



গড়গাঁও মহাবিদ্যালয়

GARGAON COLLEGE

NAAC accredited with 'B' Grade

**TEACHING PLAN**  
**DEPARTMENT OF EDUCATION**  
**JULY 2022 - JUNE 2023**

# GARGAON COLLEGE

## TEACHING PLAN

Course: B. A.

Session: Odd semester 2022

**Subject:** EDUCATION

**Name of the Teacher:** DR. BIDYANANDA BORKAKOTY

**Methods to be applied:** Lecture, discussion, Activity, Peer Teaching

**Teaching Materials:** , Chalk Board, Duster, Book, Magazine, , Laptop, Projector.

Paper Code/ Title	Allotted Unit/ Topic	No. of Class required	Detail of the topics to be taught & class required	No. of tutoria ls
<b>EDNH101: PHILOSOPHI CAL FOUNDATIONS OF EDUCATION</b>	<b>Unit - 1  Concept of Education</b>	15	<ul style="list-style-type: none"> <li>● Meaning, Nature and Scope of education</li> <li>● Types (Formal, Informal and Non-formal)</li> <li>● Aims of education-- Individual and Social aims of education in specific reference to different levels: Elementary, Secondary and Higher education.</li> <li>● The functions of Education</li> <li>● Individual development (Development of skill, basic knowledge, interest and appreciation).</li> <li>● Acquaintance with heritage, (preservation and transmission).</li> <li>● Development of human values, (Social, moral and Aesthetic)</li> <li>● Acquisition of skills leading to self-actualization and successful living.</li> <li>● Social cohesion and social progress</li> </ul>	3
	<b>Unit- 3 Indian Schools of Philosophy and their Influences in Education</b>	15	<ul style="list-style-type: none"> <li>● Basic features and classification of Indian Philosophy</li> <li>● Yoga: a) the Hathayoga and Rajayoga.</li> <li>● b) The Astangika Yoga. c) Influence of Yoga in education.</li> <li>● Vedanta:</li> <li>● a) Basic tenets (Brahma, Atman, Jagat, Maya)</li> <li>● b) Advaita Vedanta</li> <li>● c) Influence in education.</li> <li>● Buddhism:</li> <li>● a) Four noble truths of Buddha</li> <li>● b) Middle Path</li> <li>● c) Influence in education</li> <li>● Impact of Indian schools of philosophy in the present system of education in India.</li> </ul>	3
<b>EDNH102: SOCIOLOGICAL FOUNDATIONS OF EDUCATION</b>	<b>Unit - 1 Concept, Approache s and Theories</b>	16	<ul style="list-style-type: none"> <li>● Introduction to Educational Sociology-meaning, nature and scope</li> <li>● Analogy between Education and Sociology(relationship)</li> <li>● Need for sociological approaches in Education(importance)</li> <li>● Theories of Educational Sociology-</li> <li>● Conflict Theory-concept, features, merits and demerits</li> <li>● Consensus Theory- concept, features, merits and demerits</li> </ul>	2
<b>EDNH301: GREAT EDUCATORS AND</b>	<b>Unit- 1  ANCIENT INDIAN</b>	16	<p>Shankaracharya:</p> <ul style="list-style-type: none"> <li>● Basic tenets of Shankaracharya's Advaita Vedanta</li> <li>● Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Shankar's educational philosophy</li> </ul>	<b>3</b>

EDUCATIONAL THOUGHTS	EDUCATORS AND EDUCATIONAL THOUGHTS		<ul style="list-style-type: none"> <li>● Yagyavalkya: Yagyavalkya and Indian Idealism (concept of soul and absolute soul)</li> <li>● Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Yagyavalkya's educational philosophy</li> <li>● Sankardeva -Sankardeva's philosophy of life</li> <li>● Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Sankardeva's educational philosophy</li> <li>● Institutions and means of education</li> </ul>	
EDNH302 : MEASUREMENT AND EVALUATION IN EDUCATION	CONCEPT OF MEASUREMENT AND EVALUATION IN EDUCATION:	16	<ul style="list-style-type: none"> <li>● Meaning, nature, scope and importance of Measurement and Evaluation in Education</li> <li>● Relation between Measurement and Evaluation</li> <li>● Psychological and Physical Measurement</li> <li>● Principles of Evaluation</li> <li>● Continuous and Comprehensive Evaluation</li> <li>● Formative and Summative Evaluation</li> <li>● Diagnostic and Prognostic Evaluation</li> </ul>	
EDNH303: EXPERIMENTAL PSYCHOLOGY AND LABORATORY PRACTICAL	Unit- II MEMORY	16	<ul style="list-style-type: none"> <li>● Meaning and nature of memory Types of memory (Long Term Memory &amp; Short-Term Memory)</li> <li>● Factors affecting memory</li> <li>● Memory span</li> <li>● Historical background of testing memory</li> <li>● Testing of Memory.</li> <li>● <b>Memory span for digits.</b></li> <li>● <b>Memory span for letters.</b></li> <li>● Memory span for words and non-sense syllables</li> <li>● <b>Recall and Recognition</b></li> </ul>	
	Unit-III Attention		<ul style="list-style-type: none"> <li>● Concept of attention</li> <li>● Types of attention (Selective attention, Alternating attention &amp; Divided attention)</li> <li>● Conditions of attention</li> <li>● Span of attention</li> <li>● Historical and theoretical background of testing attention</li> <li>● Testing of attention</li> <li>● Division of attention</li> <li>● Span of apprehension</li> <li>● Distraction of attention</li> </ul>	
	Unit- IV Learning		<ul style="list-style-type: none"> <li>● Concept of learning</li> <li>● Types of learning (Visual, Aural, Verbal, Physical)</li> <li>● Historical background of testing learning</li> <li>● Testing of learning</li> <li>● Mirror Learning</li> <li>● Maze learning</li> <li>● Part and whole method</li> <li>● Mass Vs Space practice</li> </ul>	
	Unit- V Personality		<ul style="list-style-type: none"> <li>● Concept of personality</li> <li>● Historical background of personality assessment</li> <li>● Different methods of assessment of personality (Subjective, Objective &amp; Projective Method)</li> <li>● Testing of personality <ul style="list-style-type: none"> <li>a. Rating scale</li> <li>b. Interview</li> <li>c. Rorschach Ink-blot Test</li> </ul> </li> </ul>	

