

TEACHING PLAN (EDUCATION HONOURS)

Academic Session 2015-2016

Under (1+1+1)-System

Part-I

Paper-I

PHILOSOPHICAL FOUNDATION OF EDUCATION AND CONTRIBUTION OF GREAT EDUCATORS

Group - A Philosophical foundation of education	Teacher	Class Hour /Domain	Teaching Method
MODULE-1 1. Concept and aims of modern education with special reference to Delor's commission (UNESCO, 1997) 2. Child centric and Life centric education. 3. Functions and scope of education-Individual and social perspective. Education for Human Resource development. 4. Education as propagation of values.	BD	4/Cognitive/Affective 4/ 9/ 3/	Demonstration Method
MODULE-II 5. Role of Philosophy in Education. 6. Schools of philosophy and their influence on education: Idealism, Naturalism, and Pragmatism. 7. Schools of Indian Philosophy *** Basic features and Influence on Education- a) Vedic schools (Sankhya, yoga, Nyaya) b) Non-Vedic schools (Charvak, Buddhist, Jain)	BD	2 3+3+3=9 2+2+2=6 2+2+2=6	Heuristic Discussion Method
Group – B CONTRIBUTION OF GREAT EDUCATORS	Teacher	Class hour /Domain	Teaching Method
MODULE-I 1. Rousseau. 2. Froebel 3. Montessori 4. Bertrand Russell.	BD	6/ 5/Cognitive/Affective 5/ 4/	Heuristic Interactive Method

MODULE-II 5. Dewey. 6. Rabindranath Tagore 7. Vivekananda	KM	7 7 6	Demonstration Method
Total class hour		83	

PAPER-II

PSYCHOLOGICAL FOUNDATION OF EDUCATION

GROUP-A DEVELOPMENTAL ASPECTS OF PSYCHOLOGY	Teacher	Class Hour/ Domain	Teaching Method
MODULE-I 1. Introduction to Psychology, relation between education and Psychology. Different perspectives of psychology (Biological, Cognitive, Developmental, Associationist – A brief overview). 2. Personality development. Psychoanalytical theory of Personality, Erikson's Stages of Psycho-social development.	SRB	4 2+2+ 2+2= 8 2+3+ 3 = 8 Cognitive/ Psychomotor	Interactive, Discussion Method
MODULE-II 3. Stages and types of Development and their Educational significance: a) Physical and motor development, Factors affecting Physical and motor development. b) Cognitive development, brief outline of Piaget's theory of Cognitive development. c) Emotional development, Common patterns, Emotional balance and Emotional Quotient. d) Moral development, Theories of Piaget and Kohlberg.	SRB	2+2=4 2+4=6 2+2+ 2+2= 8 3+3=6	Demonstration Experimental/Interactive Method
GROUP-B Cognitive approach	Teacher	Class Hour/ Domain	Teaching Method
MODULE –I 1) Neural basis of cognition: Neuron – structure and electrical Potentials, synaptic transmission, structure and functions of human brain, Neuro –endocrinal system. 2) Perception: Factors influencing perception, role in cognition. 3) Attention: Selective and divided attention. Role of attention in the Cognitive process. Factors of attention. 4) Memory: acquisition, storage and retrieval of information.	SRB	2+2+ 2+2=8 2+2=4 Cognitive/ Psychomotor/Affective	Experiential Discussion Reflective

Sensory memory, short term and long term memory, forgetting.		1+2+2= 5 7	
MODULE-II 5) Motivation: types and factors. 6) Learning: Laws of learning, classical and operant conditioning. Insight learning, concept learning, Bandura's social learning theory Transfer of learning: Concept and application. 7) Intelligence : Theories of intelligence –Spearman, Thurston, Guilford and Gardener.	BRP	2+2 = 4 2+2+2+2= 8 2 2+2+2+2= 8	Lecture & Demonstration Method
Total class hour		90	

Part-II

Paper-III

DEVELOPMENT OF EDUCATION IN INDIA

GROUP –A Education in Ancient, Medieval and British India.	Teacher	Class Hour/ Domain	Teaching Method
MODULE – I 1. Synoptic study of Brahmanic, Buddhist and Islamic Education in Ancient and Medieval India with respect to (Aims and Objectives ,Subject of study ,Methods of teaching including teacher – Pupil relationship, Evaluation ,Centre of Learning, Education of woman) ➤ Bramhanic ➤ Buddhist ➤ Islamic education 2. Brief outline of events relating education from 1757 to 1947 ➤ Missionaries activities (Srirampur Trio) ➤ Charter Act of 1813 ➤ Bengal Renaissance – Contribution of Rammohan Ray H.L.V. Derozio. And Vidyasagar. ➤ Adams Report. ➤ Anglicist –Orientalist controversy – Macaulay's Minute &	BD	4 4 4 3 1 6 2 4 2	Story telling/Discussion,/Interactive Method

Bentinck's resolution. Wood dispatch (Recommendations only)		Cognitive	
MODULE –II Brief outline of <ul style="list-style-type: none"> ➤ Hunter Commission 1882-83 (Primary and Secondary Education) ➤ Curzon Policy (Quantitative development of Primary education, Quantitative and Qualitative development of Secondary education, Qualitative development of Higher education) ➤ National Education Movement (cause and effect) ➤ Calcutta University Commission (1917-1919) ➤ Basic Education (concept & development) ➤ Sargent Plan 	KM	3 4 2 2 2 1	Discussion Method
GROUP –B Development of Education after 1947	Teacher	Class hour	Teaching Method
MODULE-I 1. Constitutional provision for Education in India 2. Brief outline of the recommendations made by different Education Commission: <ul style="list-style-type: none"> ➤ University Education Commission (1948-49) (Aims of Higher education & Rural University) ➤ Secondary Education Commission (1952-53) (Aims, Structure & Curriculum of Secondary education) ➤ Indian Education Commission (1964-66) 	BD	4 4 5 7	Demonstration/Interactive/Group Discussion Method
MODULE-II 3. National Policy on Education (1986) 4. Current issues in education: <ul style="list-style-type: none"> ➤ Equalization of Education Opportunities. ➤ Programmes on Universal Elementary Education (DPEP & SSA) ➤ Non-formal education and alternative schooling, Education of women 	BRP	7 5 4 5 Cognitive/ Affective domain	Demonstration Method
Total class hour		85	

PAPER –IV
SOCIOLOGICAL FOUNDATION OF EDUCATION
AND
EDUCATIONAL ORGANIZATION & MANAGEMENT.

GROUP-A Sociological Foundation of Education	Teacher	Class Hour/ Domain	Teaching Method
MODULE-I 1. Sociological Foundation of Education-Sociology of education Nature, Scope, Method of Study. 2. Society and Education- (a) Society: its origin and factors and their influences on education (population, Location, religion, class, culture, technology, Economy) (b) Impact of different political systems on education (capitalism and socialism). 3. Social groups and education (a) Social groups (primary, Secondary and tertiary) (b) Socialization: the role of the family and school.	SRB	2+1+ 1+1=5 1+1+1+1+ 1+1+1=7 3 1+1+1=3 1+1=2 Cognitive Affective	Discussion, Interactive Method
MODULE-II 4. Social change and Education- (a) Social change: Its definition and role of education (b) Social change in India (Sankritization, Westernization, Modernization and Globalization). 5. Education and Social Communications- Informal agencies of Social Communication. 6. Education and Contemporary Social Issues (a) Unemployment. (b) Poverty (c) National Disintegration (d) Population explosion.	BD	1+1=2 2+2+2+2=8 3 2 2 2 2 Cognitive/ Affective Domain	Demonstration/Interactive Method

GROUP – B Educational organization & Management	Teacher	Class Hour/Domain	Teaching Method
MODULE- I 1. Principles of Educational organization: Concept of School organization it's principle. (3 class hour) 2. Aspects of school Organization – (a) School Plant, building, Equipment, Sanitation, Playground, Workshop, library, Computer Room . (b) Midday meal, School medical service, co-curricular activities. (c) Inclusive education. 3. Educational Management and Administration Difference between the two administrations at different levels (Primary, Secondary and Tertiary) Board of Secondary Education, Council of H.S Education, Council of Higher education.	SRB	3 1+1+1+1+1+1+1=7 1+1+1=3 1 2 1+1+1=3 3 Cognitive/Affective Domain	Discussion/Interactive Method
MODULE- II 4. Concept of educational management-Meaning, nature, need and scope, Role of Educational manager. 5. Types of Educational Management Autocratic, Democratic, Lassie- Fair supervision Educational Planning-Meaning, need and significance of educational planning. Types and strategies of educational planning. Steps in Educational planning Institutional Planning	BRP	1+1+1+1+3= 7 1+1+1=3 1+1+1=3 3 1 1/Cognitive/Affective	Discussion Method
Total class hour		77	

Part –III

PAPER- V

PSYCHOLOGY OF ADJUSTMENT AND EDUCATIONAL GUIDENCE & COUNCELLING

GROUP – A Psychology of adjustment	Teacher	Class hour/ Domain	Teaching Method
MODULE – I 1. Concept of adjustment- ➤ adjustment and adaptability ➤ homeostasis ➤ Psychodynamic concept of adjustment ➤ socio-cultural concept: Criteria of good adjustment 2. Maladjustment- ➤ meaning of maladjustment ➤ Conflict Frustration ➤ Manifestation of maladjustment in Childhood and adolescence – a synoptic view of problem behaviours 3. General causes of mal adjustment- ➤ Biological and Environmental role of parent and educational institution in promoting mental health	SRB	1 1 2 2 1 1 1 2 2 3 3 Cognitive Psychomot or Affective	Experiential,/Interactive, Group Discussions ,Real life examples Method

MODULE - II 4. Stress, stressors- ➤ personal and environmental stress (2 class hour) ➤ coping strategies and therapies- behavior (2 class hour) cognitive (2 class hour) humanistic (2 class hour) 5.Multi axial classification of mental disorders- ➤ DSM IV Axis I and Axis II category (2 class hour) Schizophrenia (2 class hour) anxiety disorder (2 class hour) depressive disorder (2 class hour) substance abuse (2 class hour) Personality disorder (2 class hour)	SRB	2 2 2 2 2 2 2 2 2 2 Psychomot or ,Affective	Interactive/Discussion Method
GROUP-B Educational guidance and counseling.	Teacher	Class Hour/Domain	Teaching Method
MODULE- I 1. Concept of guidance- ➤ meaning and nature of guidance ➤ different forms of Guidance (group and individuals) ➤ Types of Guidance (educational, vocational) 2. Counseling- meaning types and techniques- directive, non-directive, eclectic ➤ individual and group counseling ➤ 3. Identification and guidance for special learners- ➤ gifted, slow learners, learner with learning disabilities, MR/ mentally challenged	SRB	2 2 2+2=4Affective/Emotional 2 1+1+1=3 2 1+1+2+2=6	Interactive/Discussion/Roleplaying Discussion/Interactive/Role-playing Method
MODULE-II 4. Basic data necessary for Guidance – pupil courses, vocation- tools and Techniques of collecting Information on pupils (class hour) Intelligence test, Personality test,	SRB	2+2+2+2+2	Interactive/Group Discussion

Interest inventory, Aptitude test, CRC, Case study, ARC ➤ Courses and occupations- Dissemination of information on courses and occupation prospectus, career Conference, pamphlets, newspaper, periodicals		+2+1+1+1=15 2+1+1+1+1=6 Cognitive/ Affective	Method
Total class hour		81	

