TEACHING PLAN
Academic Session 2018-2019
Under CBCS System
Semester 1(July-December)
CC – 1
Introduction to Education

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

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

CC – 2
History of Indian Education

CC-2	**Teacher**	**Class Hour/ Domain**	**Teaching Method**

Unit: 1 = Education in India during ancient and medieval period • *Vedic (aim, curriculum, teaching method, teacher pupil relation)* • *Brahmanic (aim, curriculum, teaching method, teacher-pupil relation)* • *Buddhist (aim, curriculum, teaching method, teacher pupil relation)* • *Islamic (aim, curriculum, teaching method, teacher pupil relation)*	**SKN**	*4* *4*	*Heuristic* *Interac tiv e*
		4 *4* *Cognitiv e* *Effective*	*Story telling* *Method*
Unit: 2 = Education in India during British period (1800- 1853) • *Sreerampore trio and their contribution in the field of education* • C*harter Act, Oriental-occidental controversy* • *Macaulay Minute and Bentinck's resolution* • *Adam's report*	**SRB**	*3* *2* *3* *3* *Cognitiv e* *Effective*	*Heuristic* *Demon str ation* *Method*

Unit: 3 = Education in India during British period (1854- 1946) • *Woods Despatch, Hunter Commission* • *Curzon policy regarding primary, secondary and higher education,* • *National education movement (cause and effect)* • *Basic education (concept and development)* • *Sadler Commission*	*SRB*	*4* *4* *3* *4* *3* *Cognitive*	*Heuristic* *Story telling* *Method*

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

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

CC-3	*Teacher*	*Class Hour/ Domain*	*Teaching Method*

Unit		Facilitator	Periods	Domain	Method
Unit: 1 = Relation between Psychology and Education • *Meaning and definition of Psychology* • *Meaning and definition of Education* • *Relation between Psychology and education* • *Nature, scope and significance of educational psychology*		RJ	1 1 2 4 Cognitive		Demonstration Method
Unit: 2 = Stages and types of human development and their educational significance • *Piaget's cognitive development theory* • *Erikson's psycho-social development theory* • *Kohlberg's moral development theory* • *Vygotsky's social development theory and Bandura's Social Learning Theory*		SKN	3 3 3 6 Cognitive Psychomotor		Experiential Interactive Method
Unit: 3 = Learning: concept and theories • *Concept and characteristics of learning* • *Theories: Connectionism(Trial and error, classical, operant conditioning)* • *Insightful learning* • *Memorization and Forgetting:* *Process of memorization ,causes of forgetting* *economical ways of improving memorization*		SRB	2 6 2 3 Cognitive Effective Psychomotor		Experiential Interactive Method

Unit: 4 = Intelligence	TKD	1	Demonstration
• Concept of intelligence • Theories of Intelligence by Spearman, Thorndike and Guilford • Types and uses of intelligence tests • Concept of Emotional Intelligence and E.Q		6 3 2 Cognitive	Discussion Method
Total class hour	**48**		

CC-4 (Semester 2)

Philosophical Foundation of Education

CC-4	Teacher	Class hour	Teaching Method
Unit 1 = Concept of educational philosophy • Meaning of philosophy • Etymological meaning of education • Relation between philosophy and education • Importance of philosophy in education	RJ	2 2 2 2	Heuristic Method
Unit 2 = Indian schools of philosophy • Vedic school – Sankhya • Vedic school – Yoga • Non-vedic School – Buddhism • Non-vedic School – Jainism	SKN	4 4 4 4	Heuristic Participatory Method

Unit 3 = Western schools of philosophy	TKD	3	Discussion
• Idealism		3	Story
• Naturalism		3	telling
• Pragmatism			
• Realism		3	Method

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

Total class hour		48	

Academic Session 2019-2020
Under CBCS System
Semester 1(July-December)
CC – 1
Introduction to Education

CC-1	Teacher	Class Hour/ Domain	Teaching Method

Unit- I = Concept of Education • *Narrow and broader concept of education* • *Meaning, nature and scope of education.* • *Aims of education – individual, social, vocational and democratic.* • *Aims of modern education with special reference to Delor's Commission.*	*SKN*	*2* *3* *4* *6* *Cognit ive* *Effecti ve*	*Heuristic* *Method*