			<p>d. Thematic Apperception Test  e. Free and Controlled Association  f. Free Vs Controlled Association</p>	
<b>EDNH501: EDUCATION IN POST-INDEPENDENT INDIA</b>	<b>Unit- I Educationa l scenario at the time of Independe nce</b>	16	<ul style="list-style-type: none"> <li>● University Education Commission, 1948-49</li> <li>● Aims of University Education</li> <li>● Reforms of curriculum</li> <li>● Administration and Funding</li> <li>● Teaching and Research</li> <li>● Vocational Education</li> <li>● Women's Education</li> <li>● -Examination reform</li> <li>● -Students Welfare</li> <li>● Implications of University</li> <li>● Education Commission's recommendations in present Education system</li> <li>● Education in the Indian Constitution:</li> <li>● Introduction: Preamble of the Constitution.</li> <li>● Constitutional Provisions on: <ul style="list-style-type: none"> <li>● Free and Compulsory Education.</li> <li>● Early Childhood Care and Education.</li> <li>● Secularism in Education.</li> <li>● Study of Hindi and Official language.</li> <li>● Education for Women.</li> <li>● Education for Minorities.</li> <li>● Education for ST and SC.</li> <li>● Reasons for inclusion of Education in Concurrent List.</li> <li>● Challenges towards Implementation of the Constitutional provisions.</li> </ul> </li> </ul>	<b>2</b>
<b>EDNH502: EDUCATION IN WORLD PERSPECTIVE</b>	<b>Unit- I Importanc e of studying national system of education</b>	20	<ul style="list-style-type: none"> <li>● Nature and scope of studying National Systems of Education</li> <li>● Factors influencing a national system of education</li> <li>● G Aims and Objectives of National System of Education with respect to</li> <li>● -USA</li> <li>● -UK</li> <li>● -Japan</li> <li>● -India</li> </ul>	<b>4</b>
<b>DSEED501 / GEED101: GUIDANCE AND COUNSELLING</b>	<b>Unit- I Guidance</b>		<ul style="list-style-type: none"> <li>● Meaning, Nature, Definition and Scope of Guidance</li> <li>● Aims and Objectives of Guidance</li> <li>● Need of Guidance</li> </ul>	<b>2</b>

			<ul style="list-style-type: none"> <li>Principles of Guidance</li> <li>Philosophical, Psychological and Sociological bases of Guidance.</li> <li>Types of Guidance: <ul style="list-style-type: none"> <li>Personal guidance &amp; Social guidance</li> <li>Educational guidance</li> <li>Vocational guidance</li> <li>Health guidance</li> <li>Individual and Group Guidance</li> </ul> </li> </ul> <p><b>Guidance at Various Levels</b></p> <p>Guidance at Pre-school education</p> <ul style="list-style-type: none"> <li>Guidance at Elementary education level</li> <li>Guidance at Secondary education level</li> <li>Guidance at Higher education level</li> <li>Importance of good guidance Programme</li> </ul>	
<b>DSEED502 / GEED102: VALUE EDUCATION</b>	<b>Unit- I Importance of studying national system of education</b>	20	<ul style="list-style-type: none"> <li>Concept, meaning and definition of values</li> <li>Types of values</li> <li>Fostering values: Role of – Parents ,Teachers , Peer groups, Religion , Government, Mass media and Voluntary organizations.</li> </ul>	4
<b>Paper Code/Title</b>	<b>Allotted Unit/ Topic</b>	<b>No. of Classes required</b>	<b>Detail of the topics to be taught &amp; class required</b>	<b>No. of tutorials</b>
<b>DSEED504 / GEED302: MENTAL HEALTH ISSUES</b>	<b>Unit- I Fundamentals of Mental Health and Hygiene</b>	16	<ul style="list-style-type: none"> <li>Concept of Mental health</li> <li>Criteria of a Mentally Healthy Person</li> <li>Concept, Objectives, Goals and Principles of Mental Hygiene</li> <li>History of development of Mental Health and Hygiene</li> <li>Concept of Normality and Abnormality, Classification of Abnormal Behaviour</li> <li>Characteristics of a Mentally Healthy Person</li> </ul>	4

	<b>Unit- V Yoga for Mental Health</b>		<ul style="list-style-type: none"> <li>● Concept of Yoga</li> <li>● 2 Yoga as the Scientific Method for the Development of Personality</li> <li>● Need of Yoga for physical and mental health</li> <li>● Concept of health, healing and disease: Yogic perspectives</li> <li>● Yogic principles for healthy living</li> <li>● Integrated approach of Yoga for management of health</li> <li>● <i>Pranayama</i> and Meditation for promoting mental health</li> </ul>	2

## Gargaon College

Course: B. A.