PAPER –VI
EVALUATION IN EDUCATION

GROUP – A	Teacher	Class Hour/ Domain	Teaching Method
MODULE-I 1. Educational Measurement and Evaluation- Concept, Scope, Needs. 2. Tools and Techniques of Evaluation a) Test: Types, use of Norm- Referenced test and Criterion- Referenced test essay type and objective type tests b) Observation- Concept and Use c) Inquiry - concept and use d) Cumulative Record Card – concept and Use	BD	2 1 2 4 2 2 2 2 2, /Cognitive	Demonstration Experimental Method
MODULE - II 3. Scales of Measurement- Nominal, Ordinal, Interval, Ratio 4. Criteria of Standardized test a) Validity b) reliability C) objectivity d) Usability e) Norms 5. Construction of a Standardized Achievement Test	BD	4 2+2+2+2+2=10 6 Cognitive/Affective	Lecture & Demonstration Method
GROUP -B Statistics in Education	Teacher	Class hour	Teaching Method

MODULE -I 1. Statistics- Use in Education 2. Organization and Graphical Representation of data – Pie Chart, Bar diagram, Histogram, Frequency polygon, Ogive Measures of Central tendency – Mean, Median, Mode- Calculation and application 4. Measures of Variability – Range, Quartile Deviation, Standard Deviation Calculation and application	BD	1 2+2+2+ 2+2=8 2+2+2=6 2+2+2=6 Cognitive	Experimental & Demonstration Method
Module-II 5. Percentile and percentile rank- Calculation and application Including graphical representation 6. Characteristics of Normal curve. 7. Skewness and Kurtosis – Concept. 8. Concept of Z – Score – Calculation and use.	BD	2 4 2 2 2 2+2=4	Lecture & Demonstration Method
Total class hour		90	

GROUP – A Educational Technology	Teacher	Class Hour/ Domain	Teaching Method
MODULE-I 1. Concepts need and scope of educational technology. 2. Systems approach to education: <i>Definition of systems</i> <i>need for systems approach</i> <i>classification of systems</i> <i>Components of a System.</i> 3. Computer and its role in education. 4. Use of media in education: Audio (Radio & Tape) <i>Visual (Projector)</i> <i>Audio-visual (T.V. & CCTV).</i> 5. Models of teaching: <i>Nature</i> <i>Concepts and different families of Teaching Models</i> <i>advantages of the use of Models of Teaching</i>	BRP	1+1+1=3 1 2 2 2 1+1=2 1+1=2 1 1+1=2 1 4 2 Cognitive Affective	Discussion & Demonstration Method
MODULE –II 6. Communication and educational technology: <i>Components of Communication process</i> <i>role of communication in effective teaching-learning process</i> <i>Factors affecting classroom communication</i> 7. Instructional techniques: Mass instructional techniques (basic concepts only) <i>Personalized techniques – Programmed learning</i> <i>Mastery Learning</i> <i>Microteaching (basic concepts)</i> 8. Distance education: <i>Concepts</i> <i>types and usefulness</i> <i>Application of technology in Distance education</i>	BRP	2 2 2 2 2 2 2 2 2 2 2 Cognitive / Affective	Lecture & Demonstration Method
GROUP-B Curriculum Studies.	Teacher	Class Hour/ Domain	Teaching Method

<p>MODULE -I</p> <p>1. Concept of curriculum: Explicit Curriculum, Hidden Curriculum. Nature of Curriculum Bases of Curriculum: Philosophical Sociological & Psychological.</p> <p>2. Systems Approach to Curriculum</p> <p>3. Objectives of curriculum: Need to form objectives of curriculum Sources of objectives of the curriculum: Society, discipline, needs of students.</p> <p>4. Bloom's Taxonomy of educational objectives: an overview (Cognitive & Affective domains) with examples.</p>	<p>BRP</p>	<p>1 2+2=4 1 1+1+1=3 2 1 1+1+1=3 5 Cognitive/ Effective</p>	<p>Heuristic Method</p>
<p>MODULE -II</p> <p>5. Determinants of content selection: culture based, Knowledge based, Need based.</p> <p>6. Curriculum transaction: Bruner's Theory of Instruction and learning.</p> <p>7. Curriculum evaluation: meaning and utility Sources and means of curriculum evaluation Formative and Summative evaluation.</p>	<p>BRP</p>	<p>2+2+2=6 4 1+1=2 1+1=2 2+2=4 Cognitive Affective</p>	<p>Heuristic Method Discussion</p>
<p>Total class hour</p>		<p>82</p>	

GROUP-A Comparative Education.	Teacher	Class Hour/ Domain	Teaching Method
Module – I Any one country from UK. USA. China. 1. Concept, meaning, scope of Comparative Education. 2) Various issues of the Indian educational system with special reference <i>to school education in comparison with one of the above mentioned countries:</i> a) Structure of education b) Administration	KM	2+2=4 6 6 Affective	Lecture & Class discussion Method
Module – II Various issues of the Indian educational system with special reference <i>to school education in comparison with one of the above mentioned countries.</i> a) Curriculum (5 class hour) b) Examination (5 class hour) c) Teacher education (4 class hour) d) Education for all (4 class hour) e) Distance education and open learning (3class hour)	KM	5 5 4 4 3	Class discussion Method
GROUP-B Practical	Teacher	Class hour	Teaching Method
A. Statistics Practical Lecture hours B. Pedagogy practical. A. statistics: The students are expected to collect relevant data from their colleges or neighborhood (minimum sample size must be 50) for the following: 1. Determination of central tendencies and standard deviation. 2. Graphical representation of data: Bar chart, frequency polygon, Cumulative Frequency curve and location of median and quartile therein. 3. determination of types of association between two sets of data by drawing Scatter diagram (linear relations only). B. Pedagogy. 1. Determination of memory span 2. Index of complete learning / capacity of memorization 3. Comparison of recall and recognition as modes of measuring retention	BD	2 8 12 4	Demonstration Method
	SRB	8 8 8	Demonstration & Experimental Method

Total number of classes	89	
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Academic Session 2016-2017
Under (1+1+1)-System

Part-I

Paper-I

PHILOSOPHICAL FOUNDATION OF EDUCATION AND CONTRIBUTION OF GREAT EDUCATORS

Group - A Philosophical foundation of education	Teacher	Class Hour/ Domain	Teaching Method
MODULE-1 1. Concept and aims of modern education with special reference to Delor's commission (UNESCO, 1997) 2. Child centric and Life centric education. 3. Functions and scope of education-Individual and social perspective. Education for Human Resource development. 4. Education as propagation of values.	BD	4 4 9 3 Cognitive/ Effective	Demonstration / Heuristic Method
MODULE-II 5. Role of Philosophy in Education. 6. Schools of philosophy and their influence on education: Idealism, Naturalism, and Pragmatism. 7. Schools of Indian Philosophy *** Basic features and Influence on Education- a) Vedic schools (Sankhya, yoga, Nyaya) b) Non-Vedic schools (Charvak, Buddhist, Jain)	BD	2 3+3+3=9 2+2+2=6 2+2+2=6 Cognitive Effective	Demonstration Discussion Method
Group – B CONTRIBUTION OF GREAT EDUCATORS	Teacher	Class hour Domain	Teaching Method

MODULE-I 1. Rousseau. 2. Froebel 3. Montessori 4. Bertrand Russell.	BD	6 5 5 4 Cognitive/ Effective	Lecture/ Heuristic Method
MODULE-II 5. Dewey. 6. Rabindranath Tagore 7. Vivekananda	KM	7 7 6	Demonstration Method
Total class hour		83	

PAPER-II

PSYCHOLOGICAL FOUNDATION OF EDUCATION

GROUP-A DEVELOPMENTAL ASPECTS OF PSYCHOLOGY	Teacher	Class Hour/ Domain	Teaching Method
MODULE-I 1. Introduction to Psychology, relation between education and Psychology. Different perspectives of psychology (Biological, Cognitive, Developmental, Associationist – A brief overview). 2. Personality development. Psychoanalytical theory of Personality, Erikson's Stages of Psycho-social development.	SRB	4 2+2+ 2+2= 8 2+3+3 = 8 Cognitive/ Psychomotor	Discussion, Demonstration/ Method
MODULE-II 3. Stages and types of Development and their Educational significance: a) Physical and motor development, Factors affecting Physical and motor development. b) Cognitive development, brief outline of Piaget's theory of Cognitive development. c) Emotional development, Common patterns, Emotional balance and Emotional Quotient. d) Moral development, Theories of Piaget and Kohlberg.	SRB	2+2=4 2+4=6 2+2+ 2+2= 8 3+3=6 Cognitive/ Psychomotor/ Effective	Discussion/Interactive & Demonstration Method
GROUP-B Cognitive approach	Teacher	Class Hour/	Teaching Method

		Domain	
MODULE –I 1) Neural basis of cognition: Neuron – structure and electrical Potentials, synaptic transmission, structure and functions of human brain, Neuro –endocrinal system. 2) Perception: Factors influencing perception, role in cognition. 3) Attention: Selective and divided attention. Role of attention in the Cognitive process. Factors of attention. 4) Memory: acquisition, storage and retrieval of information. Sensory memory, short term and long term memory, forgetting.	SRB	2+2+ 2+2=8 2+2=4 1+2+2= 5 7 Cognitive Effective Psychomotor	Demonstration Method Discussion Interactive Participatory
MODULE–II 5) Motivation: types and factors. 6) Learning: Laws of learning, classical and operant Conditioning. Insight learning, concept learning, Bandura’s social learning Transfer of learning: Concept and application. 7) Intelligence : Theories of intelligence –Spearman, Thurston, Guilford and Gardener.	BRP	2+2 = 4 2+2+ 2+2=8 2 2+2+2+2=8 Cognitive/ Effective	Discussion Demonstration Participatory Method
Total class hour		90	

Part-II
Paper-III
DEVELOPMENT OF EDUCATION IN INDIA

GROUP –A Education in Ancient, Medieval and British India.	Teacher	Class Hour/ Domain	Teaching Method
MODULE – I 1. Synoptic study of Brahmanic, Buddhist and Islamic Education in Ancient and Medieval India with respect to (Aims and Objectives ,Subject of study ,Methods of teaching including teacher – Pupil relationship,Evaluation ,Centre of Learning, Education of woman) ➤ Bramhanic ➤ Buddhist ➤ Islamic education 2. Brief outline of events relating education from 1757 to 1947 ➤ Missionaries activities (Srirampur Trio) ➤ Charter Act of 1813 ➤ Bengal Renaissance – Contribution of Rammohan Ray H.L.V. Derozio. And Vidyasagar. ➤ Adams Report. ➤ Anglicist –Orientalist controversy – Macaulay’s Minute & Bentinck’s resolution. Wood dispatch (Recommendations only)	BD	4 4 4 3 1 6 2 4 2 Cognitiv e Effectiv e	Demonstra tion/Heuris tic Method
MODULE –II Brief outline of ➤ Hunter Commission 1882-83 (Primary and Secondary Education) ➤ Curzon Policy (Quantitative development of Primary education, Quantitative and Qualitative development of Secondary education, Qualitative development of Higher education) ➤ National Education Movement (cause and effect) ➤ Calcutta University Commission (1917-1919)	KM	3 4 2 2	Demonstra tion/Lectur e Method

➤ Basic Education(concept & development) ➤ Sargent Plan		2 1 Cognitive	
GROUP –B Development of Education after 1947	Teacher	Class hour Domain	Teaching Method
MODULE-I 1. Constitutional provision for Education in India 2. Brief outline of the recommendations made by different Education Commission: ➤ University Education Commission (1948-49) (Aims of Higher education & Rural University) ➤ Secondary Education Commission (1952-53) (Aims, Structure & Curriculum of Secondary education) ➤ Indian Education Commission (1964-66)	BD	4 4 5 7 Cognitive/Effective	Demonstration Method
MODULE-II 3. National Policy on Education (1986) 4. Current issues in education: ➤ Equalization of Education Opportunities. ➤ Programmes on Universal Elementary Education (DPEP & SSA) ➤ Non-formal education and alternative schooling, Education of women	BRP	7 5 4 5 Cognitive/Effective	Demonstration/Discussion Method
Total class hour		85	

PAPER –IV
SOCIOLOGICAL FOUNDATION OF EDUCATION
AND
EDUCATIONAL ORGANIZATION & MANAGEMENT.

