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/Cogniti ve/Affecti ve 4/ 9/ | 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 Educational 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/Cogniti ve/Affecti ve 5/ 4/ | Heuristic Interactive Method |

| MODULE-II 5. Dewey. 6. Rabindranath Tagore 7. Vivekananda | КМ | 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 | SRB | 4 2+2+ 2+2= 8 2+3+ | Interactive, Discussion Method |
| Personality, Erikson's Stages of Psycho-social development. | | 3 = 8 Cognitive/ Psychomo tor | |
| MODULE-II | | | |
| 3. Stages and types of Development and their Educational significance: | | | |
| a) Physical and motor development, Factors affecting Physical and motor development. | SRB | 2+2=4 | Demonstrati |
| b) Cognitive development, brief outline of Piaget's theory of Cognitive development. | | 2+4=6 | on Experimenta |
| c) Emotional development, Common patterns, Emotional balance and Emotional Quotient. | | 2+2+ 2+2= 8 | I/Interactive Method |
| d) Moral development, Theories of Piaget and Kohlberg. GROUP-B Cognitive approach | Teacher | 3+3=6 Class Hour/ Domain | Teaching Method |
| MODULE –I 1) Neural basis of cognition: Neuron – structure and electrical Potentials, synoptic transmission, structure and functions of | SRB | | |
| human brain, Neuro —endocrinal system. 2) Perception: Factors influencing perception, role in cognition. | | 2+2+ 2+2=8 2+2=4 | Experiential Discussion |
| 3) Attention: Selective and divided attention. Role of attention in the Cognitive process. Factors of attention.4) Memory: acquisition, storage and retrieval of information. | | Cognitive/ Psychomo tor/Affecti ve | 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 & Demonstrati on Method |
| Tota | l 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/Dis cussion,/In teractive Method |

| Bentinck's resolution. Wood dispatch (Recommendations only) | | Cognitive | |
|---|---------------|------------|-----------------|
| | | | |
| MODULE –II | | | |
| Brief outline of | | | |
| ➤ Hunter Commission 1882-83 (Primary and Secondary | | 3 | |
| Education) | | | |
| Curzon Policy (Quantitative development of Primary | | | |
| education, Quantitative and Qualitative development | KM | | Discussion |
| of Secondary education, Qualitative development of | | 4 | Method |
| Higher education) | | 2 | |
| National Education Movement (cause and effect) | | | |
| Calcutta University Commission (1917-1919) | | | |
| Basic Education(concept & development) | | 2 2 | |
| > Sargent Plan | | 1 | |
| | | _ | |
| GROUP -B | Teacher | Class hour | Teaching |
| Development of Education after 1947 | | | Method |
| MODULE-I 1. Constitutional provision for Education in India | | 4 | |
| 2. Brief outline of the recommendations made by different | | 7 | |
| Education Commission: | | | |
| University Education Commission (1948-49) | BD | | Demonstra |
| (Aims of Higher education & Rural University) | | 4 | tion/Intera |
| Secondary Education Commission (1952-53) | | 5 | ctive/Grou |
| (Aims, Structure & Curriculum of Secondary education) | | | p Discussion |
| > Indian Education Commission (1964-66) | | 7 | Method |
| | | | |
| MODULE-II | | _ | |
| 3. National Policy on Education (1986) | | 7 | |
| 4. Current issues in education: | | 5 | |
| > Equalization of Education Opportunities. | BRP | | |
| > Programmes on Universal Elementary Education (DPEP | | 4 | Demonstra |
| & SSA) | | | tion |
| | | 5 | Method |
| Non-formal education and alternative schooling, | | Cognitive/ | |
| Education of women | | Affective | |
| | | domain | |
| Tota | al class hour | 85 | |
| | | <u> </u> | |

PAPER –IV SOCIOLOGICAL FOUNDATION OF EDUCATION AND

EDUCATIONAL ORGANIZATION & MANAGEMENT.

| GROUP-A Sociological Foundation of Education | Teache r | Class Hour/ Domain | Teaching Method |
|--|-------------|---|---|
| 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 Cognitive/ Affective Domain | Demonstratio n/Interactive Method |

| GROUP – B Educational organization & Management | Teache r | Class Hour/Do main | 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. | SRB | 3 1+1+1+1+ 1+1+1=7 1+1+1=3 1 | Discussion/Int eractive Method |
| 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. | | 2 1+1+1=3 3 Cognitive/ Affective Domain | |
| 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/Cognitiv e/ 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 1 2 2 2 3 3 Cognitive Psychomot or Affective | Experiential,/In teractive, Group Discussions ,Real life examples Method |