Session: Even semester 2023

**Subject:** EDUCATION

**Name of the Teacher:** DR. BIDYANANDA BORKAKOTY

**Methods to be applied:** Lecture, discussion, Activity, Peer Teaching

**Teaching Materials:** , Chalk Board, Duster, Book, Magazine, , Laptop, Projector.

Paper Code/Title	Allotted Unit/ Topic	No. of Class required	Detail of the topics to be taught & class required	No. of tutorials
<b>EDNH201: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION</b>	<b>Unit- 1 PSYCHOLOG Y AND EDUCATION</b>	17	<ul style="list-style-type: none"> <li>● Meaning and nature of psychology</li> <li>● 1.1 Schools of Psychology:</li> <li>● Behaviourism·</li> <li>● Structuralism·</li> <li>● Functionalism·</li> <li>● Gestalt Psychology·</li> <li>● Psycho-analysis·</li> </ul>	3

			<ul style="list-style-type: none"> <li>• Constructivism</li> <li>• 1.2 Meaning, nature and scope of Educational Psychology</li> <li>• 1.3 Importance of Educational Psychology in classroom</li> </ul>	
<b>EDNH202: EDUCATIONAL ADMINISTRATION AND MANAGEMENT</b>	<b>Unit:1 Management issues in Educational finance</b>		<ul style="list-style-type: none"> <li>• Meaning of educational finance</li> <li>• Nature and scope of educational finance</li> <li>• Principles of managing educational finance</li> <li>• Role of finance committee</li> <li>• Maintenance of records in educational finance</li> <li>• Use of computer in management of finance</li> <li>• Budget: concept and components, process of preparing institutional budget</li> <li>• Sources of Educational Finance:</li> <li>• Public Private Partnership in financing Education</li> </ul>	
<b>EDNH401: EDUCATION IN PRE-INDEPENDENT INDIA</b>	<b>Unit- I Educational Heritage of India</b>	16	<ul style="list-style-type: none"> <li>• Education in Ancient India (Vedic and Buddhist Period) with special reference to its : Salient Features</li> <li>• Aims and Objectives</li> <li>• System of Administration and Finance</li> <li>• Method of Teaching</li> <li>• Types of Organization of Educational Institution</li> <li>• Curriculum</li> <li>• Teacher-Pupil Relationship</li> <li>• Women's Education during Vedic and Buddhist Period.</li> </ul>	1

<b>EDNH4020: TEACHING PRACTICE</b>	<b>Unit- I PRACTICE OF FOLLOWING TEACHING SKILLS THROUGH MICROTEAC HING</b>	16	<ul style="list-style-type: none"> <li>● Introducing a lesson</li> <li>● Blackboard writing</li> <li>● Questioning (Fluency in questioning and Probing questioning)</li> <li>● Stimulus variation</li> <li>● Reinforcement</li> <li>● Explaining</li> <li>● Achieving closure</li> </ul>	1
	<b>Unit-II PREPARING LESSON PLAN AND PRACTICE TEACHING</b>		<ul style="list-style-type: none"> <li>● minimum of 2 (Two) Lesson Plans in each of the following 3 (three) categories will be prepared on any school subject: <ul style="list-style-type: none"> <li>a) knowledge lesson</li> <li>b) Skill lesson</li> <li>c) Appreciation Lesson</li> </ul> </li> </ul> <p>(A Note Book will be maintained)</p> <ul style="list-style-type: none"> <li>● 2 Teaching Practice (At least 6 lessons are to be practiced in peer group. Any one lesson shall be demonstrated before the team of examiners)</li> </ul>	
<b>EDNH403: EDUCATIONAL TECHNOLOGY</b>	<b>Unit- I Educational Technology</b>	16	<ul style="list-style-type: none"> <li>● Concept and nature of Educational Technology</li> <li>● Development of Educational Technology</li> <li>● Development of Educational Technology in India</li> <li>● Components of Educational Technology: Hardware, Software and Systems approach</li> <li>● Instructional technology</li> <li>● Difference between Educational Technology and Instructional Technology</li> </ul>	3



	Unit- V <b>Concept of Learning Resources</b>	16	<ul style="list-style-type: none"> <li>• Audio Visual learning resources and their Uses: Radio, Television, projector, film, film strips</li> <li>• Non projected learning resources and their Uses: Model, Chart, Globe, Map, Printed material</li> <li>• <b>E- resources and their use</b></li> <li>• EDUSAT: functions</li> <li>• <b>E-Pathshala: concepts and uses</b></li> <li>• Open access resources: Concepts and uses.</li> <li>• <b>Peer group and community as learning resource</b></li> </ul>	
<b>602 EDDSEN604: CHILD &amp; ADOLESCENT PSYCHOLOGY 2</b>	Unit- I <b>Introduction</b>	16	<ul style="list-style-type: none"> <li>• Meaning and Significance of Child Psychology</li> <li>• Historical Perspectives of development of child psychology</li> <li>• Factors affecting child Development (Positive and Negative Factors)</li> <li>• Home/Family</li> <li>• School</li> <li>• Society</li> <li>• Methods used in Child Psychology</li> </ul>	
<b>DSEED604: PROJECT REPORT</b>	Unit- I <b>Introduction to Economics of Education</b>		<ul style="list-style-type: none"> <li>• Concept of Project Characteristic of a good project</li> <li>• Steps of conducting a project</li> <li>• Identification of Problem· Formulation of Objective· , Preparation of Tools:</li> <li>• Questionnaire, Rating Scale, Interview</li> <li>• Schedule, Check list etc.</li> <li>• Selection of Sample</li> <li>• Collection of Data</li> <li>• Analysis and interpretation of data</li> <li>• Report Writing</li> <li>• Challenges of conducting a Project</li> </ul>	