GROUP-A Sociological Foundation of Education	Teacher	Class Hour/ Domain	Teaching Method
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<p>MODULE-I</p> <p>1. Sociological Foundation of Education-Sociology of education Nature, Scope, Method of Study.</p> <p>2. Society and Education- (a) Society: its origin and factors and their influences on education (population, Location, religion, class, culture, technology, Economy) (b) Impact of different political systems on education (capitalism and socialism).</p> <p>3. Social groups and education (a) Social groups (primary, Secondary and tertiary) (b) Socialization: the role of the family and school.</p>	<p>SRB</p>	<p>2+1+ 1+1=5</p> <p>1+1+1+1 + 1+1+1=7</p> <p>3</p> <p>1+1+1=3 1+1=2 Cognitive/ Effective</p>	<p>Demonstration Discussion Method</p>
<p>MODULE-II</p> <p>4. Social change and Education- (a) Social change: Its definition and role of education (b) Social change in India (Sankritization, Westernization, Modernization and Globalization).</p> <p>5. Education and Social Communications- Informal agencies of Social Communication.</p> <p>6. Education and Contemporary Social Issues (a) Unemployment. (b) Poverty (c) National Disintegration (d) Population explosion.</p>	<p>BD</p>	<p>1+1=2</p> <p>2+2+2+2 =8</p> <p>3 Cognitive</p> <p>2 2</p> <p>2 2 Cognitive /Effective</p>	<p>Demonstration</p> <p>Discussion/Participatory Method</p>
<p>GROUP – B Educational organization & Management</p>	<p>Teacher</p>	<p>Class Hour/ Domain</p>	<p>Teaching Method</p>

<p>MODULE- I</p> <p><i>1. Principles of Educational organization: Concept of School organization it's principle. (3 class hour)</i></p> <p><i>2. Aspects of school Organization –</i> <i>(a) School Plant, building, Equipment, Sanitation. ,Playground, Workshop, library, Computer Room .</i> <i>(b) Midday meal, School medical service, co-curricular activities.</i> <i>(c) Inclusive education.</i></p> <p><i>3. Educational Management and Administration</i> <i>Difference between the two administrations at different levels (Primary, Secondary and Tertiary)</i> <i>Board of Secondary Education, Council of H.S Education, Council of Higher education.</i></p>	<p>SKN</p>	<p>3</p> <p><i>1+1+1+1</i> <i>+</i> <i>1+1+1=7</i></p> <p><i>1+1+1=3</i> <i>1</i></p> <p>2</p> <p><i>1+1+1=3</i></p> <p>Cognitive / Affective</p>	<p>Demonstration Discussion Method</p>
<p>MODULE- II</p> <p><i>4. Concept of educational management- Meaning, nature, need and scope, Role of Educational manager.</i></p> <p><i>5. Types of Educational Management</i> <i>Autocratic, Democratic, Lassie- Fair supervision</i> <i>Educational Planning- Meaning, need and significance of educational planning.</i> <i>Types and strategies of educational planning.</i> <i>Steps in Educational planning</i> <i>Institutional Planning</i></p>	<p>BRP</p>	<p><i>1+1+1+1+3= 7</i></p> <p><i>1+1+1=3</i></p> <p><i>1+1+1=3</i> 3 1 1 Cognitive Effective</p>	<p>Demonstration/ Discussion Method</p>
<p>Total class hour</p>		<p>77</p>	

Part –III
PAPER- V

PSYCHOLOGY OF ADJUSTMENT AND EDUCATIONAL GUIDENCE & COUNCELLING

GROUP – A Psychology of adjustment	Teacher	Class hour/ Domain	Teaching Method
MODULE – I 1. Concept of adjustment- ➤ adjustment and adaptability ➤ homeostasis ➤ Psychodynamic concept of adjustment ➤ socio-cultural concept: Criteria of good adjustment 2. Maladjustment- ➤ meaning of maladjustment ➤ Conflict Frustration ➤ Manifestation of maladjustment in Childhood and adolescence – a synoptic view of problem behaviours 3. General causes of mal adjustment- ➤ Biological and Environmental role of parent and educational institution in promoting mental health	SRB	1 1 2 2 1 1 1 2 2 3 3 Cognitive Psychomotor Effective	Discussion Participatory Interactive Role Playing Method
MODULE - II 4. Stress, stressors- ➤ personal and environmental stress ➤ coping strategies and therapies- behavior cognitive humanistic 5. Multi axial classification of mental disorders- ➤ DSM IV Axis I and Axis II category Schizophrenia anxiety disorder depressive disorder substance abuse Personality disorder	SRB	2 2 2 2 2 2 2 2 2 2 Cognitive Psychomotor Effective	Demonstration Role Playing Participatory Method

GROUP-B Educational guidance and counseling.	Teacher	Class Hour/ Domain	Teaching Method
MODULE- I 1. Concept of guidance- ➤ meaning and nature of guidance ➤ different forms of Guidance (group and individuals) ➤ Types of Guidance (educational, vocational) 2. Counseling- meaning types and techniques- directive, non-directive, eclectic ➤ individual and group counseling ➤ 3. Identification and guidance for special learners- ➤ gifted, slow learners, learner with learning disabilities, MR/ mentally challenged	SRB	2 2 2+2=4 2 1+1+1=3 2 1+1+2+2=6 Cognitive Effective	Participatory Role Playing Method
MODULE-II 4. Basic data necessary for Guidance – pupil courses, vocation- tools and Techniques of collecting Information on pupils (class hour) Intelligence test, Personality test, Interest inventory, Aptitude test, CRC, Case study, ARC ➤ Courses and occupations- Dissemination of information on courses and occupation prospectus, career Conference, pamphlets, newspaper, periodicals	SRB	2+2+2+2+2 +2+1+1+1= 15 2+1+1+1+1 =6 Effective	Participatory Role Playing Method
Total class hour		81	

PAPER –VI
EVALUATION IN EDUCATION

GROUP – A	Teacher	Class Hour/ Domain	Teaching Method
MODULE-1 1. Educational Measurement and Evaluation- Concept, Scope, Needs. 2. Tools and Techniques of Evaluation a) Test: Types, use of Norm- Referenced test and Criterion- Referenced test essay type and objective type tests b) Observation- Concept and Use c) Inquiry - concept and use d) Cumulative Record Card – concept and Use	BD	2 1 2 4 2 2 2 2 2 Cognitive	Demonstration Experimental Method
MODULE - II 3. Scales of Measurement- Nominal, Ordinal, Interval, Ratio 4. Criteria of Standardized test a) Validity b) reliability C) objectivity d) Usability e) Norms 5. Construction of a Standardized Achievement Test (6 class hour)	SKN	1+1+1=3 1 2+2+2+ 2+2=10 6 Cognitive	Experimental Interactive & Demonstration Method
GROUP -B Statistics in Education	Teacher	Class hour/Domain	Teaching Method
MODULE -I 1. Statistics- Use in Education 2. Organization and Graphical Representation of data – Pie Chart, Bar diagram, Histogram, Frequency polygon, Ogive Measures of Central tendency – Mean, Median, Mode- Calculation and application 4. Measures of Variability – Range, Quartile Deviation, Standard Deviation Calculation and application	BD	1 2+2+2+ 2+2=8 2+2+2=6 2+2+2=6 Cognitive	Experimental Demonstration Method
Module-II 5. Percentile and percentile rank- Calculation and application Including graphical representation 6. Characteristics of Normal curve. 7. Skewness and Kurtosis – Concept. 8. Concept of Z – Score –	SKN	2 4 2 2 2	Experimental & Demonstration Method

Calculation and use.		2+2=4Cognitive	
Total class hour		90	

PAPER –VII
EDUCATIONAL TECHNOLOGY AND CURRICULUM

GROUP – A Educational Technology	Teacher	Class Hour/ Domain	Teaching Method
MODULE-1 1. Concepts need and scope of educational technology. 2. Systems approach to education: Definition of systems need for systems approach classification of systems Components of a System. 3. Computer and its role in education. 4. Use of media in education: Audio (Radio & Tape) Visual (Projector) Audio-visual (T.V. & CCTV). 5. Models of teaching: Nature Concepts and different families of Teaching Models advantages of the use of Models of Teaching	BRP	1+1+1=3 1 2 2 2 1+1=2 1+1=2 1 1+1=2 1 4 2 Cognitive Effective	Lecture & Demonstration Method

MODULE –II 6. Communication and educational technology: <i>Components of Communication process</i> <i>role of communication in effective teaching-learning process</i> <i>Factors affecting classroom communication</i> 7. Instructional techniques: Mass instructional techniques (basic concepts only) <i>Personalized techniques – Programmed learning</i> <i>Mastery Learning</i> <i>Microteaching (basic concepts)</i> 8. Distance education: <i>Concepts</i> <i>types and usefulness</i> <i>Application of technology in Distance education</i>	SKN	2 2 2 2 2 2 2 2 2 2 Cognitive Effective	Participatory & Demonstration Method
GROUP-B Curriculum Studies.	Teacher	Class Hour/ Domain	Teaching Method
MODULE -I 1. Concept of curriculum: <i>Explicit Curriculum, Hidden Curriculum.</i> <i>Nature of Curriculum</i> <i>Bases of Curriculum: Philosophical Sociological & Psychological.</i> 2. Systems Approach to Curriculum 3. Objectives of curriculum: Need to form objectives of curriculum <i>Sources of objectives of the curriculum: society, discipline, needs of students.</i> 4. Bloom’s Taxonomy of educational objectives: an overview <i>(Cognitive & Affective domains) with examples.</i>	BRP	1 2+2=4 1 1+1+1=3 2 1 1+1+1=3 5 Cognitive Effective	Heuristic Participatory Method

MODULE –II 5. Determinants of content selection: culture based, Knowledge based, Need based. 6. Curriculum transaction: Bruner’s Theory of Instruction and learning. 7. Curriculum evaluation: meaning and utility Sources and means of curriculum evaluation Formative and Summative evaluation.	SKN	2+2+2=6 4 1+1=2 1+1=2 2+2=4 Cognitive	Heuristic Participatory Method
Total class hour		82	

PAPER-VIII
COMPARATIVE EDUCATION AND PRACTICAL

GROUP-A Comparative Education.	Teacher	Class Hour/ Domain	Teaching Method
Module – I Any one country from UK. USA. China. 1. Concept, meaning, scope of Comparative Education. 2) Various issues of the Indian educational system with special reference to school education in comparison with one of the above mentioned countries: a) Structure of education b) Administration	KM	2+2=4 6 6 Effective	Lecture & Class Discussion Method
Module – II Various issues of the Indian educational system with special reference to school education in comparison with one of the above mentioned countries. a) Curriculum (5 class hour) b) Examination (5 class hour) c) Teacher education (4 class hour) d) Education for all (4 class hour) e) Distance education and open learning (3class hour)	KM	5 5 4 4 3 Effective	Class Discussion Method
GROUP-B Practical	Teacher	Class Hour/ Domain	Teaching Method

A. Statistics Practical Lecture hours B. Pedagogy practical. A. statistics: The students are expected to collect relevant data from their colleges or neighborhood (minimum sample size must be 50) for the following: 1. Determination of central tendencies and standard deviation. 2. Graphical representation of data: Bar chart, frequency polygon, Cumulative Frequency curve and location of median and quartile therein. 3. determination of types of association between two sets of data by drawing Scatter diagram (linear relations only). B. Pedagogy. 1. Determination of memory span 2. Index of complete learning / capacity of memorization 3. Comparison of recall and recognition as modes of measuring retention	BD	4 6 3 4 4 4 Effective	Experimental & Demonstration Method Experimental Demonstration & Experimental Method
Total number of classes		62	