| MODULE - II | | | |
|--|---------|------------------|------------------|
| 4. Stress, stressors- | | | |
| > personal and environmental stress (2 class | | 2 | |
| hour) | SRB | _ | |
| coping strategies and therapies- | | | |
| | | 2 | |
| behavior (2 class hour) cognitive (2 class hour) | | 2 | Interactive/Disc |
| humanistic (2 class hour) | | 2 | ussion |
| 5.Multi axial classification of mental disorders- | | | Method |
| > DSM IV Axis I and Axis II category (2 class | | | |
| | | 2 | |
| hour) | | 2 | |
| Schizophrenia (2 class hour) | | 2 | |
| anxiety disorder (2 class hour) | | 2 | |
| depressive disorder (2 class hour) | | 2 | |
| substance abuse (2 class hour) | | 2 Davido mat | |
| Personality disorder (2 class hour) | | Psychomot | |
| | | or ,Affective | |
| GROUP-B | Teacher | Class | Teaching |
| Educational guidance and counseling. | reacher | Hour/Do | Method |
| Zumeumonum gumumee umu eeumseumg. | | main | Wicthou |
| | | mam | |
| MODULE- I | | | |
| 1. Concept of guidance- | SRB | | Interactive/Disc |
| meaning and nature of guidance | | 2 | ussion/Roleplayi |
| > different forms of Guidance (group and | | 2 | ng |
| individuals) | | 2+2=4Affe | |
| > Types of Guidance (educational, vocational) | | ctivee/Em | |
| | | otional | |
| 2. Counseling- meaning | | | |
| types and techniques- directive, non-directive | | 2 | Discussion/Inter |
| ,eclectic , | | | active/Role- |
| ➤ individual and group counseling | | 1+1+1=3 | playing |
| > 3. Identification and guidance for special | | 2 | Method |
| learners- | | 2 | |
| gifted, slow learners, learner with learning | | 1+1+2+2=6 | |
| disabilities, MR/ mentally challenged | | 1.1.2.2-0 | |
| australies, mit memuny chunchgen | | | |
| MODULE-II | | | |
| 4. Basic data necessary for Guidance – pupil | | | |
| courses, vocation- tools and | | | |
| Techniques of collecting Information on pupils | | | |
| (class hour) | SRB | 2+2+2+2 | |
| Intelligence test, Personality test, | | +2 | Interactive/Gro |
| | | | up Discussion |

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

PAPER –VI EVALUATION IN EDUCATION

| GROUP – A | Teacher | Class | Teaching |
|---|---------|---------------------|---------------|
| | | Hour/ | Method |
| | | Domain | |
| MODULE-1 | | | |
| 1. Educational Measurement and Evaluation- | | 2 | |
| Concept, Scope, Needs. | | 1 | |
| 2. Tools and Techniques of Evaluation | BD | 2 | |
| a) Test: Types, | | | |
| use of Norm- Referenced test and Criterion- | | 4 | Demonstration |
| Referenced test | | 2 | Experimental |
| essay type and objective type tests | | 2 | Method |
| b) Observation- Concept and Use | | 2 | |
| c) Inquiry - concept and use | | 2 | |
| d) Cumulative Record Card – concept and Use | | 2,/Cognitive | |
| MODULE - II | | | |
| 3. Scales of Measurement- Nominal, Ordinal, | | | Lecture |
| Interval, Ratio | | 4 | & |
| 4. Criteria of Standardized test | BD | | Demonstration |
| <i>a)</i> Validity <i>b</i>) reliability <i>C</i>) objectivity <i>d</i>) | | 2+2+2+ | Method |
| Usability e) Norms | | 2+2=10 | |
| 5. Construction of a Standardized Achievement | | 6 | |
| Test | | Cognitive/Affective | |
| GROUP -B | Teacher | Class hour | Teaching |
| Statistics in Education | | | 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 class hour | 2 4 2 2 2 2+2=4 90 | Lecture & Demonstration Method |

PAPER –VII EDUCATIONAL TECHNOLOGY AND CURRICULUM

| GROUP – A Educational Technology | Teacher | Class Hour/ Domain | Teaching Method |
|--|---------|--|--|
| 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 Affective | Discussion & 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 | BRP | 2 2 2 2 2 2 2 2 Cognitive / Affective | Lecture & Demonstration Method |
| GROUP-B Curriculum Studies. | Teacher | Class Hour/ Domain | Teaching Method |

| MODULE -I | | | |
|--|------------|---|---|
| Concept of curriculum: Explicit Curriculum, Hidden Curriculum. Nature of Curriculum Bases of Curriculum: Philosophical Sociological & Psychological. Systems Approach to Curriculum Objectives of curriculum: Need to form objectives of curriculum Sources of objectives of the curriculum: Society, discipline, needs of students. Bloom's Taxonomy of educational objectives: an overview Cognitive & Affective domains) with examples. | BRP | 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. | BRP | 2+2+2=6 4 1+1=2 1+1=2 2+2=4 Cognitive Affective | Heuristic Method Discussion |
| Total | class hour | 82 | |

PAPER-VIII COMPARATIVE EDUCATION AND PRACTICAL

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

<u>TEACHING PLAN</u> <u>Academic Session 2016-2017</u> <u>Under (1+1+1)-System</u>

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 Concept and aims of modern education with special reference to Delor's commission (UNESCO, 1997) Child centric and Life centric education. Functions and scope of education-Individual and social perspective. Education for Human Resource development. Education as propagation of values. | BD | 4 9 3 Cognitive/ Effective | Demonstrat ion / 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 Educational 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 | Demonstrat ion 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 | КМ | 7 7 6 | Demonstrat ion Method |
| | Total class hour | 83 | |