<b>601 EDCN401: EMERGING TRENDS IN INDIAN EDUCATION</b>	EDUCATION AND INDIAN CONSTITUTION	16	<ul style="list-style-type: none"> <li>● The Indian Constitution (especially the Preamble, Fundamental Rights and Duties of Citizens and the Directive Principles of State Policies)</li> <li>● Education in Indian Constitution:</li> <li>● Need for including education in constitution</li> <li>● 2 Central, State and Concurrent lists</li> <li>● Articles in the Constitution related to Education: Article 21 A, Article 45, Article 29 &amp; 30, Article 350 (A) 350 (B), Article 15, 17, 46, Article 28 (1, 2 &amp; 3)</li> <li>● . Constitution as a source of aims of education.</li> <li>● . Role of Constitution in equalizing the Educational opportunities</li> </ul>	
<b>DSEED602 / GEED 401: ECONOMICS OF EDUCATION</b>	<b>Introduction to Economics of Education</b>	16	<ul style="list-style-type: none"> <li>● Meaning and Scope of Economics of Education</li> <li>● Importance of Study of Economics of Education</li> <li>● Historical development of Economics of Education</li> <li>● Nature of Education in Capitalist Economy and Socialist Economy</li> <li>● Concepts of Some basic terms in Economics of Education: National Income, Per capita Income, Economic and non-economic activity,</li> <li>● Economic growth, Physical and Human Capital, Consumption, Goods, Cost, Production, Productivity, Rate of return, Market value, Financing, Employability,</li> <li>● Manpower, Investment,</li> </ul>	2

	<b>Issues of Economics of Education</b>	16	<ul style="list-style-type: none"> <li>● Relation between Education and Economic development</li> <li>● Industry- Academia linkage</li> <li>● Relation between Education and labour market.</li> <li>● Problem of Educated Unemployment</li> <li>● Problem of underemployment</li> <li>● Problem of Migration of Educated labour</li> <li>● Problem of Child Labour</li> <li>● Meaning and importance of Educational Planning.</li> <li>● Educational Finance</li> </ul>	3
<b>DSEED603 / GEED202: GENDER AND EDUCATION</b>	<b>GENDER INEQUALITY IN THE SCHOOL</b>	20	<ul style="list-style-type: none"> <li>● Gender discrimination in the Construction and dissemination of knowledge <ul style="list-style-type: none"> <li>● . Text books</li> <li>● Hidden curriculum.</li> <li>● Gender inequality and school</li> <li>● Infrastructure</li> <li>● Curricular and co-curricular activities.</li> </ul> </li> <li>● Gender issues in school education: Problem of Access, Retention, Stagnation and Drop-out</li> <li>● . Gender and equality:</li> <li>● Role of the school, peer, teacher, curriculum and textbooks in reinforcing equality.</li> <li>● Gender inclusive approach</li> <li>● Single sex school</li> <li>● Child friendly school</li> <li>● Girl friendly school</li> <li>● Their significance in inclusive education.</li> </ul>	<b>DSEED603 / GEED202: GENDER AND EDUCATION</b>

  
 Dr. Bidyananda Borakoty  
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 Department of Education  
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# GARGAON COLLEGE

## TEACHING PLAN

Course: B. A.

Session: Odd semester 2022

**Subject:** EDUCATION

**Name of the Teacher:** Dr. Nitali Konwar

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

**Teaching Materials:** Green Board, Chalk Pencil, Duster, Book, Journal, Newspaper, Magazine, Periodicals, Government report, Laptop, Projector

Paper Code/Title	Allotted Unit/ Topic	No. of Classes required	Detail of the topics to be taught & class required	No. of tutorials
<b>C1:PHILOSOPHICAL FOUNDATION OF EDUCATION</b>	UNIT II  Role of Philosophy in Education	13	Science of Education & Philosophy of Education.  Meaning, nature and scope of Philosophy of Education  Role of Philosophy in Education:  Philosophy and aims of education.  Philosophy and curriculum.  Philosophy and methods of teaching.	3

			Philosophy and role of teachers. Philosophy and discipline	
<b>C2:SOCIOLOGICAL FOUNDATION OF EDUCATION</b>	UNIT III Role of Education in Social Changes and Development	16	Social Change: meaning & factors Relation between education & Social Change Cultural Changes- meaning, factors, Role of education Economic Development-meaning, factors, role of education Education as a development indicator Human Resource Development-meaning, role of education	3
<b>EDCN101: PHILOSOPHICAL FOUNDATIONS OF EDUCATION</b>	UNIT II Role of Philosophy in Education	16	Science of Education & Philosophy of Education. Meaning, nature and scope of Philosophy of Education Role of Philosophy in Education: Philosophy and aims of education. Philosophy and curriculum. Philosophy and methods of teaching.	3