TEACHING PLAN
Academic Session 2017-2018
Under (1+1+1)-System

Part-I

Paper-I

PHILOSOPHICAL FOUNDATION OF EDUCATION AND CONTRIBUTION OF GREAT EDUCATORS

Group - A Philosophical foundation of education	Teacher	Class Hour/ Domain	Teaching Method
MODULE-1 1. Concept and aims of modern education with special reference to Delor's commission (UNESCO, 1997) 2. Child centric and Life centric education. 3. Functions and scope of education-Individual and social perspective. Education for Human Resource development. 4. Education as propagation of values.	BD	4 4 9 3 Cognitive Effective	Heuristic Method
MODULE-II 5. Role of Philosophy in Education. 6. Schools of philosophy and their influence on education: Idealism, Naturalism, and Pragmatism. 7. Schools of Indian Philosophy *** Basic features and Influence on Education- a) Vedic schools (Sankhya, yoga, Nyaya) b) Non-Vedic schools (Charvak, Buddhist, Jain)	BD	2 3+3+3=9 2+2+2=6 2+2+2=6	Demonstration Participatory Method
Group – B CONTRIBUTION OF GREAT EDUCATORS	Teacher	Class hour Domain	Teaching Method
MODULE-I 1. Rousseau. 2. Froebel 3. Montessori 4. Bertard Russell.	BD	6 5 5 4 Cognitive Effective	Heuristic Interactive Method
MODULE-II 5. Dewey. 6. Rabindranath Tagore 7. Vivekananda	SM	7 7 6 Cognitive Effective	Demonstration Method

<i>Total class hour</i>	83
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PAPER-II

PSYCHOLOGICAL FOUNDATION OF EDUCATION

GROUP-A DEVELOPMENTAL ASPECTS OF PSYCHOLOGY	Teacher	Class Hour/ Domain	Teaching Method
MODULE-I 1. Introduction to Psychology, relation between education and Psychology. Different perspectives of psychology (Biological, Cognitive, Developmental, Associationist – A brief overview). 2. Personality development. Psychoanalytical theory of Personality, Erikson's Stages of Psycho-social development.	SRB	4 2+2+ 2+2= 8 2+3+3 = 8 Cognitive Psychomotor	Interactive Participatory Method
MODULE-II 3. Stages and types of Development and their Educational significance: a) Physical and motor development, Factors affecting Physical and motor development. b) Cognitive development, brief outline of Piaget's theory of Cognitive development. c) Emotional development, Common patterns, Emotional balance and Emotional Quotient. d) Moral development, Theories of Piaget and Kohlberg.	SRB	2+2=4 2+4=6 2+2+ 2+2= 8 3+3=6	Lecture & Demonstration Method
GROUP-B Cognitive approach	Teacher	Class hour Domain	Teaching Method
MODULE –I 1) Neural basis of cognition: Neuron – structure and electrical Potentials, synoptic transmission, structure and functions of human brain, Neuro –endocrinal system. 2) Perception: Factors influencing perception, role in cognition. 3) Attention: Selective and divided attention. Role of attention in the Cognitive process. Factors of attention. 4) Memory: acquisition, storage and retrieval of information. Sensory memory, short term and long term memory, forgetting.	SRB	2+2+ 2+2=8 2+2=4 1+2+2= 5 7 Cognitive Psychomotor	Interactive Experiential & Demonstration Method

MODULE-II 5) Motivation: types and factors. 6) Learning: Laws of learning, classical and operant conditioning. Insight learning, concept learning, Bandura's social learning theory Transfer of learning: Concept and application. 7) Intelligence : Theories of intelligence –Spearman, Thurston, Guilford and Gardener.	SKN	2+2 = 4 2+2+ 2+2=8 2 2+2+2+2= 8 Cognitive	Discussion Interactive Experiential & Demonstration Method
Total class hour		90	

Part-II

Paper-III

DEVELOPMENT OF EDUCATION IN INDIA

GROUP –A Education in Ancient, Medieval and British India.	Teacher	Class Hour/ Domain	Teaching Method
MODULE – I 1. Synoptic study of Brahmanic, Buddhist and Islamic Education in Ancient and Medieval India with respect to (Aims and Objectives ,Subject of study ,Methods of teaching including teacher – Pupil relationship,Evaluation ,Centre of Learning, Education of woman) ➤ Bramhanic ➤ Buddhist ➤ Islamic education 2. Brief outline of events relating education from 1757 to 1947 ➤ Missionaries activities (Srirampur Trio) ➤ Charter Act of 1813 ➤ Bengal Renaissance – Contribution of Rammohan Ray H.L.V. Derozio. And Vidyasagar. ➤ Adams Report. ➤ Anglicist –Orientalist controversy – Macaulay's Minute & Bentinck's resolution. Wood dispatch (Recommendations only)	BD	4 4 4 3 1 6 2 4 2 Cognit ive	Demonstra tion Method
MODULE –II Brief outline of			

<ul style="list-style-type: none"> ➤ Hunter Commission 1882-83 (Primary and Secondary Education) ➤ Curzon Policy (Quantitative development of Primary education, Quantitative and Qualitative development of Secondary education, Qualitative development of Higher education) ➤ National Education Movement (cause and effect) ➤ Calcutta University Commission (1917-1919) ➤ Basic Education (concept & development) ➤ Sargent Plan 	SM	3 Cognitive 4 2 2 2 1	Discussion Method
GROUP –B <i>Development of Education after 1947</i>	Teacher	Class hour/ Domain	Teaching Method
MODULE-I 1. Constitutional provision for Education in India 2. Brief outline of the recommendations made by different Education Commission: <ul style="list-style-type: none"> ➤ University Education Commission (1948-49) (Aims of Higher education & Rural University) ➤ Secondary Education Commission (1952-53) (Aims, Structure & Curriculum of Secondary education) ➤ Indian Education Commission (1964-66) 	BD	4 4 5 7 Cognitive Effective	Demonstration Method
MODULE-II 3. National Policy on Education (1986) 4. Current issues in education: <ul style="list-style-type: none"> ➤ Equalization of Education Opportunities. ➤ Programmes on Universal Elementary Education (DPEP & SSA) ➤ Non-formal education and alternative schooling, Education of women 	SKN	7 5 4 5 Cognitive Effective	Demonstration Method
Total class hour		85	

PAPER –IV

**SOCIOLOGICAL FOUNDATION OF EDUCATION
AND
EDUCATIONAL ORGANIZATION & MANAGEMENT.**

GROUP-A Sociological Foundation of Education	Teacher	Class Hour/ Domain	Teaching Method
MODULE-I 1. Sociological Foundation of Education-Sociology of education Nature, Scope, Method of Study. 2. Society and Education- (a) Society: its origin and factors and their influences on education (population, Location, religion, class, culture, technology, Economy) (b) Impact of different political systems on education (capitalism and socialism). 3. Social groups and education (a) Social groups (primary, Secondary and tertiary) (b) Socialization: the role of the family and school.	SRB	2+1+ 1+1=5 1+1+1+1+ 1+1+1=7 3 1+1+1=3 1+1=2 Cognitive Effective	Participatory Interactive Method
MODULE-II 4. Social change and Education- (a) Social change: Its definition and role of education (b) Social change in India (Sankritization, Westernization, Modernization and Globalization). 5. Education and Social Communications- Informal agencies of Social Communication. 6. Education and Contemporary Social Issues (a) Unemployment. (b) Poverty (c) National Disintegration (d) Population explosion.	BD	1+1=2 2+2+2+2=8 3 2 2 2 2 Cognitive Effective	Discussion Interactive Method

GROUP – B Educational organization & Management	Teacher	Class Hour/ Domain	Teaching Method
MODULE- I 1. Principles of Educational organization: Concept of School organization it's principle. (3 class hour) 2. Aspects of school Organization – (a) School Plant, building, Equipment, Sanitation. ,Playground, Workshop, library, Computer Room . (b) Midday meal, School medical service, co-curricular activities. (c) Inclusive education. 3. Educational Management and Administration Difference between the two administrations at different levels (Primary, Secondary and Tertiary) Board of Secondary Education, Council of H.S Education, Council of Higher education.	SKN	3 1+1+1+1+ 1+1+1=7 1+1+1=3 1 2 1+1+1=3 3 Cognitive Effective	Participatory Interactive Method
MODULE- II 4. Concept of educational management- Meaning, nature, need and scope, Role of Educational manager. 5. Types of Educational Management Autocratic, Democratic, Lassie- Fair supervision Educational Planning- Meaning, need and significance of educational planning. Types and strategies of educational planning. Steps in Educational planning Institutional Planning	SKN	1+1+1+ 1+3= 7 1+1+1=3 1+1+1=3 3 1 1 Cognitive Effective	Demonstration Discussion Method
Total class hour		77	

Part –III
PAPER- V

PSYCHOLOGY OF ADJUSTMENT AND EDUCATIONAL GUIDENCE & COUNCELLING

GROUP – A Psychology of adjustment	Teacher	Class hour/ Domain	Teaching Method
MODULE – I 1. Concept of adjustment- ➤ adjustment and adaptability ➤ homeostasis ➤ Psychodynamic concept of adjustment ➤ socio-cultural concept: Criteria of good adjustment 2. Maladjustment- ➤ meaning of maladjustment ➤ Conflict Frustration ➤ Manifestation of maladjustment in Childhood and adolescence – a synoptic view of problem behaviours 3. General causes of mal adjustment- ➤ Biological and Environmental role of parent and educational institution in promoting mental health	SRB	1 1 2 2 1 1 1 2 2 3 3 Cognitive Effective Psychomot or	Interactive Participatory Role Playing Method
MODULE - II 4. Stress, stressors- ➤ personal and environmental stress (2 class hour) ➤ coping strategies and therapies- behavior cognitive humanistic 5. Multi axial classification of mental disorders- ➤ DSM IV Axis I and Axis II category Schizophrenia anxiety disorder depressive disorder substance abuse Personality disorder	SRB	2 2 2 2 2 2 2 2 2 Cognitive Psychomot or Effective	Interactive Participatory Role Playing Method

GROUP-B Educational guidance and counseling.	Teacher	Class Hour/ Domain	Teaching Method
MODULE- I 1. Concept of guidance- ➤ meaning and nature of guidance ➤ different forms of Guidance (group and individuals) ➤ Types of Guidance (educational, vocational) 2. Counseling- meaning types and techniques- directive, non-directive, eclectic ➤ individual and group counseling ➤ 3. Identification and guidance for special learners- ➤ gifted, slow learners, learner with learning disabilities, MR/ mentally challenged	SRB	2 2 2+2=4 2 1+1+1=3 2 1+1+2+2=6 Cognitive Effective	Interactive Role Playing Method
MODULE-II 4. Basic data necessary for Guidance – pupil courses, vocation- tools and Techniques of collecting Information on pupils (class hour) Intelligence test, Personality test, Interest inventory, Aptitude test, CRC, Case study, ARC ➤ Courses and occupations- Dissemination of information on courses and occupation prospectus, career Conference, pamphlets, newspaper, periodicals	SRB	2+2+2+2+2 +2+1+1+1 =15 2+1+1+1+1=6 Cognitive Effective	Lecture Method
Total class hour		81	