Unit- 2 = Factors of Education • *Child / learner: influence of heredity and environment on the learner* • *Teacher: qualities and duties of a good teacher* • *Curriculum- concept and types* • *Co-curricular activities: meaning, values and significance* • *Educational institutions: informal, formal and non-formal, their interrelation*	*SRB*	*2* *2* *2* *3* *6* *Cogniti ve* *Effecti ve*	*Heuristic* *Method*
Unit- 3 = Agencies of Education • *Home* • *School* • *State* • *Mass-media- television, radio, cinema and newspaper*	*SM*	*2* *2* *2* *4* *Effective*	*Heuristic* *Method*

Unit- 4 = Child Centricism and Play-way in Education Concept of child centricism in education Characteristics and significance of child centricism in education Concept of play and work. Characteristics of play way in Education, Kindergarten, Montessori, Project method.	SKN	1 3 3 6 Cogniti ve Effecti ve	Participat ory Method
	Total class hour	**53**	

CC – 2
History of Indian Education

CC-2	Teacher	Class Hour/ Domain	Teac hin g Metho d

Unit: 1 = Education in India during ancient and medieval period • *Vedic (aim, curriculum, teaching method, teacher pupil relation)* • *Brahmanic (aim, curriculum, teaching method, teacher-pupil relation)* • *Buddhist (aim, curriculum, teaching method, teacher pupil relation)* • *Islamic (aim, curriculum, teaching method, teacher pupil relation)*	**SKN**	*4* *4* *4* *4* **Cognitive** **Effective**	**Heuristi c** **Intera cti ve** **Story telling** **Method**
Unit: 2 = Education in India during British period (1800- 1853) • *Sreerampore trio and their contribution in the field of education* • *Charter Act, Oriental-occidental controversy* • *Macaulay Minute and Bentinck's resolution* • *Adam's report*	**SRB**	*3* *2* *3* *3* **Cognitive** **Effective**	**Heuristi c** **Demons tration** **Method**

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

(Semester 3)
CC – 5
Sociological Foundation of Education

CC-5	Teacher	Class Hour/ Domain	Teaching Method

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

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

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

CC-6	Teacher	Class Hour/ Domain	Teaching Method
Unit: 1 = Organization and Management	SRB	3	Discussion
Concept of organization		3	Method
Concept of management		3	
Concept of educational organization		3	
Concept of school organization		Cognitive	
		Effective	

*Unit: 2 = **Educational organization*** Meaning of school plant Elements of school plant (concepts only) Features of library and time-table Features of school medical services, workshop, computer laboratory.	**SRB**	**2** **3** **3** **4** **Effective**	**Demonstrati on Method**
*Unit: 3 = **Educational Management*** Meaning of educational management Objectives of educational management Types of educational management Significance of educational management	**SKN**	**2** **2** **4** **3** **Effective**	**Demonstrati on Method**
*Unit:4 = **Educational Planning*** Meaning of educational planning Aims and objectives of educational planning Steps of educational planning Types and significance of educational planning	**SKN**	**2** **2** **3** **5** **Cogniti ve** **Effecti ve**	*Participatory* ***Method***
Total class hour		**47**	

CC – 7 (Semester 3)
Guidance and Counselling

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

Group Guidance – Meaning and Advantages and disadvantages *Need for guidance in secondary schools and requisites of a good school guidance programme.*		3 3 Cognitive Effective	*Participat ory Role Playing Method*
Unit 2 = Guidance - Educational, Vocational, Personal *Educational Guidance- Meaning, Function at different stages of Education* *Vocational Guidance- Meaning, Function at different stages of Education* *Personal Guidance- Meaning, Importance for the Adolescence*	SKN	6 6 3 Effective	*Interactive* *Participat ory Role Playing Method*

Unit 3 = *Counselling – Meaning, Techniques, Types* Counselling - – Meaning, importance and Scope *Techniques of Counselling- Directive, Non-Directive, Eclectic* *Individual and Group Counselling –Meaning , Importance*	SRB	**4** **6** **4** ***Effective*** ***Emotional***	**Role** **Playing** **Method**
Unit 4 = **Basic data necessary for Guidance** *Tools for collecting information on pupil: Intelligence: Concept and Test, Personality:* *Concept and Test, Aptitude: Concept and Test* *Cumulative Record Card* *Anecdotal Record Card*	SRB	**9** **2** **2** ***Effective***	**Discussion** **Interactive** **Method**
	Total class hour	**57**	