			Philosophy and role of teachers. Philosophy and discipline	
<b>GUIDANCE AND COUNSELLING</b>	<b>UNIT II Counselling</b>	16	<p>Meaning, Nature and Scope of Counselling</p> <p>Process of Counselling (Initial disclosure, in depth exploration, commitment to action)</p> <p>Characteristics of good counselling process</p> <p>Principles of Counselling</p> <p>Approaches of Counselling</p> <p>Directive Counselling</p> <p>Non-directive Counselling</p> <p>Eclectic Counselling</p> <p>Counselling for adjustment</p> <p>Concept of Occupational information, dissemination of occupation information and career counselling</p>	3
<b>COURSE (C 5): GREAT EDUCATORS AND</b>	<b>UNIT IV WESTERN</b>		John Dewey	

<p><b>EDUCATIONAL THOUGHT</b></p>	<p>EDUCATORS AND EDUCATIONAL THOUGHTS (Pragmatist, Existentialist and Modern thinkers)</p>	<p>16</p>	<ul style="list-style-type: none"> <li>• Dewey’s Experimental school</li> <li>• Concept of education according to Dewey</li> <li>• Aims of education, curriculum, methods of teaching, place of a child, place of a teacher and discipline in Dewey’s Pragmatism</li> <li>• Relevance of Dewey’s Pragmatism</li> </ul> <p>Jacques Derrida</p> <ul style="list-style-type: none"> <li>• Concept of Deconstruction</li> <li>• Derrida’s basic ideas on education</li> <li>• Derrida’s reaction to Rousseau’s Naturalism and Idealism</li> </ul> <p>Jean Paul Sartre</p> <ul style="list-style-type: none"> <li>• Sartre’s Philosophy of life</li> <li>• Sartre’s idea of freedom and individualism</li> <li>• Educational implications of these two ideas</li> </ul>	<p>3</p>
<p><b>COURSE (C 6) : EDUCATIONAL MEASUREMENT AND EVALUATION</b></p>	<p>Unit-II Psychological Tests:</p>	<p>16</p>	<p>Meaning of Psychological Test</p> <p>Classification of tests:</p> <p><b>a) On the basis of the administrative</b></p>	<p>1</p>

		<p><b>conditions:</b> Individual test and Group test</p> <p><b>b) On the basis of scoring:</b> Objective test and Subjective test</p> <p><b>c) On the basis of the time limit for response:</b> Power test and Speed test</p> <p><b>d) On the basis of the nature of items:</b> Verbal test, Nonverbal test and performance test</p> <p><b>e) On the basis of the nature of response:</b> Oral test and written test; Selection type and Supply type tests</p> <p><b>f) On the basis of objectives:</b> Intelligence test, Achievement test, Aptitude test and Personality test</p> <p><b>g) On the basis of standardization:</b> Teacher made test and Standardized test</p> <p>2.3.Characteristics of a good test: Objectivity, Reliability, Validity, Norms and</p>	
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			Administerability	
<b>COURSE (C 7): EXPERIMENTAL PSYCHOLOGY AND LABORATORY PRACTICAL</b>	Unit-1  Experimental psychology	5	<p>Meaning, nature and scope of experimental psychology.</p> <p>1.2.Origin of psychological experiment.</p> <p>1.3.Uses and Application of psychological experiments in the field of education.</p> <p>1.4.Conducting and Reporting of psychological experiments.</p> <p>1.5.Procedure of conducting and Reporting of Psychological Experiments.</p> <p>1.51 Title.</p> <p>1.52 Statement of objectives.</p> <p>1.53 Hypotheses</p> <p>1.54 Historical and theoretical background</p> <p>1.55 Experimental Design.</p> <p>1.56 Methodology and procedure.</p> <p>1.57 Introspective Report of the subject.</p>	

			1.58 Result, discussion, observation and Conclusion	
<b>EDCN301: SOCIOLOGICAL FOUNDATIONS OF EDUCATION</b>	<b>Unit-III  Role of Education in Social Changes and  Development</b>	13	Social Change: meaning & factors  Relation between education & Social Change  Cultural Changes- meaning, factors, Role of education  Economic Development- meaning, factors, role of education  Education as a development indicator Human Resource Development- meaning, role of education	3
<b>COURSE (DSE 4): MENTAL HEALTH EDUCATION</b>	<b>Unit-I  Positive Psychology</b>	10	<b>Concept  of Positive Psychology</b>	3
<b>COURSE (C 11): EDUCATION IN POST INDEPENDANT</b>	<b>Unit-III  Educational</b>	18	National Policy of Education 1968  Iswarbhai Patel Review	2

<b>INDIA</b>	Efforts in India - II (1951-2000):		Committee, 1977  Adishesiah Committee Report, 1978  National Policy of Education, 1986  Ramamurty Review Committee, 1990 on NPE  Janardan Reddy Committee Report, 1991  Revised National Policy of Education, 1992	
<b>COURSE (C 12): EDUCATION IN WORLD PERSPECTIVE</b>	Unit-III  Development of education with respect to Salient features, organization,  administration and Curriculum of Primary/ Elementary, Secondary and  Higher education in	17	Development of education with respect to Salient features, organization,  administration and Curriculum of Primary/ Elementary, Secondary and  Higher education in  3.1 UK  3.2 USA  3.3 India  3.4 Japan	5
<b>COURSE NO. DSE 2: VALUE EDUCATION</b>	Unit-II  <b>VALUES</b>	23	Concept, meaning and definition of values	3