PAPER-II PSYCHOLOGICAL FOUNDATION OF EDUCATION

| GROUP-A DEVELOPMENTAL ASPECTS OF PSYCHOLOGY | Teache r | 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/ Psychomot or | Discussion, Demonstratio n/ 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/ Psychomot or/ Effective | Discussion/Int eractive & Demonstratio n Method |
| GROUP-B Cognitive approach | Teache r | Class Hour/ | Teaching Method |

| | | Domain | |
|--|------------|--|--|
| 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 Effective Psychomot or | Demonstration n 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 Demonstratio n 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 |
|-----------|---|---------|--------------------------|--------------------|
| | ODULE – I | | | |
| | Synoptic study of Brahmanic, Buddhist and Islamic | | | |
| | ucation in Ancient and Medieval India with respect | | | |
| to (Δi | ms and Objectives ,Subject of study ,Methods of | | | |
| • | aching including teacher – Pupil | | | |
| | ationship,Evaluation ,Centre of Learning, Education | | | Demonstra |
| | woman) | | 4 | tion/Heuris tic |
| | Bramhanic | | 4 | Method |
| | Buddhist | BD | | |
| | Islamic education | | _ | |
| 2. | Brief outline of events relating education from 1757 | | 3 | |
| | 1947 | | 1 | |
| | Missionaries activities (Srirampur Trio) | | 6 | |
| | Charter Act of 1813 | | | |
| | Bengal Renaissance – Contribution of Rammohan | | 2 | |
| | Ray | | 4 | |
| | H.L.V. Derozio. And Vidyasagar. | | 2 | |
| | Adams Report. | | | |
| | Anglicist –Orientalist controversy – Macaulay's | | Cognitiv | |
| | Minute & | | e Effectiv | |
| | Bentinck's resolution. | | е | |
| | ood dispatch (Recommendations only) | | | |
| | ODULE –II | | | |
| | ef outline of Hunter Commission 1882-83 (Primary and | | | |
| | Secondary Education) | | 3 | |
| _ | , | | | |
| | Curzon Policy (Quantitative development of | 1/8 4 | | |
| | Primary education, Quantitative and Qualitative | КМ | | Demonstra |
| | development of Secondary education, Qualitative | | 4 | tion/Lectur |
| _ | development of Higher education) | | 2 | e Method |
| > | National Education Movement (cause and effect) | | | Michiga |
| | Calcutta University Commission (1917-1919) | | 2 | |
| | | | | |

| Basic Education(concept & development)Sargent Plan | | 2 1 Cognitiv e | |
|--|------------------|--------------------------------------|----------------------------------|
| 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) | BD | 4 | Demonstra tion |
| (Aims of Higher education & Rural University) ➤ Secondary Education Commission (1952-53) | | 5 | Method |
| (Aims, Structure & Curriculum of Secondary education) ➤ Indian Education Commission (1964-66) | | 7 | |
| | | Cognitiv e/Effecti ve | |
| MODULE-II | | 70 | |
| National Policy on Education (1986) Current issues in education: | | 7 | |
| Equalization of Education Opportunities. Programmes on Universal Elementary Education | BRP | 5 | |
| (DPEP & SSA) | | 4 | Demonstra tion/Discus sion |
| Non-formal education and alternative schooling, Education of women | | 5 Cognitiv e/ Effectiv e | Method |
| | Total class hour | 85 | |

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

| GROUP-A | Teacher | Class | Teaching |
|--------------------------------------|---------|--------|----------|
| Sociological Foundation of Education | | Hour/ | Method |
| | | Domain | |

| MODULE-I | | | |
|---|---------|-----------------------------------|--------------------------------|
| Sociological Foundation of Education-Sociology of education Nature, Scope, Method of Study. Society and Education- (a)Society: its origin and factors and their influences | SRB | 2+1+ 1+1=5 | |
| on education (population, Location, religion, class, culture, technology, Economy) | | 1+1+1+1 + | Demonstr ation Discussio |
| (b)Impact of different political systems on education (capitalism and socialism).3. Social groups and education | | 1+1+1=7 | n Method |
| (a)Social groups (primary, Secondary and tertiary) (b)Socialization: the role of the family and school. | | 3 1+1+1=3 | |
| | | 1+1=2 Cognitiv e/ Effective | |
| MODULE-II | | Lijective | |
| 4. Social change and Education- (a)Social change: Its definition and role of education (b)Social change in India (Sankritization, Westernization, Modernization and | BD | 1+1=2 | Demonstr ation |
| Globalization). 5. Education and Social Communications- Informal agencies of Social Communication. | | 2+2+2+2 =8 | duon |
| 6. Education and Contemporary Social Issues(a) Unemployment.(b) Poverty | | 3 Cognitive | Discussio |
| (c) National Disintegration(d) Population explosion. | | 2 2 | n/Particip atory Method |
| | | 2 2 Cognitive /Effective | |
| 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) | SKN | 3 | |
| 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. | | 1+1+1+1 + 1+1+1=7 | Demonstr ation Discussio |
| (c) Inclusive education.3. Educational Management and Administration | | 1+1+1=3 1 | n Method |
| Difference between the two administrations at different levels (Primary, | | 2 | |
| Secondary and Tertiary) Board of Secondary Education, Council of H.S Education, Council of Higher education. | | 1+1+1=3 | |
| | | Cognitive / Affective | |
| MODULE- II | | | |
| 4. Concept of educational management- Meaning, nature, need and scope, Role of Educational manager. | BRP | 1+1+1+ 1+3= 7 | |
| 5. Types of Educational Management Autocratic, Democratic, Lassie- Fair supervision Educational Planning- Meaning, need and significance of educational | | 1+1+1=3 | Demonstr ation/Dis cussion Method |
| planning. Types and strategies of educational planning. | | 1+1+1=3 3 | Wethou |
| Steps in Educational planning Institutional Planning | | 1 1 Cognitive Effective | |
| | Total class hour | 77 | |