Semester – 3
SEC – A2
Skill for Democratic Citizenship

SEC-A2	Teacher	Class hour	Teaching Method
<u>**Unit 1: Rights and duties in Indian Constitution**</u> • *Democratic rights* • *Fundamental Rights* • *Duties of citizenship*	*SKN*	*4* *4* *4*	*Lecture Demonstrati on Interactive*

Unit 2 = Protection of Children	SKN	4	Lecture
• Child protection - concept and need.		4	Demonstration
• Child Rights – concept, classification and need		4	Interactive
• Legal actions –POCSO			

Unit 3 = Domestic Harmony	SRB	4	Heuristic
• Domestic violence – definition and types		4	Story telling
• Protection of Women from Domestic Violence Act, 2005 – basic features		4	
• Protection of males in DVA 2005			

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

Total class hour		48	

Academic Session 2019-2020

CBCS System

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

CC-3	Teacher	Class Hour/ Domain	Teaching Method

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

Unit	Code	Objectives	Method
		6 *Cognitive* *Psychomotor*	*Interactive Method*
Unit: 3 = Learning: concept and theories • *Concept and characteristics of learning* • *Theories: Connectionism(Trial and error, classical, operant conditioning)* • *Insightful learning* • *Memorization and Forgetting:* *Process of memorization ,causes of* *forgetting* *economical ways of improving memorization*	*SRB*	*2* *6* *2* *3* *Cognitive* *Effective* *Psychomotor*	*Experiential* *Interactive Method*

Unit: 4 = Intelligence	TKD	16	Demonstration
• Concept of intelligence • Theories of Intelligence by Spearman, Thorndike and Guilford • Types and uses of intelligence tests • Concept of Emotional Intelligence and E.Q		3 2 Cognitive	Discussion Method
Total class hour		48	

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

Unit 3 = Western schools of philosophy	TKD	3	Discussio n
• *Idealism* • *Naturalism* • *Pragmatism* • *Realism*		3 3 3	Story telling Method
Unit 4 = Philosophy for development of humanity	SRB	3	Heuristic
• *Education and development of values* • *Education for national integration* • *Education for international understanding* • *Education for promotion of peace and harmony*		3 3 3	Method

	Total class hour	48	

CC-8 (Semester 4)

Technology in Education

CC-5	Teacher	Class Hour/ Domain	Teaching Method
Unit 1 = Introductory concept	RJ	2 3 3 3	Demonstrati
• *Concept of Technology* • *Need and scope of educational technology* • *System approach- concept and need* • *Classification and components of system approach*		Cogniti ve Effecti ve	on Experiential Method

Content	Faculty	Hours / Domain	Method
• *Unit 2 = Computer in education and communication* • *Computer and its role in education* • *Basic concept of hardware and software* • *Computer network and internet- its role in education* • *Communication and classroom interactions concept, element and process*	*SKN*	*2* *2* *4* *4* *Cognitive* *Effective*	*Experiential* *Interactive* *Method*

UNIT 3- computer in education and communication
 	
 • *Mass instructional techniques*
  Characteristic & Types
 • *Personalized instructional technique*
  Characteristic & Types
 • *Difference in teaching and instruction*
 	
 • *Models of teaching -Concept Components*
  Significance
	TKD	*4*
		 4
		
		 1
		
		 3
		 Cognitive
			Discussion
			 Participatory
			 Method

		Effective	

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

	Total class hour	50

(Semester 4)
CC – 9
Curriculum Studies

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

		3 Cognitive Effective	

Unit-2 Content selection
 	
    • *Determinants of content selection – perspective of knowledge , culture & needs*
    • *Curriculum and institution – instructional objectives*
      Revised bloom's taxonomy
    • *Bruner's theory of instruction*
	SRB	*4*
		
		6
		
		3
		Cogniti ve
		Effecti ve
			Demonstrati on
			
			Discussion
			
			Method

Unit 3 - curriculum development
 	
    • *Principles of curriculum construction*
    • *Learner centered curriculum framework – concept ,factors & characteristics*
    • *Curriculum development – needs and planning*
    • *NCF , 2005*
	RJ	*2*
		