		<p>Types of values:</p> <ul style="list-style-type: none"> <li>• Instrumental values</li> <li>• Intrinsic values and</li> <li>• Democratic values</li> </ul> <p>Functions of values</p> <p>Sources of values:</p> <ul style="list-style-type: none"> <li>• Socio- cultural tradition</li> <li>• Religion and</li> <li>• Constitution (Indian Constitution)</li> </ul> <p>Fostering values: Role of –</p> <ul style="list-style-type: none"> <li>• Parents</li> <li>• Teachers</li> <li>• Peer groups</li> <li>• Religion</li> <li>• Government</li> <li>• Mass media and</li> <li>• Voluntary organizations.</li> </ul> <p>Theories of value formation:</p> <ul style="list-style-type: none"> <li>• Psycho- analytic theory (Sigmund Freud)</li> <li>• Behaviouristic view ( J. B.</li> </ul>	
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			<p>Watson)</p> <ul style="list-style-type: none"> <li>• Social cognitive theory ( Albert Bandura)</li> <li>• Cognitive theory (Jean Piaget)</li> <li>• Socio- cultural theory (Vygotsky)</li> <li>• Ecological theory(Bronfenbrenner)</li> <li>• Humanism theory ( Carl Rogers)</li> <li>• Evolutionary theory ( Konrad Lorenz) and</li> <li>• Moral development theory ( Kohlberg)</li> </ul>	
<b>COURSE (DSE 4): MENTAL HEALTH EDUCATION</b>	Unit-IV  Positive Psychology	10	Concept  of Positive Psychology	3
(NON-HONOURS)  <b>EDDSEN506 / GEEDN503: VALUE EDUCATION</b>	Unit-II Value Education	17	<p>Meaning of Value Education</p> <p>Objectives of Value Education</p> <p>Dimensions of Value ucation:</p> <p>Religious Spatial</p> <p>Cognitive, Affective and</p> <p>Psychomotor dimensions.</p> <p>Importance of value education in</p>	3

			<p>the 21<sup>st</sup> century.</p> <p>Policy perspective on Value Education in India.</p> <p>Methods and techniques of value education:</p> <p>Practical method</p> <p>Conceptual method</p> <p>Biographical method</p> <p>Storytelling technique</p> <p>Socialized class technique</p> <p>Discussion technique.</p> <p>Role of the Teacher and School in promoting Value Education.</p>	
<p><b>EDDSEN508:</b> <b>MENTAL HEALTH ISSUES</b>  (NON-HONOURS)</p>	<p>Unit-V  Education and Mental Health</p>	14	<p>Principles of Good Mental Health</p> <p>Factors Affecting Mental Health (Home, Society and school)</p> <p>Adjustment: Concept and Processes</p> <p>Maladjustment : Concept and Causes</p> <p>2.5 Types of maladjustment</p> <p>Frustration: concept and causes</p> <p>Conflict: Concept, Types and Causes</p>	2

			Adjustment Mechanisms	

**GARGAON COLLEGE**

**TEACHING PLAN**

Course: B. A.

Session: EVEN semester 2023

**Subject:** EDUCATION

**Name of the Teacher:** Dr. Nitali Konwar

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

**Teaching Materials:** Green Board, Chalk Pencil, Duster, Book, Journal, Newspaper, Magazine, Periodicals, Government report, Laptop, Projector.

<b>Paper Code/Title</b>	<b>Allotted Unit/ Topic</b>	<b>No. of Classes required</b>	<b>Detail of the topics to be taught &amp; class required</b>	<b>No. of tutorials</b>
<b>C 3: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION</b>	Unit-IV  PERSONALITY AND MENTAL HEALTH	20	Factors of personality  Physical.  Mental.  Social.  Emotional.	4

			<p>Type Theories of Personality.</p> <p>- Hippocrates, Sheldon, Kretchmer, Spranger and Jung</p> <p>Trait theories of personality: Cattell and Eysenck</p> <p>Concept of balanced mature personality</p> <p>Concept of mental health and mental hygiene</p> <p>Adjustment mechanism: Fantasy, Compensation,</p> <p>Identification, Rationalization and Sublimation</p> <p>Concept of Instinct and Emotion.</p> <p>Some educationally significant instincts and</p> <p>provisions for their training (Curiosity, Acquisition, Self assertiveness, Herd Instincts, Sex Instincts).</p> <p>Relation between Instincts and Emotion.</p> <p>Importance of Emotional training in the classroom</p>	
<p><b>COURSE (C 4): EDUCATIONAL ADMINISTRATION AND MANAGEMENT</b></p>	<p>Unit-IV  Educational Supervision</p>	12	<p>Concept and Characteristics of Educational Supervision</p> <p>Objectives of Educational Supervision</p> <p>Scope of Educational Supervision</p> <p>Functions of Educational Supervision</p>	2