Part –III
PAPER- V
PSYCHOLOGY OF ADJUSTMENT AND EDUCATIONAL GUIDENCE & COUNCELLING

| GROUP – A | Teacher | Class hour/ | Teaching |
|---|----------|--|--|
| Psychology of adjustment | 10001101 | Domain | 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 1 2 2 2 3 3 Cognitive Psychomoto r 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 Cognitive Psychomoto r Effective | Demonstratio n Role Playing Participatory Method |

| GROUP-B Educational guidance and counseling. | Teacher | Class Hour/ Domain | Teaching Method |
|---|---------|---|---|
| MODULE- I Concept of guidance- meaning and nature of guidance different forms of Guidance (group and individuals) Types of Guidance (educational, vocational) 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 |

PAPER –VI EVALUATION IN EDUCATION

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

| 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 |
|---|---------|--|---|
| 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 Cognitive Effective | Lecture & 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 | SKN | 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: Explicit Curriculum, Hidden Curriculum. Nature of Curriculum Bases of Curriculum: Philosophical Sociological & Psychological. | BRP | 1 2+2=4 1 1+1+1=3 | Heuristic |
| 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. | | 1 1+1+1=3 | Participatory Method |
| 4. Bloom's Taxonomy of educational objectives: an overview (Cognitive & Affective domains) with examples. | | 5 Cognitive Effective | |

| 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 | КМ | 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) | КМ | 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 | 4 4 4 4 Effective | Experimental & Demonstration Method Experimental Demonstration & Experimental Method |
|---|-------------------|---|
| Total number of classe | s 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) | | 4 | |
| 2. Child centric and Life centric education.3. Functions and scope of education-Individual and social perspective. | BD | 9 | Heuristic Method |
| Education for Human Resource development. 4. Education as propagation of values. | | 3 Cognitive Effective | |
| MODULE-II 5. Role of Philosophy in Education. 6. Schools of philosophy and their influence on education: Idealism, Naturalism, and Pragmatism. | BD | 2 3+3+3=9 | |
| 7. Schools of Indian Philosophy *** Basic features and Influence on Education- a) Vedic schools (Sankhya, yoga, Nyaya) b) Non-Vedic schools (Charvak, Buddhist, Jain) | | 2+2+2=6 2+2+2=6 | Demonstrat ion Participator y 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 | Demonstrat ion 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 Psychom otor | 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. GROUP-B | SRB | 2+2=4 2+4=6 2+2+ 2+2= 8 3+3=6 Class | Lecture & Demonstration Method |
| Cognitive approach | reacher | hour Domain | 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 Psychom otor | 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 | l class hour | 90 | |

Part-II Paper-III DEVELOPMENT OF EDUCATION IN INDIA

| GROUP –A Education in Ancient, Medieval and British India. | 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) | BD | 4 4 4 3 1 6 2 Cognit ive | Demonstra tion 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 | SM | 3 Cognit ive | Discussion Method |
|---|---------------|-------------------------------|-----------------------------|
| education) National Education Movement (cause and effect) Calcutta University Commission (1917-1919) Basic Education(concept & development) Sargent Plan | | 2 2 2 1 | |
| GROUP –B Development of Education after 1947 | Teacher | Class hour/ Dom ain | 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 5 7 Cognit ive Effecti ve | Demonstra tion 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 | SKN | 7 5 4 5 Cognit ive Effecti ve | Demonstra tion Method |
| Tota | ıl class hour | 85 | |

SOCIOLOGICAL FOUNDATION OF EDUCATION AND EDUCATIONAL ORGANIZATION & MANAGEMENT.

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

| GROUP – B Educational organization & Management | Teacher | Class Hour/ Domain | Teaching Method |
|---|------------|-------------------------------------|--|
| I. Principles of Educational organization: Concept of School organization it's principle. (3 class hour) | SKN | 3 | |
| 2. Aspects of school Organization — (a) School Plant, building, Equipment, Sanitation. ,Playground, Workshop, library, Computer Room . (b) Midday meal, School medical service, cocurricular activities. (c) Inclusive education. 3. Educational Management and Administration | | 1+1+1+1+ 1+1+1=7 1+1+1=3 1 | Participatory Interactive Method |
| 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. | | 2 1+1+1=3 3 Cognitive Effective | |
| MODULE- II 4. Concept of educational management- Meaning, nature, need and scope, Role of Educational manager. | SKN | 1+1+1+ 1+3= 7 | |
| 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 | | 1+1+1=3 3 1 Cognitive Effective | Demonstration Discussion Method |
| Total | class hour | 77 | |

Part –III
PAPER- V
PSYCHOLOGY OF ADJUSTMENT AND EDUCATIONAL GUIDENCE & COUNCELLING

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

| Teacher | Class Hour/ Domain | Teaching Method |
|---------|---|---------------------------------------|
| SRB | 2 2 2+2=4 2 1+1+1=3 2 1+1+2+2=6 Cognitive Effective | Interactive Role Playing Method |
| SRB | 2+2+2+2+ 2 +2+1+1+1 =15 2+1+1+1+ 1=6 Cognitive Effective | Lecture Method |
| | SRB | ## Hour/ Domain |