PAPER –VI
EVALUATION IN EDUCATION

GROUP – A	Teacher	Class Hour/Domain	Teaching Method
MODULE-I 1. Educational Measurement and Evaluation- Concept, Scope, Needs. 2. Tools and Techniques of Evaluation a) Test: Types, use of Norm- Referenced test and Criterion-Referenced test essay type and objective type tests b) Observation- Concept and Use c) Inquiry - concept and use d) Cumulative Record Card – concept and Use	BD	2 1 2 4 2 2 2 2 2 Cognitive	Demonstration Experimental Method
MODULE - II 3. Scales of Measurement- Nominal, Ordinal, Interval, Ratio 4. Criteria of Standardized test a) Validity b) reliability C) objectivity d) Usability e) Norms 5. Construction of a Standardized Achievement Test (6 class hour)	SKN	1+1+1=3 1 2+2+2+ 2+2=10 6 Cognitive	Experimental & Demonstration Method
GROUP -B Statistics in Education	Teacher	Class hour/Domain	Teaching Method
MODULE -I 1. Statistics- Use in Education 2. Organization and Graphical Representation of data – Pie Chart, Bar diagram, Histogram, Frequency polygon, Ogive Measures of Central tendency – Mean, Median, Mode- Calculation and application 4. Measures of Variability – Range, Quartile Deviation, Standard Deviation Calculation and application	BD	1 2+2+2+ 2+2=8 2+2+2=6 2+2+2=6 Cognitive	Experimental & Demonstration Method
Module-II 5. Percentile and percentile rank- Calculation and application Including graphical representation 6. Characteristics of Normal curve. 7. Skewness and Kurtosis – Concept. 8. Concept of Z – Score – Calculation and use.	SKN	2 4 2 2 2 2+2=4	Experimental & Demonstration Method

		Cognitive	
Total class hour		90	

PAPER –VII
EDUCATIONAL TECHNOLOGY AND CURRICULUM

GROUP – A Educational Technology	Teacher	Class Hour/ Domain	Teaching Method
MODULE-1 1. Concepts need and scope of educational technology. 2. Systems approach to education: Definition of systems need for systems approach classification of systems Components of a System. 3. Computer and its role in education. 4. Use of media in education: Audio (Radio & Tape) Visual (Projector) Audio-visual (T.V. & CCTV). 5. Models of teaching: Nature Concepts and different families of Teaching Models advantages of the use of Models of Teaching	SKN	1+1+1=3 1 2 2 2 1+1=2 1+1=2 1 1+1=2 1 4 2 Cognitive Effective	Demonstration Method

<p>MODULE –II</p> <p>6. Communication and educational technology: Components of Communication process role of communication in effective teaching-learning process Factors affecting classroom communication</p> <p>7. Instructional techniques: Mass instructional techniques (basic concepts only) Personalized techniques – Programmed learning Mastery Learning Microteaching (basic concepts)</p> <p>8. Distance education: Concepts types and usefulness Application of technology in Distance education</p>	<p>SKN</p>	<p>2 2 2 2 2 2 2 2 2 2 Cognitive Effective</p>	<p>Experiential Interactive Participatory Method</p>
<p>GROUP-B Curriculum Studies.</p>	<p>Teacher</p>	<p>Class Hour/ Domain</p>	<p>Teaching Method</p>
<p>MODULE -I</p> <p>1. Concept of curriculum: Explicit Curriculum, Hidden Curriculum. Nature of Curriculum Bases of Curriculum: Philosophical Sociological & Psychological.</p> <p>2. Systems Approach to Curriculum</p> <p>3. Objectives of curriculum: Need to form objectives of curriculum Sources of objectives of the curriculum: Society, discipline, needs of students.</p> <p>4. Bloom’s Taxonomy of educational objectives: an overview (Cognitive & Affective domains) with examples.</p>	<p>SM</p>	<p>1 2+2=4 1 1+1+1=3 2 1 1+1+1=3 5 Cognitive Effective</p>	<p>Demonstration Demonstration Method</p>

MODULE –II 5. Determinants of content selection: culture based, Knowledge based, Need based. 6. Curriculum transaction: Bruner’s Theory of Instruction and learning. 7. Curriculum evaluation: meaning and utility Sources and means of curriculum evaluation Formative and Summative evaluation.	SKN	2+2+2=6 4 1+1=2 1+1=2 2+2=4 Cognitive Effective	Discussion Experiential Method
Total class hour		82	

PAPER-VIII
COMPARATIVE EDUCATION AND PRACTICAL

GROUP-A Comparative Education.	Teacher	Class Hour/ Domain	Teaching Method
Module – I Any one country from UK. USA. China. 1. Concept, meaning, scope of Comparative Education. 2) Various issues of the Indian educational system with special reference to school education in comparison with one of the above mentioned countries: a) Structure of education b) Administration	SM	2+2=4 6 6 Cognitive Effective	Class discussion Method
Module – II Various issues of the Indian educational system with special reference To school education in comparison with one of the above mentioned countries. a) Curriculum b) Examination c) Teacher education d) Education for all e) Distance education and open learning	SM	5 5 4 4 3 Cognitive Effective	Interactive Demonstrative & Class discussion Method
GROUP-B Practical	Teacher	Class Hour/ Domain	Teaching Method

<p>A. Statistics Practical Lecture hours</p> <p>B. Pedagogy practical.</p> <p>A. statistics: The students are expected to collect relevant data from their colleges or neighborhood (minimum sample size must be 50) for the following:</p> <p>1. Determination of central tendencies and standard deviation.</p> <p>2. Graphical representation of data: Bar chart, frequency polygon, Cumulative Frequency curve and location of median and quartile therein.</p> <p>3. determination of types of association between two sets of data by drawing Scatter diagram (linear relations only).</p> <p>B. Pedagogy.</p> <p>1. Determination of memory span</p> <p>2. Index of complete learning / capacity of memorization</p> <p>3. Comparison of recall and recognition as modes of measuring retention</p>	<p>BD</p>	<p>4</p> <p>6</p> <p>3</p> <p>4</p> <p>4</p> <p>4</p> <p>Cognitive Effective</p>	<p>Experimental & Demonstration Method</p> <p>Lecture, Demonstration & Experimental Method</p>
<p>Total number of classes</p>		<p>62</p>	

TEACHING PLAN
Academic Session 2018-2019
Under (1+1+1)-System
Part-II
Paper-III
DEVELOPMENT OF EDUCATION IN INDIA

GROUP –A <i>Education in Ancient, Medieval and British India.</i>	Teacher	Class Hour/ Dom ain	Teaching Method
MODULE – I 1. Synoptic study of Brahmanic, Buddhist and Islamic Education in Ancient and Medieval India with respect to (Aims and Objectives ,Subject of study ,Methods of teaching including teacher – Pupil relationship, Evaluation ,Centre of Learning, Education of woman) ➤ Bramhanic ➤ Buddhist ➤ Islamic education 2. Brief outline of events relating education from 1757 to 1947 ➤ Missionaries activities (Srirampur Trio) ➤ Charter Act of 1813 ➤ Bengal Renaissance – Contribution of Rammohan Ray H.L.V. Derozio. And Vidyasagar. ➤ Adams Report. ➤ Anglicist –Orientalist controversy – Macaulay’s Minute & Bentinck’s resolution. Wood dispatch (Recommendations only)	RJ	4 4 4 3 1 6 2 4 2 Cognit ive Effecti ve	Heuristic Method
MODULE –II Brief outline of ➤ Hunter Commission 1882-83 (Primary and Secondary Education) ➤ Curzon Policy (Quantitative development of Primary education, Quantitative and Qualitative development of	SKN	3	Heuristic Interactive Method

<p><i>Secondary education, Qualitative development of Higher education)</i></p> <ul style="list-style-type: none"> ➤ <i>National Education Movement (cause and effect)</i> ➤ <i>Calcutta University Commission (1917-1919)</i> ➤ <i>Basic Education (concept & development)</i> ➤ <i>Sargent Plan</i> 		<p>4</p> <p>2</p> <p>2</p> <p>2</p> <p>1</p> <p>Cognitive Effective</p>	
<p align="center">GROUP –B</p> <p align="center"><i>Development of Education after 1947</i></p>	Teacher	Class hour/ Domain	Teaching Method
<p>MODULE-I</p> <p>1. Constitutional provision for Education in India</p> <p>2. Brief outline of the recommendations made by different Education Commission:</p> <ul style="list-style-type: none"> ➤ <i>University Education Commission (1948-49)</i> (Aims of Higher education & Rural University) ➤ <i>Secondary Education Commission (1952-53)</i> (Aims, Structure & Curriculum of Secondary education) ➤ <i>Indian Education Commission (1964-66)</i> 	TKD	<p>4</p> <p>4</p> <p>5</p> <p>7</p>	Demonstration Method
<p>MODULE-II</p> <p>3. National Policy on Education (1986)</p> <p>4. Current issues in education:</p> <ul style="list-style-type: none"> ➤ <i>Equalization of Education Opportunities.</i> ➤ <i>Programmes on Universal Elementary Education (DPEP & SSA)</i> ➤ <i>Non-formal education and alternative schooling, Education of women</i> 	SRB	<p>7</p> <p>5</p> <p>4</p> <p>5</p>	Discussion Interactive Method
Total class hour		85	

PAPER –IV
SOCIOLOGICAL FOUNDATION OF EDUCATION
AND
EDUCATIONAL ORGANIZATION & MANAGEMENT.

GROUP-A Sociological Foundation of Education	Teacher	Class Hour/ Domain	Teaching Method
MODULE-I 1. Sociological Foundation of Education-Sociology of education Nature, Scope, Method of Study. 2. Society and Education- (a)Society: its origin and factors and their influences on education (population, Location, religion, class, culture, technology, Economy) (b)Impact of different political systems on education (capitalism and socialism). 3. Social groups and education (a)Social groups (primary, Secondary and tertiary) (b)Socialization: the role of the family and school.	SRB	2+1+ 1+1=5 1+1+1+1+ 1+1+1=7 3 1+1+1=3 1+1=2 Cognitive Effective	Discussion Interactive Method
MODULE-II 4. Social change and Education- (a)Social change: Its definition and role of education (b)Social change in India (Sanskritization, Westernization, Modernization and Globalization). 5. Education and Social Communications- Informal agencies of Social Communication. 6. Education and Contemporary Social Issues (a) Unemployment. (b) Poverty (c) National Disintegration (d) Population explosion.	SRB	1+1=2 2+2+2+2=8 3 2 2 2 2 Cognitive Effective	Participatory Method

GROUP – B Educational organization & Management	Teacher	Class Hour/ Domain	Teaching Method
MODULE- I 1. Principles of Educational organization: Concept of School organization it's principle. (3 class hour) 2. Aspects of school Organization – (a) School Plant, building, Equipment, Sanitation. ,Playground, Workshop, library, Computer Room . (b) Midday meal, School medical service, co-curricular activities. (c) Inclusive education. 3. Educational Management and Administration Difference between the two administrations at different levels (Primary, Secondary and Tertiary) Board of Secondary Education, Council of H.S Education, Council of Higher education.	SKN	3 1+1+1+1+1+1+1=7 1+1+1=3 1 2 1+1+1=3 3 Cognitive Effective	Demonstration Discussion Participatory Method
MODULE- II 4. Concept of educational management- Meaning, nature, need and scope, Role of Educational manager. 5. Types of Educational Management Autocratic, Democratic, Lassie- Fair supervision Educational Planning- Meaning, need and significance of educational planning. Types and strategies of educational planning. Steps in Educational planning Institutional Planning	SKN	1+1+1+1+3= 7 1+1+1=3 1+1+1=3 3 1 1 Cognitive Effective	Discussion Interaction Method
Total class hour		77	

Part –III
PAPER- V

PSYCHOLOGY OF ADJUSTMENT AND EDUCATIONAL GUIDENCE & COUNCELLING

GROUP – A Psychology of adjustment	Teacher	Class hour/ Domain	Teaching Method
MODULE – I 1. Concept of adjustment- ➤ adjustment and adaptability ➤ homeostasis ➤ Psychodynamic concept of adjustment ➤ socio-cultural concept: Criteria of good adjustment 2. Maladjustment- ➤ meaning of maladjustment ➤ Conflict Frustration ➤ Manifestation of maladjustment in Childhood and adolescence – a synoptic view of problem behaviours 3. General causes of mal adjustment- ➤ Biological and Environmental role of parent and educational institution in promoting mental health	SRB	1 1 2 2 1 1 1 2 2 3 3	Participatory Interactive Role Playing Method
MODULE - II 4. Stress, stressors- ➤ personal and environmental stress ➤ strategies and therapies- behavior cognitive humanistic 5. Multi axial classification of mental disorders- ➤ DSM IV Axis I and Axis II category ➤ Schizophrenia anxiety disorder depressive disorder substance abuse Personality disorder	SRB	2 2 2 2 2 2 2 2 2 2	Discussion Interactive Role Playing Method
GROUP-B Educational guidance and counseling.	Teacher	Class Hour Domain	Teaching Method