			<p>Difference between Supervision and Inspection</p> <p>Factors influencing effectiveness of supervision</p> <p>Qualities of a Good Educational Supervisor</p> <p>Problems of Supervision</p> <p>Suggest measures to overcome the problems of supervision</p>	
<p><b>EDCN201: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION</b></p>	<p>Unit-IV <b>Personality and mental health</b></p>	20	<p>Factors of personality - Physical. Mental,. Social. Emotional. Type Theories of Personality. Hippocrates, Sheldon, Kretchmer, Spranger and Jung Trait theories of personality: Cattell and Eysenck</p> <p>Concept of balanced mature personality</p> <p>Concept of mental health and mental hygiene</p> <p>Adjustment mechanism: Fantasy, Compensation,</p> <p>Identification, Rationalization and Sublimation</p> <p>Concept of Instinct and Emotion.</p> <p>Some educationally significant instincts and</p> <p>provisions for their training (Curiosity, Acquisition, Self assertiveness, Herd Instincts, Sex Instincts).</p> <p>Relation between Instincts and Emotion.</p> <p>Importance of Emotional training in the</p>	4

			classroom	
<b>EDDSEN607 / GEEDN603: GENDER AND EDUCATION</b>	Unit-IV  Laws, articles and policies to bring  Gender equality:	15	Introduction to laws related to women and social justice  Dowry  Remarriage  Divorce  Property rights  Trafficking.  Women reservation bills: History and current status.  Articles of Indian constitution related to education from gender equality perspective. Educational policies	4
<b>COURSE (C 8): EDUCATION IN PRE- INDEPENDENT INDIA</b>	Unit-II  Education during British Period	18	Indigenous System of Education during British rule:  - Meaning of Indigenous education.  - Types of Indigenous educational institution.  - Causes of downfall of Indigenous education.  Educational activities of Missionaries in India - The Portugues  - The Dutch - The British, The Danish  - The French	3

			<p>Centres of Missionary Education in India.</p> <p>Educational activities of Missionaries in Assam</p> <p>Educational activities of East India Company</p> <p>Charter Act, 1813</p> <p>Orientalist and Anglicist Controversy</p> <p>Macaulay's Minute, 1835 Bentinck's declaration of educational policy</p>	
<p><b>COURSE (C 9).</b> <b>PART A:</b> <b>TECHNIQUES OF TEACHING</b></p>	<p>Unit-II</p> <p>PLANNING TEACHING:</p>	14	<p>Lesson Plan: Meaning and importance</p> <p>Herbartian steps of planning a lesson</p> <p>Teaching Skills: Concept and components of the following skills:</p> <p>a) Introducing a lesson</p> <p>b) Blackboard writing</p> <p>c) Questioning (Fluency in questioning and Probing questioning)</p> <p>d) Stimulus variation</p> <p>e) Reinforcement</p> <p>f) Explaining</p> <p>g) Achieving closure</p> <p>Micro teaching: Concept, importance</p>	5

			and Micro teaching cycle Objectives of teaching Language, Social Science, Science and Mathematics at Elementary and Secondary levels	
<b>COURSE (C 9) PART B: TEACHING PRACTICE</b>	Unit-II  Preparing lesson plan and practice  Teaching:		A minimum of 2 (Two) Lesson Plans in each of the following 3 (three) categories will be prepared on any school subject: a) Knowledge lesson b) Skill lesson c) Appreciation Lesson  (A Note Book will be maintained)  2.2 Teaching Practice (At least 6 lessons are to be practised at Elementary/Secondary level. Any one lesson shall be demonstrated before the team of examiners)	
<b>COURSE (C 10): EDUCATIONAL TECHNOLOGY</b>	Unit-III  Communication and teaching learning	16	Concept and nature of communication  Components of Communication  Classroom communication  Significance of communication in learning  Barriers of effective classroom	3

			<p>communication</p> <p>Steps for making communication effective</p> <p>Qualities of a good classroom communicator</p>	
<p><b>EDCN401:</b></p> <p><b>EMERGING TRENDS IN INDIAN EDUCATION</b></p>	<p>Unit-III</p> <p>Essential perspectives of indian education</p>	15	<p><b>Environmental Education:</b></p> <p>Meaning &amp; Objectives of Environmental Education</p> <p>Challenges of Environmental Education.</p> <p><b>Women Education:</b> Importance &amp; Challenges of Women Education in India.</p> <p><b>Inclusive Education:</b> Concept, Objectives &amp; Challenges of Inclusive Education, Role of RCI, PWD act in addressing Inclusive education</p> <p><b>Alternative Education:</b> Concept, Need of alternative schooling at Elementary, Secondary and Higher Level, Development and Challenges of Distance Education</p> <p><b>Adult Education:</b> . Concept &amp; Challenges of Adult education</p> <p>Initiatives for Adult education: Adult literacy mission, Sakshar Bharat.</p> <p><b>Population Education:</b> Concept &amp; Challenges of Population Education</p> <p>Role of Education in addressing the</p>	1

			<p>challenge of population explosion</p> <p><b>Human Rights Education:</b> Concept of Human Rights education , Role of National Commissions for Protection of Childs Rights (NCPCR)</p> <p><b>Value and Peace Education:</b> Concept of Value &amp; Peace education</p> <p>Role of education in promotion of Value &amp; peace in Society</p>	
<p><b>COURSE NO. DSE 6: ECONOMICS OF EDUCATION</b></p> <p><b>(GE)</b></p>	<p>Unit-II</p> <p>Human capital formation and investment in education</p>	15	<p>Concept and Nature of Human Capital Formation</p> <ul style="list-style-type: none"> <li>• Relation between Human capital formation and Economic development</li> <li>• Role of Education in the process of Human capital formation</li> <li>• Concepts and importance of Manpower planning</li> <li>• Concept and Nature of Investment in Education</li> <li>• Types of investment in Education: Private and Public Investment</li> <li>• Return to Investment in Education: Meaning and types (Personal and Social return)</li> <li>• Govt. subsidization of Education</li> </ul>	3
<b>COURSE (C 13):</b>	Unit-II	20	<b>Early Childhood Care &amp; Education</b>	5