PAPER –VI EVALUATION IN EDUCATION

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

| | | Cognitive | |
|-------|------------|-----------|--|
| Total | class hour | 90 | |

PAPER –VII EDUCATIONAL TECHNOLOGY AND CURRICULUM

| GROUP – A Educational Technology | Teacher | Class Hour/ Domain | Teaching Method |
|---|---------|--|-------------------------|
| 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 |

| 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 | SKN | 2 2 2 2 2 2 2 2 Cognitive Effective | Experiential Interactive Participatory Method |
| GROUP-B Curriculum Studies. | Teacher | Class Hour/ Domain | Teaching Method |
| 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. | SM | 1 2+2=4 1 1+1+1=3 2 1 1+1+1=3 5 Cognitive Effective | Demonstration Demonstration 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 Effective | Discussion Experiential Method |
|---|-----------|---|--------------------------------------|
| Total cl | lass 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 |

| 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 | 4 6 3 4 4 4 Cognitive Effective | Experimental & Demonstration Method Lecture, Demonstration & Experimental Method |
|--|---------------------------------|---|
| Total number of cla | asses 62 | |

TEACHING PLAN

Academic Session 2018-2019

Under (1+1+1)-System

Part-II

Paper-III

DEVELOPMENT OF EDUCATION IN INDIA

| GROUP –A Education in Ancient, Medieval and British India. | 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 3 1 6 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 |

| Secondary education, Qualitative development of Higher education) National Education Movement (cause and effect) Calcutta University Commission (1917-1919) Basic Education(concept & development) Sargent Plan | | 2 2 2 1 Cognit ive Effecti | |
|---|--------------|------------------------------------|--|
| GROUP –B Development of Education after 1947 | Teacher | ve Class hour/ Dom ain | 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) | TKD | 4 4 5 | Demonstra tion 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 | SRB | 7 5 4 5 | Discussion Interactive Method |
| Tota | l 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 |
|--|---------|---|-------------------------------------|
| 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 |
| 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. | SRB | 1+1=2 2+2+2+2=8 3 2 2 2 Cognitive Effective | Participatory Method |

| GROUP – B Educational organization & Management | Teacher | Class Hour/ Domain | Teaching Method |
|---|--------------|--|--|
| 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, cocurricular 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 |
| 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 |
| Tota | l class hour | 77 | • |

Part –III
PAPER- V
PSYCHOLOGY OF ADJUSTMENT AND EDUCATIONAL GUIDENCE & COUNCELLING

| PSYCHOLOGY OF ADJUSTMENT AND EDUCATE GROUP − A Psychology of adjustment MODULE − I 1. Concept of adjustment- | Teacher SRB | Class hour/ Domain 1 1 2 2 2 3 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-1 Concept of guidance- meaning and nature of guidance different forms of Guidance (group and individuals) Types of Guidance (educational, vocational) 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 Total | SRB al class hour | 2+2+2+2 +2 +2+1+1+ 1=15 2+1+1+1 +1=6 Cognitive Effective 81 | Participatory Interactive Method |

PAPER –VI EVALUATION IN EDUCATION

| CROUD A | | CI | T- : -1.* |
|---|----------|-----------|-------------------------|
| GROUP-A | Teacher | Class | Teaching |
| | | Hour/ | Method |
| MODANA | | Domain | |
| MODULE-1 1. Educational Measurement and Evaluation- | | | |
| | | 2 | |
| Concept, Scope, Needs. | CVA | 1 | |
| 2. Tools and Techniques of Evaluation | SKN | 2 | |
| a) Test: Types, | | | |
| use of Norm- Referenced test and Criterion-Referenced | | 4 | Experimental |
| test | | 2 | Interactive |
| essay type and objective type tests | | 2 | Participatory Method |
| b) Observation- Concept and Use | | 2 | ivietnoa |
| c) Inquiry - concept and use | | 2 | |
| d) Cumulative Record Card – concept and Use | | Cognitive | |
| | | Effective | |
| MODULE - II | | LJJCCIIVE | |
| 3. Scales of Measurement- Nominal, Ordinal, Interval, | | 1+1+1=3 | |
| Ratio | | 1 | |
| 4. Criteria of Standardized test | SKN | 2+2+2+ | Experimental |
| a) Validity b) reliability C) objectivity d) Usability e) | | 2+2=10 | & |
| Norms | | 6 | Demonstration |
| 5. Construction of a Standardized Achievement Test (6 | | | Method |
| class hour) | | | |
| GROUP -B | Teacher | Class | Teaching |
| Statistics in Education | reacties | hour | Method |
| | | Domain | Wethou |
| MODULE -I | | 1 | |
| 1. Statistics- Use in Education | | 1 | |
| 2. Organization and Graphical Representation of data – | SKN | 2+2+2+ | |
| Pie Chart, | SKIV | 2+2=8 | Experimental |
| Bar diagram, Histogram, Frequency polygon, Ogive | | 272-0 | & |
| Measures of Central tendency – Mean, Median, Mode- | | 2+2+2=6 | Demonstration (|
| Calculation and application | | 2.2.2 | Method |
| 4. Measures of Variability – Range, Quartile Deviation, | | | Wiction |
| Standard Deviation | | 2+2+2=6 | |
| Calculation and application | | Cognitive | |
| Module-II | | _ | |
| 5. Percentile and percentile rank- | | | |
| Calculation and application | | 2 | Experimental |
| Including graphical representation | | 4 | & |
| 6. Characteristics of Normal curve. | SKN | 2 | Demonstration |
| 7. Skewness and Kurtosis – Concept. | | 2 | Method |
| 1. Sicurios um imiosis Concept. | 1 | | 1 |
| 8. Concept of Z – Score – | | 2 | |