MODULE- I 1. Concept of guidance- ➤ meaning and nature of guidance ➤ different forms of Guidance (group and individuals) ➤ Types of Guidance (educational, vocational) 2. Counseling- meaning types and techniques- directive, non-directive, eclectic ➤ individual and group counseling ➤ 3. Identification and guidance for special learners- ➤ gifted, slow learners, learner with learning disabilities, MR/ mentally challenged	SRB	2 2 2+2=4 2 1+1+1=3 2 1+1 +2+2=6 Cognitive Effective	Interactive Method
MODULE-II 4. Basic data necessary for Guidance – pupil courses, vocation- tools and Techniques of collecting Information on pupils (class hour) Intelligence test, Personality test, Interest inventory, Aptitude test, CRC, Case study, ARC ➤ Courses and occupations- Dissemination of information on courses and occupation prospectus, career Conference, pamphlets, newspaper, periodicals	SRB	2+2+2+2 +2 +2+1+1+1=15 2+1+1+1 +1=6 Cognitive Effective	Participatory Interactive Method
Total class hour		81	

PAPER –VI
EVALUATION IN EDUCATION

GROUP – A	Teacher	Class Hour/ Domain	Teaching Method
MODULE-1 1. Educational Measurement and Evaluation- Concept, Scope, Needs. 2. Tools and Techniques of Evaluation a) Test: Types, use of Norm- Referenced test and Criterion-Referenced test essay type and objective type tests b) Observation- Concept and Use c) Inquiry - concept and use d) Cumulative Record Card – concept and Use	SKN	2 1 2 4 2 2 2 2 2 Cognitive Effective	Experimental Interactive Participatory Method
MODULE - II 3. Scales of Measurement- Nominal, Ordinal, Interval, Ratio 4. Criteria of Standardized test a) Validity b) reliability C) objectivity d) Usability e) Norms 5. Construction of a Standardized Achievement Test (6 class hour)	SKN	1+1+1=3 1 2+2+2+ 2+2=10 6	Experimental & Demonstration Method
GROUP -B Statistics in Education	Teacher	Class hour Domain	Teaching Method
MODULE -I 1. Statistics- Use in Education 2. Organization and Graphical Representation of data – Pie Chart, Bar diagram, Histogram, Frequency polygon, Ogive Measures of Central tendency – Mean, Median, Mode- Calculation and application 4. Measures of Variability – Range, Quartile Deviation, Standard Deviation Calculation and application	SKN	1 2+2+2+ 2+2=8 2+2+2=6 2+2+2=6 Cognitive	Experimental & Demonstration Method
Module-II 5. Percentile and percentile rank- Calculation and application Including graphical representation 6. Characteristics of Normal curve. 7. Skewness and Kurtosis – Concept. 8. Concept of Z – Score –	SKN	2 4 2 2 2	Experimental & Demonstration Method

Calculation and use.		2+2=4 Cognitive	
Total class hour		90	

PAPER –VII
EDUCATIONAL TECHNOLOGY AND CURRICULUM

GROUP – A Educational Technology	Teacher	Class Hour/Domain	Teaching Method
MODULE-1 1. Concepts need and scope of educational technology. 2. Systems approach to education: Definition of systems need for systems approach classification of systems Components of a System. 3. Computer and its role in education. 4. Use of media in education: Audio (Radio & Tape) Visual (Projector) Audio-visual (T.V. & CCTV). 5. Models of teaching: Nature Concepts and different families of Teaching Models advantages of the use of Models of Teaching	TKD	1+1+1=3 1 2 2 2 1+1=2 1+1=2 1 1+1=2 1 4 2 Cognitive Effective	Experiential & Demonstration Method

MODULE –II 6. Communication and educational technology: Components of Communication process role of communication in effective teaching-learning process Factors affecting classroom communication 7. Instructional techniques: Mass instructional techniques (basic concepts only) Personalized techniques – Programmed learning Mastery Learning Microteaching (basic concepts) 8. Distance education: Concepts types and usefulness Application of technology in Distance education	TKD	2 2 2 2 2 2 2 2 2 2 Cognitive Effective	Experiential & Demonstration Method
GROUP-B Curriculum Studies.	Teacher	Class Hour/ Domain	Teaching Method
MODULE -I 1. Concept of curriculum: Explicit Curriculum, Hidden Curriculum. Nature of Curriculum Bases of Curriculum: Philosophical Sociological & Psychological. 2. Systems Approach to Curriculum 3. Objectives of curriculum: Need to form objectives of curriculum Sources of objectives of the curriculum: Society, discipline, needs of students. 4. Bloom's Taxonomy of educational objectives: an overview (Cognitive & Affective domains) with examples.	TKD	1 2+2=4 1 1+1+1=3 2 1 1+1+1=3 5 Cognitive Effective	Heuristic Method

MODULE –II 5. Determinants of content selection: culture based, Knowledge based, Need based. 6. Curriculum transaction: Bruner’s Theory of Instruction and learning. 7. Curriculum evaluation: meaning and utility Sources and means of curriculum evaluation Formative and Summative evaluation.	RJ	2+2+2=6 4 1+1=2 1+1=2 2+2=4 Cognitive	Demonstration Method
Total class hour		82	

PAPER-VIII
COMPARATIVE EDUCATION AND PRACTICAL

GROUP-A Comparative Education.	Teacher	Class Hour/ Domain	Teaching Method
Module – I Any one country from UK. USA. China. 1. Concept, meaning, scope of Comparative Education. 2) Various issues of the Indian educational system with special reference to school education in comparison with one of the above mentioned countries: a) Structure of education b) Administration	RJ	2+2=4 6 6 Effective	Interactive & Class discussion Method
Module – II Various issues of the Indian educational system with special reference to school education in comparison with one of the above mentioned countries. a) Curriculum (5 class hour) b) Examination (5 class hour) c) Teacher education (4 class hour) d) Education for all (4 class hour) e) Distance education and open learning (3class hour)	RJ	5 5 4 4 3 Effective	Demonstration & Class discussion Method
GROUP-B Practical	Teacher	Class Hour Domain	Teaching Method
A. Statistics Practical Lecture hours B. Pedagogy practical.			Experimental

<p><i>A. statistics: The students are expected to collect relevant data from their colleges or neighborhood (minimum sample size must be 50) for the following:</i></p> <ol style="list-style-type: none"> <i>1. Determination of central tendencies and standard deviation.</i> <i>2. Graphical representation of data: Bar chart, frequency polygon, Cumulative Frequency curve and location of median and quartile therein.</i> <i>3. determination of types of association between two sets of data by drawing Scatter diagram (linear relations only).</i> <p><i>B. Pedagogy.</i></p> <ol style="list-style-type: none"> <i>1. Determination of memory span</i> <i>2. Index of complete learning / capacity of memorization</i> <i>3. Comparison of recall and recognition as modes of measuring retention</i> 	SKN	4	& Demonstration Method
		6	
		3	
		4	
		4	
		4	Experimental, Demonstration & Experimental Method
		Cognitive	
		Effective	
Total number of classes		62	

TEACHING PLAN
Academic Session 2019-2020

Part –III

PAPER- V

PSYCHOLOGY OF ADJUSTMENT AND EDUCATIONAL GUIDENCE & COUNCELLING

GROUP – A Psychology of adjustment	Teacher	Class hour/ Domain	Teaching Method
MODULE – I 1. Concept of adjustment- ➤ adjustment and adaptability ➤ homeostasis ➤ Psychodynamic concept of adjustment ➤ socio-cultural concept: Criteria of good adjustment 2. Maladjustment- ➤ meaning of maladjustment ➤ Conflict Frustration ➤ Manifestation of maladjustment in Childhood and adolescence – a synoptic view of problem behaviours 3. General causes of mal adjustment- ➤ Biological and Environmental role of parent and educational institution in promoting mental health	SRB	1 1 2 2 1 1 1 2 2 3 Cognitive Effective3	Interaction Participatory Method
MODULE - II 4. Stress, stressors- ➤ personal and environmental stress ➤ coping strategies and therapies- behavior cognitive humanistic 5. Multi axial classification of mental disorders- ➤ DSM IV Axis I and Axis II category Schizophrenia anxiety disorder depressive disorder substance abuse Personality disorder	SRB	2 2 2 2 2 2 2 2 2 2 2	Discussion Role Playing Method

PAPER –VI
EVALUATION IN EDUCATION

GROUP – A	Teacher	Class Hour/ Domain	Teaching Method
MODULE-1 1. Educational Measurement and Evaluation- Concept, Scope, Needs. 2. Tools and Techniques of Evaluation a) Test: Types, use of Norm- Referenced test and Criterion-Referenced test essay type and objective type tests b) Observation- Concept and Use c) Inquiry - concept and use d) Cumulative Record Card – concept and Use	SKN	2 1 2 4 2 2 2 2 2 Cognitive	Experimental Participatory Method
MODULE - II 3. Scales of Measurement- Nominal, Ordinal, Interval, Ratio 4. Criteria of Standardized test a) Validity b) reliability C) objectivity d) Usability e) Norms 5. Construction of a Standardized Achievement Test (6 class hour)	SKN	1+1+1=3 1 2+2+2+ 2+2=10 6 Cognitive	Experimental Participatory Method
GROUP -B Statistics in Education	Teacher	Class hour/ Domain	
MODULE -I 1. Statistics- Use in Education 2. Organization and Graphical Representation of data – Pie Chart, Bar diagram, Histogram, Frequency polygon, Ogive Measures of Central tendency – Mean, Median, Mode- Calculation and application 4. Measures of Variability – Range, Quartile Deviation, Standard Deviation Calculation and application	SKN	1 2+2+2+ 2+2=8 2+2+2=6 2+2+2=6 Cognitive	Experimental & Demonstration Method
Module-II 5. Percentile and percentile rank- Calculation and application Including graphical representation 6. Characteristics of Normal curve. 7. Skewness and Kurtosis – Concept. 8. Concept of Z – Score – Calculation and use.	SKN	2 4 2 2 2 2+2=4	Experimental & Demonstration Method

		Cognitive	
Total class hour		90	

PAPER –VII
EDUCATIONAL TECHNOLOGY AND CURRICULUM

GROUP – A Educational Technology	Teacher	Class Hour/ Domain	Teaching Method
MODULE-1 1. Concepts need and scope of educational technology. 2. Systems approach to education: Definition of systems need for systems approach classification of systems Components of a System. 3. Computer and its role in education. 4. Use of media in education: Audio (Radio & Tape) Visual (Projector) Audio-visual (T.V. & CCTV). 5. Models of teaching: Nature Concepts and different families of Teaching Models advantages of the use of Models of Teaching	TKD	1+1+1=3 1 2 2 2 1+1=2 1+1=2 1 1+1=2 1 4 2 Cognitive Effective	Discussion Participatory Method