		4
		
		3
		4
		Cogniti ve
		Effecti ve
			Discussion
			
			Method

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

(Semester - 4)
CC-10
Inclusive Education

CC-10	Teacher	Class hour/ Domain	Teaching Method
➢ Unit 1 = Inclusion overview (RJ) • Meaning of inclusion and inclusive society • Exclusion and inclusion: concept and overview • Obstacles / barriers and inclusion • Elements necessary for creating an inclusive society	RJ	3 3 3 3 Cognitive Effective Emotional	Discussion Debate Participat ory Method

Unit 2= differently abled • *Concept of impairment, disability and handicap* • *Types of disabilities – orthopedic, visual, auditory, cerebral palsy, intellectual, autism, learning disability (only definition and there specific problem)* • *General causes of disabilities* • *Role of school and society in creating a barrier free environment*	*SRB*	*3* *6* *2* *2* *Cognitive* *Psychomotor* *Effective*	*Experiential* *Participatory* *Method*

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

Semester – 4
SEC – B1

Teaching Skill

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

TEACHING PLAN (Education General)
Academic Session 2018-2019
Under CBCS System
Semester 1(July-December)
CC/GE – 1
Introduction to Education

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

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

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

Academic Session 2019-2020

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

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

Semester 3(July-December)

Sociological Foundation of Education

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

	Total class hour	45	

Semester – 3
SEC – A2
Skill for Democratic Citizenship

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

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

Psychological Foundation of Education

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

Unit: 4 = Intelligence	TKD	1 6 3 2	Demonstrative/Interactive Method
• *Concept of intelligence* • *Theories of Intelligence by Spearman, Thorndike and Guilford* • *Types and uses of intelligence tests*			

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

Semester – 4(January-June)

CC/GE-4

Inclusive Education

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

Unit 3 = socially disabled • *Concept of SC,ST and OBC groups* • *Concept of gender and sexuality* • *Causes of social exclusion* • *Understanding social inclusion : role of education*	*TKD*	*3* *2* *2* *3*	*Demonstrative/Participatory Method*

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

Semester – 4
SEC – B1
Teaching Skill

SEC – B1	*Teacher*	*Class hour*	*Teaching Method*
Unit: 1 = Understanding Teaching • *Concept and definition of Teaching* • *Nature of teaching and characteristic factors affecting teaching* • *Relation between teaching and training*	*SKN*	*4* *4* *4*	*Demonstration Lecture*
Unit: 2 = Types of Teaching (Concept and Characteristics) • *Micro-teaching and Micro lesson* • *Simulated teaching* • *Integrated teaching*	*SKN*	*4* *4* *4*	*Demonstration Lecture Story telling*

Unit: 3 = Skills of Teaching (Basic Concept)	SKN	4	Demonstrati
• Nature and definition of skills of teaching		4	on Lecture
• Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement		4	Interactive
• Phases of teaching: Pre-active, Inter-active, Post active			
Unit: 4 = Learning Design (LD)	SKN	4	Demonstrati
• Concept and importance of learning design in teaching		4	on Lecture
• Steps of learning design		4	Interactive
• Qualities of good learning design			

Total class hour	48

TEACHING PLAN
Academic Session 2020-2021
Under CBCS System
Semester 1(July-December)
CC – 1
Introduction to Education

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

		ve	

Unit- 2 = Factors of Education • *Child / learner: influence of heredity and environment on the learner* • *Teacher: qualities and duties of a good teacher* • *Curriculum- concept and types* • *Co-curricular activities: meaning, values and significance* • *Educational institutions: informal, formal and non-formal, their interrelation*	SKN	*2* *2* *2* *3* *6* Cogniti ve Effecti ve	Heuristic Method

Unit- 3 = Agencies of Education • *Home* • *School* • *State* • *Mass-media- television, radio, cinema and newspaper*	TKD	*2* *2* *2* *4* *Effective*	*Heuristic* *Method*

Unit- 4 = Child Centricism and Play-way in Education Concept of child centricism in education	SRB	1	*Participatory Method*
Characteristics and significance of child centricism in education		3	
Concept of play and work.		3	
Characteristics of play way in Education, Kindergarten, Montessori, Project method.		6 **Cognitive Effective**	
Total class hour		**53**	