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

PAPER –VII EDUCATIONAL TECHNOLOGY AND CURRICULUM

| GROUP – A | Teacher | Class | Teaching |
|---|---------|--|--|
| Educational Technology | | Hour/Domain | Method |
| 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 Cognitive Effective | Experiential & Demonstration Method |
| GROUP-B Curriculum Studies. | Teacher | Class Hour/ Domain | Teaching Method |
| 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 A. Statistics Practical Lecture hours | Teacher | Class Hour Domain | Teaching Method |
| B. Pedagogy practical. | | | Experimental |

| 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 | SKN | 4 4 4 Cognitive Effective | & Demonstration Method Experimental, Demonstration & Experimental Method |
|---|------------|---------------------------|---|
| Total number of | 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 2 3 Cognitive Effective3 | Interaction Participatory Method |
| MODULE - II 4. Stress, stressors- | SRB | 2 2 2 2 2 2 2 2 2 2 | Discussion Role Playing Method |

| GROUP-B Educational guidance and counseling. | Teacher | Cognitive Effective Psychomot or Class Hour/ Domain | Teaching Method |
|---|---------|--|--|
| MODULE- I Concept of guidance- meaning and nature of guidance different forms of Guidance (group and individuals) Types of Guidance (educational, vocational) 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 Effective Emotional | Interaction Questioning 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 Effective +2+1+1+ 1=15 2+1+1+1 +1=6 Cognitive Effective | Discussion Method |

PAPER –VI EVALUATION IN EDUCATION

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

| | | Cognitive | |
|-------|------------|-----------|--|
| Total | class hour | 90 | |

PAPER -VII EDUCATIONAL TECHNOLOGY AND CURRICULUM

| GROUP – A Educational Technology | Teacher | Class Hour/ Domain | Teaching Method |
|---|---------|--|---------------------------------------|
| 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 Cognitive Effective | Discussion Participatory 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 | Discussion Interactive Method |
|---|---------|---|--------------------------------------|
| GROUP-B Curriculum Studies. | Teacher | Class Hour/ Domain | Teaching Method |
| MODULE -1 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 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 Sources and means of curriculum evaluation Formative and Summative evaluation. | 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 | 1 | I | Toachina |
|---|---------|-------------|---------------------------------------|
| | Teacher | Class | Teaching |
| Comparative Education. | | Hour/ | Method |
| | | Domain | |
| Module – I | | | |
| Any one country from UK. USA. China. | | | |
| 1. Concept, meaning, scope of Comparative | | | |
| Education. | RJ | | |
| 2) Various issues of the Indian educational system | | 2+2=4 | Discussion |
| with special reference | | | Method |
| to school education in comparison with one of the | | | |
| above mentioned countries: | | 6 | |
| a) Structure of education | | 6 | |
| b) Administration | | Effective | |
| Module – II | | | |
| Various issues of the Indian educational system | | | |
| with special reference | | | |
| To school education in comparison with one of the | RJ | | |
| above mentioned countries. | | | Interactive |
| a) Curriculum | | 5 | Method |
| b) Examination | | 5 | , , , , , , , , , , , , , , , , , , , |
| c) Teacher education | | 4 | |
| d) Education for all | | 4 | |
| e) Distance education and open learning | | 3 | |
| bisiance education and open learning | | Cognitive | |
| | | Effective | |
| GROUP-B | Teacher | Class | Teaching |
| Practical | reacher | Hour/Domain | Method |
| A Ctatistics Dugatical Lacture hours | | Domain | Wiethou |
| A. Statistics Practical Lecture hours | | Domain | |
| 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 | | 4 | |
| following: | | 4 | Francisco contail |
| 1. Determination of central tendencies and | CKN | | Experimental o |
| standard deviation. | SKN | 6 | & |
| 2. Graphical representation of data: Bar chart, | | 6 | Demonstration |
| frequency polygon, Cumulative Frequency curve | | 3 | Method |
| 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 | SRB | 4 4 Cognitive Effective | Interactive Demonstration & Experimental Method |
|--|------------|----------------------------------|---|
| 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

