***	***3*** ***6*** ***2*** ***2***	***Demonstrative/Interactive Method***
Unit 3 = socially disabled • *Concept of SC,ST and OBC groups* • *Concept of gender and sexuality* • *Causes of social exclusion* • *Understanding social inclusion : role of education*	***TKD***	***3*** ***2*** ***2*** ***3***	***Demonstrative/Participatory Method***

➢ ***Unit 4 = educational reforms for inclusive society*** • *Building an inclusive school : desired changes in system ,structure , practice and culture* • *Education for multicultural society* • *Education for peaceful coexistence* • *Role of Informal agencies (like mass media etc) in building an inclusive society*	***SKN***	***4*** ***2*** ***2*** ***3***	***Demonstrative/Interactive Method***
Total class hour		***46***	

Semester – 4
SEC – B1
Teaching Skill

SEC – B1	***Teacher***	***Class hour***	***Teaching Method***
<u>Unit: 1 = Understanding Teaching</u> • *Concept and definition of Teaching* • *Nature of teaching and characteristic factors affecting teaching* • *Relation between teaching and training*	***SKN***	*4* *4* *4*	*Demonstration* *Lecture*
<u>Unit: 2 = Types of Teaching (Concept and Characteristics)</u> • *Micro-teaching and Micro lesson* • *Simulated teaching* • *Integrated teaching*	***SKN***	***4*** ***4*** ***4***	*Demonstration* *Lecture* *Story telling*
<u>Unit: 3 = Skills of Teaching (Basic Concept)</u> • *Nature and definition of skills of teaching* • *Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement* • *Phases of teaching: Pre-active, Inter-active, Post-active*	***SKN***	***4*** ***4*** ***4***	*Demonstration* *Lecture* *Interactive*

Unit: 4 = Learning Design (LD) • *Concept and importance of learning design in teaching* • *Steps of learning design* • *Qualities of good learning design*	***SKN***	***4*** ***4*** ***4***	*Demonstration* *Lecture* *Interactive*
	Total class hour	***48***	