MODULE –II 6. Communication and educational technology: <i>Components of Communication process</i> <i>role of communication in effective teaching-learning process</i> <i>Factors affecting classroom communication</i> 7. Instructional techniques: Mass instructional techniques (basic concepts only) <i>Personalized techniques – Programmed learning</i> <i>Mastery Learning</i> <i>Microteaching (basic concepts)</i> 8. Distance education: <i>Concepts</i> <i>types and usefulness</i> <i>Application of technology in Distance education</i>	TKD	2 2 2 2 2 2 2 2 2 2	Discussion Interactive Method
GROUP-B Curriculum Studies.	Teacher	Class Hour/ Domain	Teaching Method
MODULE -I 1. Concept of curriculum: <i>Explicit Curriculum, Hidden Curriculum.</i> <i>Nature of Curriculum</i> <i>Bases of Curriculum: Philosophical Sociological & Psychological.</i> 2. Systems Approach to Curriculum 3. Objectives of curriculum: Need to form objectives of curriculum <i>Sources of objectives of the curriculum:</i> <i>Society, discipline, needs of students.</i> 4. Bloom’s Taxonomy of educational objectives: an overview <i>(Cognitive & Affective domains) with examples.</i>	TKD	1 2+2=4 1 1+1+1=3 2 1 1+1+1=3 5 Cognitive Effective	Heuristic Discussion Method
MODULE –II 5. Determinants of content selection: culture based, Knowledge based, Need based. 6. Curriculum transaction: Bruner’s Theory of Instruction and learning. 7. Curriculum evaluation: meaning and utility <i>Sources and means of curriculum evaluation</i> <i>Formative and Summative evaluation.</i>	RJ	2+2+2=6 4 1+1=2	Interactive Informative Method

		1+1=2 2+2=4 Effective	
Total class hour		82	

PAPER-VIII
COMPARATIVE EDUCATION AND PRACTICAL

GROUP-A Comparative Education.	Teacher	Class Hour/ Domain	Teaching Method
Module – I Any one country from UK. USA. China. 1. Concept, meaning, scope of Comparative Education. 2) Various issues of the Indian educational system with special reference to school education in comparison with one of the above mentioned countries: a) Structure of education b) Administration	RJ	2+2=4 6 6 Effective	Discussion Method
Module – II Various issues of the Indian educational system with special reference To school education in comparison with one of the above mentioned countries. a) Curriculum b) Examination c) Teacher education d) Education for all e) Distance education and open learning	RJ	5 5 4 4 3 Cognitive Effective	Interactive Method
GROUP-B Practical	Teacher	Class Hour/Domain	Teaching Method
A. Statistics Practical Lecture hours B. Pedagogy practical. A. statistics: The students are expected to collect relevant data from their colleges or neighborhood (minimum sample size must be 50) for the following: 1. Determination of central tendencies and standard deviation. 2. Graphical representation of data: Bar chart, frequency polygon, Cumulative Frequency curve and location of median and quartile therein.	SKN	Domain 4 6 3	Experimental & Demonstration Method

<p>3. determination of types of association between two sets of data by drawing Scatter diagram (linear relations only).</p> <p>B. Pedagogy.</p> <p>1. Determination of memory span</p> <p>2. Index of complete learning / capacity of memorization</p> <p>3. Comparison of recall and recognition as modes of measuring retention</p>	SRB	<p>4</p> <p>4</p> <p>4</p> <p>Cognitive Effective</p>	<p>Interactive Demonstration & Experimental Method</p>
Total number of classes		62	

TEACHING PLAN (Education General)

Academic Session 2015-2016

Under (1+1+1)-System

Part-I (Paper-I)

Principles of Education

	<i>Teacher</i>	<i>Class hour</i>	<i>Teaching Method</i>
Module I 1. Concept, scope and functions of education: Education as a social process. Education and Social Changes. 2. Aims of education: Individualistic and socialistic aims of Education. Education for emotional, social and cultural adjustment. Education for productivity and vocation. 3. Freedom and Discipline: Concept and need for free discipline. Self-discipline and student self Government.	BD	5 7 5	Demonstration Method
Module II 4. Factors of education: a) The Child - innate endowment and environment b) The Teacher - qualities and responsibilities. c) The Curriculum - concept, principles of curriculum construction. Co- curricular activities- Meaning, values and forms. d) The educational institutions – Formal, informal, non-formal. Their interrelations.	BD	2 2 6 6	Heuristic Method
Module III 5. Agencies of education: a) Home, b) School, c) Socio-cultural and Religious organizations, d) State, e) Mass- media	BD	2 2 3 2 4	Lecture Method
Module IV 6. Child - centricism in education: Its significance. 7. Play and play- way in education: Kindergarten, Montessori, Basic education and Project.	KM	2 12	Story telling Method
Total class hour		60	

PART-II
PAPER-II
Educational Psychology

	Teacher	Class hour	Teaching Method
MODULE-I 1. Relation between Psychology and education. Nature and scope of Educational Psychology. 2. Development of the Child: Infancy, Childhood, Adolescence-Physical, Social, Emotional and Cognitive development.	SRB	4 10	Interactive/Participatory Method
MODULE-II 3. Personality: Concept, traits and theories 4. Emotion: Meaning and characteristics, places of emotion in education. 5. Habit: Its importance and definition. Habit formation. Uses and abuses of habit formation. Educational values of habit.	SRB	6 4 4	Interactive & Demonstration Method
MODULE –III 6. Intelligence: Concept and measurement. Classification of intelligence tests. Examples of each Type of test. Uses of intelligence tests. 7. Attention and Interest: Nature and conditions of attention, their educational implications	SRB	8 6	Lecture & Demonstration Method
MODULE–IV 8. Learning: Its nature, relation to motivation and maturation. Theories of learning: trial and error Including laws of learning, conditioned response (Classical and Operant) and Gestalt theory. 9. Remembering and forgetting: Process involved in memory. Marks of good memory. Forgetting -It's meaning and causes	BRP	10 4	Lecture & Demonstration Method
Total class hour		56	

Part-II
Paper-III
Development of Education in Modern India

	Teacher	Class hour	Teaching Method
MODULE – I 1. A synoptic view of ancient and medieval history of education in India 2. Advent of missionaries: Serampore Missionaries activities in education 3. Official introduction of English education by Lord Bentinck. 4. Adam's Report on indigenous system of education. 5. The Despatch of 1854.	BD	6 2 1 2 3	Heuristic/Story telling Method
MODULE –II 6. Contributions of Raja Rammohan and Vidyasagar in social and educational reforms 7. The First Education Commission (W. Hunter.) 1882 8. Growth of national consciousness: Conflict with Lord Curzon (1902 to 1905) 9. National Education Movement- Contributions of Vivekananda, Rabindranath and Aurobindo.	KM	4 4 3 4	Discussion Method
MODULE-III 10. A synoptic view of the suggestions for educational reforms by the Sadler Commission, Wood-Abbot, Wardha Scheme. 11. The Sargent Plan 1944 12. The Radhakrishnan Commission 1948-1949 13. A synoptic study of changes in school system, primary and secondary (structure and curriculum only) after independence-Mudaliar Commission's (1952-1953) report and Kothari Commission's report (1964-1966)	BD	5 2 5 5	Demonstration Method
MODULE-IV 14. Education of Women since independence 15. Educational policy 1968- A brief overview 16. Educational policy 1986- A brief overview.	KM	3 4 5	Discussion Method
Total class hour		58	

PART-III
PAPER –IV
Evaluation and Guidance in Education

	<i>Teacher</i>	<i>Class hour</i>	<i>Teaching Method</i>
MODULE-I 1. Concept of evaluation 2. Need and scope of evaluation in education : Evaluation of student achievement, evaluation of curriculum, evaluation of teaching, evaluation of institute 3. Evaluation of student progress: Examination and evaluation. Tools of evaluation: Examination-essay type and objective type, criterion-referenced test and standardized test, Cumulative Record Card (CRC).	BD	1 5 10	Demonstrative/Experimental Method
MODULE-II 4. How to make a good test: Specification of objectives, item selection. 5. Measurement in education: Tabulation of educational data, measures of central tendency, measures of variability, (S.D only), Graphical representation (Frequency polygon, histogram and ogive). Idea of linear correlation.	BD	2 15	Lecture & Demonstration Method
MODULE- III 6. Guidance: Concept, need and scope and types 7. Basic data necessary for guidance (data about students, courses and vocations) 8. Counseling: Meaning and types of counseling for adjustment problem	SRB	5 4 5	Discussion/Interactive Method
MODULE- IV 9. Meaning of adjustment. 10. Causes of maladjustment: role of parents, teachers, peers and educational institutions in the Development of maladjustment.	KM	1 8	Discussion Method
Total class hour		56	

TEACHING PLAN (Education General)

Academic Session 2016-2017

Under (1+1+1)-System

Part-I (Paper-I)

Principles of Education

	<i>Teacher</i>	<i>Class hour</i>	<i>Teaching Method</i>
Module I 1. Concept, scope and functions of education: Education as a social process. Education and Social Changes. 2. Aims of education: Individualistic and socialistic aims of Education. Education for emotional, social and cultural adjustment. Education for productivity and vocation. 3. Freedom and Discipline: Concept and need for free discipline. Self-discipline and student self Government.	BD	5 7 5	Discussion Method
Module II 4. Factors of education: a) The Child - innate endowment and environment b) The Teacher - qualities and responsibilities. c) The Curriculum - concept, principles of curriculum construction. Co- curricular activities- Meaning, values and forms. d) The educational institutions – Formal, informal, non-formal. Their interrelations.	BD	 2 2 6 6	Storytelling Method
Module III 5. Agencies of education: a) Home, b) School, c) Socio-cultural and Religious organizations, d) State, e) Mass- media	BD	 2 2 3 2 4	Demonstration Method
Module IV 6. Child - centricism in education: Its significance. 7. Play and play- way in education: Kindergarten, Montessori, Basic education and Project.	KM	2 12	Heuristic Method
Total class hour		60	

PART-II
PAPER-II
Educational Psychology

	Teacher	Class hour	Teaching Method
MODULE-I 1. Relation between Psychology and education. Nature and scope of Educational Psychology. 2. Development of the Child: Infancy, Childhood, Adolescence-Physical, Social, Emotional and Cognitive development.	SRB	4 10	Interactive Method
MODULE-II 3. Personality: Concept, traits and theories 4. Emotion: Meaning and characteristics, places of emotion in education. 5. Habit: Its importance and definition. Habit formation. Uses and abuses of habit formation. Educational values of habit.	SRB	6 4 4	Participatory & Demonstration Method
MODULE –III 6. Intelligence: Concept and measurement. Classification of intelligence tests. Examples of each Type of test. Uses of intelligence tests. 7. Attention and Interest: Nature and conditions of attention, their educational implications	SRB	8 6	Interactive & Demonstration Method
MODULE–IV 8. Learning: Its nature, relation to motivation and maturation. Theories of learning: trial and error Including laws of learning, conditioned response (Classical and Operant) and Gestalt theory. 9. Remembering and forgetting: Process involved in memory. Marks of good memory. Forgetting -It's meaning and causes	BRP	10 4	Lecture & Demonstration Method
Total class hour		56	

Part-II

Paper-III

Development of Education in Modern India

	Teacher	Class hour	Teaching Method
MODULE – I 1. A synoptic view of ancient and medieval history of education in India 2. Advent of missionaries: Serampore Missionaries activities in education 3. Official introduction of English education by Lord Bentinck. 4. Adam's Report on indigenous system of education. 5. The Despatch of 1854.	BD	6 2 1 2 3	Heuristic Method
MODULE –II 6. Contributions of Raja Rammohan and Vidyasagar in social and educational reforms 7. The First Education Commission (W. Hunter.) 1882 8. Growth of national consciousness: Conflict with Lord Curzon (1902 to 1905) 9. National Education Movement- Contributions of Vivekananda, Rabindranath and Aurobindo.	KM	4 4 3 4	Story telling Method
MODULE-III 10. A synoptic view of the suggestions for educational reforms by the Sadler Commission, Wood-Abbot, Wardha Scheme. 11. The Sargent Plan 1944 12. The Radhakrishnan Commission 1948-1949 13. A synoptic study of changes in school system, primary and secondary (structure and curriculum only) after independence-Mudaliar Commission's (1952-1953) report and Kothari Commission's report (1964-1966)	BD	5 2 5 5	Interactive /Discussion Method
MODULE-IV 14. Education of Women since independence 15. Educational policy 1968- A brief overview 16. Educational policy 1986- A brief overview.	KM	3 4 5	Discussion Method
Total class hour		58	