CC – 2
History of Indian Education

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

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

CC-5	Teacher	Class Hour/ Domain	Teaching Method
• **Unit: 4 = Education in India after independence** *Radhakrishnan Commission (aim, curriculum of higher education, rural university)* • *Mudaliar Commission (aim, structure and curriculum of secondary education)* • *Kothari Commission (aim, structure and curriculum of primary and secondary education)* • *National Policy of Education, 1986, POA 1992.*	SKN	4 3 6 4 **Effective**	**Discussion** **Method**
Total class hour		60	

(Semester 3)
CC – 5
Sociological Foundation of Education

CC-5	Teacher	Class Hour/ Domain	Teaching Method

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

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

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

CC-6	Teacher	Class Hour/ Domain	Teaching Method

*Unit: 1 = **Organization and Management***	**RJ**	**3**	***Discussion***
Concept of organization		**3**	***Method***
Concept of management		**3**	
Concept of educational organization		**3**	
Concept of school organization		**Cogniti ve**	
		Effecti ve	
*Unit: 2 = **Educational organization***	**SRB**	**2**	**Demonstrati**
Meaning of school plant		**3**	**on Method**
Elements of school plant (concepts only)		**3**	
Features of library and time-table		**4**	
Features of school medical services, workshop, computer laboratory.		**Effective**	

*Unit: 3 = **Educational Management***	**SKN**	**2**	**Demonstrati**
Meaning of educational management		**2**	**on Method**
Objectives of educational management		**4**	
Types of educational management		**3**	
Significance of educational management		**Effective**	

Unit:4 = *Educational Planning*	TKD	2	Participatory
Meaning of educational planning		2	
Aims and objectives of educational		3	**Method**
planning Steps of educational planning		5	
Types and significance of educational planning		Cogniti ve	
		Effecti ve	
Total class hour		47	

CC – 7 (Semester 3)
Guidance and Counselling

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

Group Guidance – Meaning and Advantages and disadvantages		3	**Participat**
Need for guidance in secondary schools and requisites of a good school guidance programme.		3	**ory Role** **Playing**
		Cognitive Effective	**Method**

Unit	Teacher	Class hour	Teaching Method
Unit 2 = *Guidance - Educational, Vocational, Personal* *Educational Guidance- Meaning, Function at different stages of Education* *Vocational Guidance- Meaning, Function at different stages of Education* *Personal Guidance- Meaning, Importance for the Adolescence*	SKN	6 6 3 Effective	*Interactive Participatory Role Playing Method*
Unit 3 = *Counselling – Meaning, Techniques, Types* *Counselling - – Meaning, importance and Scope* *Techniques of Counselling- Directive, Non-Directive, Eclectic* *Individual and Group Counselling –Meaning , Importance*	SRB	4 6 4 Effective Emotional	*Role Playing Method*
Unit 4 = *Basic data necessary for Guidance* *Tools for collecting information on pupil: Intelligence: Concept and Test, Personality:* *Concept and Test, Aptitude: Concept and Test* *Cumulative Record Card* *Anecdotal Record Card*	TKD	9 2 2 Effective	*Discussion Interactive Method*
Total class hour		57	

Semester – 3
SEC – A2
Skill for Democratic Citizenship

SEC-A2	Teacher	Class hour	Teaching Method

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

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

EDUCATION GENERAL 2020-2021

CC – 1
Introduction to Education

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

Unit- 3 = Agencies of Education
 	
    • *Home*
    • *School*
    • *State*
    • *Mass-media- television, radio, cinema and newspaper*
	TKD	2
		
		2
		
		2
		
		4
		
		Effective
			Heuristic
			
			Method

Unit- 4 = Child Centricism and Play-way in **Education** *Concept of child centricism in education* *Characteristics and significance of child centricism in education* *Concept of play and work.* *Characteristics of play way in Education, Kindergarten, Montessori, Project method.*	SRB	1 3 3 6 **Cogniti ve** **Effecti ve**	**Participat ory** **Method**
	Total class hour	**53**	

CC3/GE3 SEM-3
Sociological Foundation of Education

CC-5	Teacher	Class Hour/ Domain	Teaching Method

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

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

SEC – A2   SEM-3/5
Skill for Democratic Citizenship

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

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