| | Teacher | Class hour | Teaching Method |
|---|--------------|---------------|--------------------|
| Module I | | | |
| 1. Concept, scope and functions of education: | | 5 | |
| Education as a social process. Education and Social Changes. | | | |
| 2. Aims of education: Individualistic and socialistic aims of | BD | | Demonstrat |
| Education. Education for emotional, social and cultural | | 7 | ion |
| adjustment. | | | Method |
| Education for productivity and vocation. | | | |
| 3. Freedom and Discipline: Concept and need for free | | _ | |
| discipline. Self-discipline and student self | | 5 | |
| Government. | | | |
| Module II | | | |
| 4. Factors of education: | | | |
| a) The Child - innate endowment and environment | | 2 | |
| b) The Teacher - qualities and responsibilities. | BD | 2 | |
| c) The Curriculum - concept, principles of curriculum | | 6 | Heuristic |
| construction. Co- curricular activities- | | | Method |
| Meaning, values and forms. | | | |
| d) The educational institutions – Formal, informal, non- | | 6 | |
| formal. Their interrelations. | | | |
| Module III | | | |
| 5. Agencies of education: | | | |
| a) Home, | BD | 2 | Lecture |
| b) School, | | 2 | Method |
| c) Socio-cultural and Religious organizations, | | 3 | |
| d) State, | | 2 | |
| e) Mass- media | | 4 | |
| Module IV | | | |
| 6. Child - centricism in education: Its significance. | | 2 | Story telling |
| 7. Play and play- way in education: Kindergarten, Montessori, | KM | 12 | Method |
| Basic education and Project. | | | |
| Tota | l class hour | 60 | _1 |

PART-II PAPER-II

Educational Psychology

| Zadadionari | 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 | 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 | Lecture & Demonstration Method |
| Total | l 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 | | 6 | |
| India | | | |
| 2. Advent of missionaries: Serampore Missionaries activities in | | 2 | |
| education | BD | | |
| 3. Official introduction of English education by Lord Bentinck. | | 1 | |
| 4. Adam's Report on indigenous system of education. | | 2 | Heuristic/S |
| 5. The Despatch of 1854. | | 3 | tory telling Method |
| MODULE –II | | | |
| 6. Contributions of Raja Rammohan and Vidyasagar in social and educational reforms | | 4 | |
| 7. The First Education Commission (W. Hunter.) 1882 | | 4 | |
| 8. Growth of national consciousness: Conflict with Lord Curzon (1902 to 1905) | KM | 3 | |
| 9. National Education Movement- Contributions of Vivekananda, | | 4 | Discussion |
| Rabindranath and Aurobindo. | | | Method |
| MODULE-III | | | 101001100 |
| 10. A synoptic view of the suggestions for educational reforms by the | | 5 | |
| Sadler Commission, Wood- | | | |
| Abbot, Wardha Scheme. | | | Demonstra |
| 11. The Sargent Plan 1944 | BD | 2 | tion |
| 12. The Radhakrishnan Commission 1948-1949 | | 5 | Method |
| 13. A synoptic study of changes in school system, primary and | | 5 | |
| secondary (structure and curriculum | | | |
| only) after independence-Mudaliar Commission's (1952-1953) report | | | |
| and Kothari Commission's | | | |
| report (1964-1966) | | | |
| MODULE-IV | | | |
| 14. Education of Women since independence | | 3 | Discussion |
| 15. Educational policy 1968- A brief overview | | 4 | Method |
| 16. Educational policy 1986- A brief overview. | КМ | 5 | |
| Tota | al 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). | BD | 1 5 10 | Demonstr ative/Exp erimental 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 & Demonstr ation 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 | Discussio n/Interac tive Method |
| MODULE- IV 9. Meaning of adjustment. 10. Causes of maladjustment: role of parents, teachers, peers and educational institutions in the Development of maladjustment. | КМ | 1 8 | Discussio n Method |
| Tota | ıl class hour | 56 | 1 |

TEACHING PLAN (Education General)

Academic Session 2016-2017

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: | | 5 | |
| Education as a social process. Education and Social Changes. | | | |
| 2. Aims of education: Individualistic and socialistic aims of | BD | | Discussion |
| Education. Education for emotional, social and cultural | | 7 | Method |
| adjustment. | | | |
| Education for productivity and vocation. | | | |
| 3. Freedom and Discipline: Concept and need for free | | | |
| discipline. Self-discipline and student self | | 5 | |
| Government. | | | |
| Module II | | | |
| 4. Factors of education: | | | |
| a) The Child - innate endowment and environment | | 2 | |
| b) The Teacher - qualities and responsibilities. | BD | 2 | |
| c) The Curriculum - concept, principles of curriculum | | 6 | Storytelling |
| construction. Co- curricular activities- | | | Method |
| Meaning, values and forms. | | | |
| d) The educational institutions – Formal, informal, non- | | 6 | |
| formal. Their interrelations. | | | |
| Module III | | | |
| 5. Agencies of education: | | | |
| a) Home, | BD | 2 | Demonstrat |
| b) School, | | 2 | ion |
| c) Socio-cultural and Religious organizations, | | 3 | Method |
| d) State, | | 2 | |
| e) Mass- media | | 4 | |
| Module IV | | | |
| 6. Child - centricism in education: Its significance. | | 2 | |
| 7. Play and play- way in education: Kindergarten, Montessori, | KM | 12 | Heuristic |
| Basic education and Project. | | | Method |
| Tota | l 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 | 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 | 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 | 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 | | 6 | |
| 2. Advent of missionaries: Serampore Missionaries activities in | | 2 | |
| education | BD | | |
| 3. Official introduction of English education by Lord Bentinck. | | 1 | |
| 4. Adam's Report on indigenous system of education. | | 2 | Heuristic |
| 5. The Despatch of 1854. | | 3 | Method |
| MODULE –II | | | |
| 6. Contributions of Raja Rammohan and Vidyasagar in social and educational reforms | | 4 | |
| 7. The First Education Commission (W. Hunter.) 1882 | | 4 | |
| 8. Growth of national consciousness: Conflict with Lord Curzon (1902 to 1905) | KM | 3 | |
| 9. National Education Movement- Contributions of Vivekananda, | | 4 | Charma |
| Rabindranath and Aurobindo. | | | Story |
| | | | telling Method |
| MODULE-III | | | ivietnoa |
| 10. A synoptic view of the suggestions for educational reforms by the | | 5 | |
| Sadler Commission, Wood- | | | |
| Abbot, Wardha Scheme. | | | |
| 11. The Sargent Plan 1944 | BD | 2 | Interactive |
| 12. The Radhakrishnan Commission 1948-1949 | | 5 | /Discussion |
| 13. A synoptic study of changes in school system, primary and | | 5 | Method |
| secondary (structure and curriculum | | | Wicthou |
| only) after independence-Mudaliar Commission's (1952-1953) report | | | |
| and Kothari Commission's | | | |
| report (1964-1966) | | | |
| MODULE-IV | | | |
| 14. Education of Women since independence | | 3 | Discussion |
| 15. Educational policy 1968- A brief overview | | 4 | Method |
| 16. Educational policy 1986- A brief overview. | КМ | 5 | ·Victiloa |
| · · · | | | |
| Tota | al 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. | КМ | 1 | 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