PART-III
PAPER –IV
Evaluation and Guidance in Education

	Teacher	Class hour	Teaching Method
MODULE-I 1. Concept of evaluation 2. Need and scope of evaluation in education : Evaluation of student achievement, evaluation of curriculum, evaluation of teaching, evaluation of institute 3. Evaluation of student progress: Examination and evaluation. Tools of evaluation: Examination-essay type and objective type, criterion-referenced test and standardized test, Cumulative Record Card (CRC).	SKN	1 5 10	Experimental Method
MODULE-II 4. How to make a good test: Specification of objectives, item selection. 5. Measurement in education: Tabulation of educational data, measures of central tendency, measures of variability, (S.D only), Graphical representation (Frequency polygon, histogram and ogive). Idea of linear correlation.	BD	2 15	Experimental & Demonstration Method
MODULE- III 6. Guidance: Concept, need and scope and types 7. Basic data necessary for guidance (data about students, courses and vocations) 8. Counseling: Meaning and types of counseling for adjustment problem	SRB	5 4 5	Role playing/Discussion Method
MODULE- IV 9. Meaning of adjustment. 10. Causes of maladjustment: role of parents, teachers, peers and educational institutions in the Development of maladjustment.	KM	1 8	Discussion Method
Total class hour		56	

TEACHING PLAN (Education General)

Academic Session 2017-2018

Under (1+1+1)-System

Part-I (Paper-I)

Principles of Education

	Teacher	Class hour	Teaching Method
Module I 1. Concept, scope and functions of education: Education as a social process. Education and Social Changes. 2. Aims of education: Individualistic and socialistic aims of Education. Education for emotional, social and cultural adjustment. Education for productivity and vocation. 3. Freedom and Discipline: Concept and need for free discipline. Self-discipline and student self Government.	BD	5 7 5	Demonstration Method
Module II 4. Factors of education: a) The Child - innate endowment and environment b) The Teacher - qualities and responsibilities. c) The Curriculum - concept, principles of curriculum construction. Co- curricular activities- Meaning, values and forms. d) The educational institutions – Formal, informal, non-formal. Their interrelations.	BD	2 2 6 6	Heuristic Method
Module III 5. Agencies of education: a) Home, b) School, c) Socio-cultural and Religious organizations, d) State, e) Mass- media	BD	2 2 3 2 4	Story telling Method
Module IV 6. Child - centricism in education: Its significance. 7. Play and play- way in education: Kindergarten, Montessori, Basic education and Project.	SM	2 12	Heuristic Method
Total class hour		60	

PART-II
PAPER-II
Educational Psychology

	<i>Teacher</i>	<i>Class hour</i>	<i>Teaching Method</i>
MODULE-I 1. Relation between Psychology and education. Nature and scope of Educational Psychology. 2. Development of the Child: Infancy, Childhood, Adolescence-Physical, Social, Emotional and Cognitive development.	SRB	4 10	Interactive Method
MODULE-II 3. Personality: Concept, traits and theories 4. Emotion: Meaning and characteristics, places of emotion in education. 5. Habit: Its importance and definition. Habit formation. Uses and abuses of habit formation. Educational values of habit.	SRB	6 4 4	Participatory & Demonstration Method
MODULE –III 6. Intelligence: Concept and measurement. Classification of intelligence tests. Examples of each Type of test. Uses of intelligence tests. 7. Attention and Interest: Nature and conditions of attention, their educational implications	SRB	8 6	Demonstration & Demonstration Method
MODULE–IV 8. Learning: Its nature, relation to motivation and maturation. Theories of learning: trial and error Including laws of learning, conditioned response (Classical and Operant) and Gestalt theory. 9. Remembering and forgetting: Process involved in memory. Marks of good memory. Forgetting -It's meaning and causes	SKN	10 4	Participatory & Demonstration Method
Total class hour		56	

Part-II
Paper-III
Development of Education in Modern India

	Teacher	Class hour	Teaching Method
MODULE – I 1. A synoptic view of ancient and medieval history of education in India 2. Advent of missionaries: Serampore Missionaries activities in education 3. Official introduction of English education by Lord Bentinck. 4. Adam’s Report on indigenous system of education. 5. The Despatch of 1854.	BD	6 2 1 2 3	Heuristic Method
MODULE –II 6. Contributions of Raja Rammohan and Vidyasagar in social and educational reforms 7. The First Education Commission (W. Hunter.) 1882 8. Growth of national consciousness: Conflict with Lord Curzon (1902 to 1905) 9. National Education Movement- Contributions of Vivekananda, Rabindranath and Aurobindo.	SM	4 4 3 4	Story telling Method
MODULE-III 10. A synoptic view of the suggestions for educational reforms by the Sadler Commission, Wood-Abbot, Wardha Scheme. 11. The Sargent Plan 1944 12. The Radhakrishnan Commission 1948-1949 13. A synoptic study of changes in school system, primary and secondary (structure and curriculum only) after independence-Mudaliar Commission’s (1952-1953) report and Kothari Commission’s report (1964-1966)	BD	5 2 5 5	Demonstration Method
MODULE-IV 14. Education of Women since independence 15. Educational policy 1968- A brief overview 16. Educational policy 1986- A brief overview.	SM	3 4 5	Informative, Discussion Method
Total class hour		58	

PART-III
PAPER –IV
Evaluation and Guidance in Education

	<i>Teacher</i>	<i>Class hour</i>	<i>Teaching Method</i>
MODULE-I 1. Concept of evaluation 2. Need and scope of evaluation in education : Evaluation of student achievement, evaluation of curriculum, evaluation of teaching, evaluation of institute 3. Evaluation of student progress: Examination and evaluation. Tools of evaluation: Examination-essay type and objective type, criterion-referenced test and standardized test, Cumulative Record Card (CRC).	BD	1 5 10	Experimental/Demonstration Method
MODULE-II 4. How to make a good test: Specification of objectives, item selection. 5. Measurement in education: Tabulation of educational data, measures of central tendency, measures of variability, (S.D only), Graphical representation (Frequency polygon, histogram and ogive). Idea of linear correlation.	BD	2 15	Experimental & Demonstration Method
MODULE- III 6. Guidance: Concept, need and scope and types 7. Basic data necessary for guidance (data about students, courses and vocations) 8. Counseling: Meaning and types of counseling for adjustment problem	SRB	5 4 5	Role Playing Method
MODULE- IV 9. Meaning of adjustment. 10. Causes of maladjustment: role of parents, teachers, peers and educational institutions in the Development of maladjustment.	SM	1 8	Discussion/Interactive Method

Total class hour		56	

TEACHING PLAN (Education General)

ACADEMIC SESSION 2018-2019

PART-II

PAPER-II

Educational Psychology

	Teacher	Class hour	Teaching Method
MODULE-I 1. Relation between Psychology and education. Nature and scope of Educational Psychology. 2. Development of the Child: Infancy, Childhood, Adolescence-Physical, Social, Emotional and Cognitive development.	SRB	4 10	Participatory, Interactive Method
MODULE-II 3. Personality: Concept, traits and theories 4. Emotion: Meaning and characteristics, places of emotion in education. 5. Habit: Its importance and definition. Habit formation. Uses and abuses of habit formation. Educational values of habit.	SRB	6 4 4	Informative & Demonstration Method
MODULE –III 6. Intelligence: Concept and measurement. Classification of intelligence tests. Examples of each Type of test. Uses of intelligence tests. 7. Attention and Interest: Nature and conditions of attention, their educational implications	RJ	8 6	Demonstration Method
MODULE–IV 8. Learning: Its nature, relation to motivation and maturation. Theories of learning: trial and error Including laws of learning, conditioned response (Classical and Operant) and Gestalt theory. 9. Remembering and forgetting: Process involved in memory. Marks of good memory. Forgetting -It's meaning and causes	TKD	10 4	Demonstration Method
Total class hour		56	

Part-II
Paper-III
Development of Education in Modern India

	Teacher	Class hour	Teaching Method
MODULE – I 1. A synoptic view of ancient and medieval history of education in India 2. Advent of missionaries: Serampore Missionaries activities in education 3. Official introduction of English education by Lord Bentinck. 4. Adam's Report on indigenous system of education. 5. The Despatch of 1854.	RJ	6 2 1 2 3	Heuristic Method
MODULE –II 6. Contributions of Raja Rammohan and Vidyasagar in social and educational reforms 7. The First Education Commission (W. Hunter.) 1882 8. Growth of national consciousness: Conflict with Lord Curzon (1902 to 1905) 9. National Education Movement- Contributions of Vivekananda, Rabindranath and Aurobindo.	TKD	4 4 3 4	Story telling Method
MODULE-III 10. A synoptic view of the suggestions for educational reforms by the Sadler Commission, Wood-Abbot, Wardha Scheme. 11. The Sargent Plan 1944 12. The Radhakrishnan Commission 1948-1949 13. A synoptic study of changes in school system, primary and secondary (structure and curriculum only) after independence-Mudaliar Commission's (1952-1953) report and Kothari Commission's report (1964-1966)	RJ	5 2 5 5	Informative Method
MODULE-IV 14. Education of Women since independence 15. Educational policy 1968- A brief overview 16. Educational policy 1986- A brief overview.	TKD	3 4 5	Demonstration Method
Total class hour		58	

PART-III
PAPER –IV
Evaluation and Guidance in Education

	<i>Teacher</i>	<i>Class hour</i>	<i>Teaching Method</i>
MODULE-I 1. Concept of evaluation 2. Need and scope of evaluation in education : Evaluation of student achievement, evaluation of curriculum, evaluation of teaching, evaluation of institute 3. Evaluation of student progress: Examination and evaluation. Tools of evaluation: Examination- essay type and objective type, criterion-referenced test and standardized test, Cumulative Record Card (CRC).	SKN	1 5 10	Experimental/Participatory Method
MODULE-II 4. How to make a good test: Specification of objectives, item selection. 5. Measurement in education: Tabulation of educational data, measures of central tendency, measures of variability, (S.D only), Graphical representation (Frequency polygon, histogram and ogive). Idea of linear correlation.	SKN	2 15	Experimental & Demonstration Method
MODULE- III 6. Guidance: Concept, need and scope and types 7. Basic data necessary for guidance (data about students, courses and vocations) 8. Counseling: Meaning and types of counseling for adjustment problem	SRB	5 4 5	Role Playing Method
MODULE- IV 9. Meaning of adjustment. 10. Causes of maladjustment: role of parents, teachers, peers and educational institutions in the Development of maladjustment.	SRB	1 8	Demonstration/Interactive Method

<i>Total class hour</i>		56	

TEACHING PLAN (Education General)

ACADEMIC SESSION 2019-2020

PART-III

PAPER –IV

Evaluation and Guidance in Education

	<i>Teacher</i>	<i>Class hour</i>	<i>Teaching Method</i>
MODULE-I 1. Concept of evaluation 2. Need and scope of evaluation in education : Evaluation of student achievement, evaluation of curriculum, evaluation of teaching, evaluation of institute 3. Evaluation of student progress: Examination and evaluation. Tools of evaluation: Examination- essay type and objective type, criterion-referenced test and standardized test, Cumulative Record Card (CRC).	SKN	1 5 10	Experimental/Participatory Method
MODULE-II 4. How to make a good test: Specification of objectives, item selection. 5. Measurement in education: Tabulation of educational data, measures of central tendency, measures of variability, (S.D only), Graphical representation (Frequency polygon, histogram and ogive). Idea of linear correlation.	SKN	2 15	Experimental & Demonstration Method
MODULE- III 6. Guidance: Concept, need and scope and types 7. Basic data necessary for guidance (data about students, courses and vocations) 8. Counseling: Meaning and types of counseling for adjustment problem	SRB	5 4 5	Role Playing Method

MODULE- IV 9. Meaning of adjustment. 10. Causes of maladjustment: role of parents, teachers, peers and educational institutions in the Development of maladjustment.	SRB	1 8	Interactive Method
Total class hour		56	