| Timespies of Educat | Teacher | Class | Teaching |
|---|--------------|-------|---------------|
| | | hour | Method |
| Module I | | | |
| 1. Concept, scope and functions of education: | | 5 | |
| Education as a social process. Education and Social Changes. | | | |
| 2. Aims of education: Individualistic and socialistic aims of | BD | _ | Demonstrat |
| Education. Education for emotional, social and cultural | | 7 | ion |
| adjustment. | | | Method |
| Education for productivity and vocation. | | | |
| 3. Freedom and Discipline: Concept and need for free | | | |
| discipline. Self-discipline and student self | | 5 | |
| Government. | | | |
| Module II | | | |
| 4. Factors of education: | | | |
| a) The Child - innate endowment and environment | | 2 | |
| b) The Teacher - qualities and responsibilities. | BD | 2 | |
| c) The Curriculum - concept, principles of curriculum | | 6 | Heuristic |
| construction. Co- curricular activities- | | | Method |
| Meaning, values and forms. | | | |
| d) The educational institutions – Formal, informal, non- | | 6 | |
| formal. Their interrelations. | | | |
| Module III | | | |
| 5. Agencies of education: | | | |
| a) Home, | BD | 2 | Story telling |
| b) School, | | 2 | Method |
| c) Socio-cultural and Religious organizations, | | 3 | |
| d) State, | | 2 | |
| e) Mass- media | | 4 | |
| Module IV | | | |
| 6. Child - centricism in education: Its significance. | | 2 | |
| 7. Play and play- way in education: Kindergarten, Montessori, | SM | 12 | Heuristic |
| Basic education and Project. | | | Method |
| Tota | l 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 | 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 | 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 | Participatory & Demonstration Method |
| Total | class hour | 56 | |

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

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

PART-III PAPER –IV Evaluation and Guidance in Education

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

| 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 | 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 | 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 | Demonstration Method |
| Total | class hour | 56 | l |

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 | | 6 | |
| India | | | |
| 2. Advent of missionaries: Serampore Missionaries activities in | | 2 | Heuristic |
| education | RJ | | Method |
| 3. Official introduction of English education by Lord Bentinck. | | 1 | |
| 4. Adam's Report on indigenous system of education. | | 2 | |
| 5. The Despatch of 1854. | | 3 | |
| MODULE –II | | | |
| 6. Contributions of Raja Rammohan and Vidyasagar in social and educational reforms | | 4 | |
| 7. The First Education Commission (W. Hunter.) 1882 | | 4 | Story |
| 8. Growth of national consciousness: Conflict with Lord Curzon (1902 | TKD | 3 | telling |
| to 1905) | | | Method |
| 9. National Education Movement- Contributions of Vivekananda, | | 4 | |
| Rabindranath and Aurobindo. | | | |
| MODULE-III | | | |
| 10. A synoptic view of the suggestions for educational reforms by the | | 5 | |
| Sadler Commission, Wood- | | | |
| Abbot, Wardha Scheme. | | | |
| 11. The Sargent Plan 1944 | RJ | 2 | Informativ |
| 12. The Radhakrishnan Commission 1948-1949 | | 5 | e |
| 13. A synoptic study of changes in school system, primary and | | 5 | Method |
| secondary (structure and curriculum | | | |
| only) after independence-Mudaliar Commission's (1952-1953) report | | | |
| and Kothari Commission's | | | |
| report (1964-1966) | | | |
| MODULE-IV | | | |
| 14. Education of Women since independence | | 3 | Demonstra |
| 15. Education of Women since independence 15. Educational policy 1968- A brief overview | | 4 | tion |
| 16. Educational policy 1986- A brief overview. | TKD | 5 | Method |
| 10. Ladeadonal policy 1900 A Dries Overview. | 110 | | ivietiloa |
| Tota | ıl 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/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 |

| | Total class hour | 56 | |
|---|------------------|----|--|
| ı | | | |

TEACHING PLAN (Education General) ACADEMIC SESSION 2019-2020

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/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 | - |