<p><b>EMERGING TRENDS IN INDIAN EDUCATION</b></p>	<p>Challenges of indian education</p>	<p><b>(ECCE) in India:</b></p> <ul style="list-style-type: none"> <li>✓ Meaning &amp; Importance of ECCE.</li> <li>✓ Challenges of ECCE in India.</li> <li>✓ Role of Anganwadis and Balwadis under ICDS.</li> </ul> <p><b>• Elementary Education (EE) in India:</b></p> <ul style="list-style-type: none"> <li>✓ Objectives of EE &amp; Need for Universalization of EE.</li> <li>✓ Efforts of Universalization of EE in India</li> <li>✓ Challenges of Universalization of EE in India.</li> </ul> <p><b>• Secondary Education (SE) in India</b></p> <ul style="list-style-type: none"> <li>✓ Objectives of SE &amp; Need for Universalization of SE.</li> <li>✓ Efforts towards Universalization &amp; development of SE</li> <li>✓ Vocationalization of Secondary Education.</li> <li>✓ Challenges of SE in India.</li> </ul> <p><b>• Higher Education (HE) in India:</b></p> <ul style="list-style-type: none"> <li>✓ Objectives &amp; Challenges HE in India.</li> <li>✓ Efforts towards strengthening HE</li> </ul> <p><b>• Teacher Education in India:</b></p>	
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			<ul style="list-style-type: none"> <li>✓ Objectives of Teacher Education in India</li> <li>✓ Challenges of Teacher Education in India.</li> <li>• <b>Technical and Vocational Education in India-</b></li> <li>✓ Objectives &amp; Challenges of Technical and Vocational education in India.</li> <li>✓ Efforts towards strengthening Technical and Vocational education</li> <li>• <b>Professional Education in India-</b></li> <li>✓ Need and Challenges of Professional Education in India</li> </ul>	
<b>COURSE (C 13): EMERGING TRENDS IN INDIAN EDUCATION</b>	Unit-III  Essential perspectives of indian education	14	<p><b>Environmental Education:</b></p> <ul style="list-style-type: none"> <li>✓ Meaning &amp; Objectives of Environmental Education</li> <li>✓ Challenges of Environmental Education.</li> <li>• <b>Women Education:</b></li> <li>✓ Importance &amp; Challenges of Women Education in India.</li> <li>• <b>Inclusive Education:</b></li> <li>✓ Concept, Objectives &amp; Challenges of Inclusive Education,</li> </ul>	4



			<ul style="list-style-type: none"> <li>✓ Role of RCI, PWD act in addressing Inclusive education</li> <li>• <b>Alternative Education:</b> <ul style="list-style-type: none"> <li>✓ Concept, Need of alternative schooling at Elementary, Secondary and Higher Level,</li> <li>✓ Development and Challenges of Distance Education</li> </ul> </li> <li>• <b>Adult Education:</b> <ul style="list-style-type: none"> <li>✓ Concept &amp; Challenges of Adult education</li> <li>✓ Initiatives for Adult education: Adult literacy mission, Sakshar Bharat.</li> </ul> </li> <li>• <b>Population Education:</b> <ul style="list-style-type: none"> <li>✓ Concept &amp; Challenges of Population Education</li> <li>✓ Role of Education in addressing the challenge of population explosion</li> </ul> </li> <li>• <b>Human Rights Education:</b> <ul style="list-style-type: none"> <li>✓ Concept of Human Rights education</li> <li>✓ Role of National Commissions for Protection of Childs Rights (NCPCR)</li> </ul> </li> </ul>	
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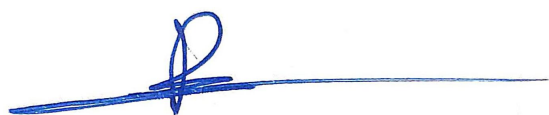
			<p>• <b>Value and Peace Education:</b></p> <ul style="list-style-type: none"> <li>✓ Concept of Value &amp; Peace education</li> <li>✓ Role of education in promotion of Value &amp; peace in Society.</li> </ul>	
<p><b>COURSE (C 14): CHILD &amp; ADOLESCENT PSYCHOLOGY</b></p>	<p>Unit-III <b>Psychology of Adolescence:</b></p>	18	<p>Meaning and Need for a Study of Adolescence Psychology Theories of Adolescence Psychology Recapitulation Youth Culture Social Anxiety Theory Development patterns during Adolescence Physical Mental/Cognitive Socio Emotional Moral Risk and Resilience in Adolescents Risk Factors in Adolescents</p>	4

			Strategies to Enhance Resilience in Adolescents	
<b>COURSE NO. DSE 8: PROJECT REPORT</b>	Unit-II  Preparation of Project report	16	The student shall have to conduct a project under the supervision of a teacher and submit a project report consisting of the following: <ul style="list-style-type: none"> <li>• Title of the Project</li> <li>• Introduction</li> <li>• Rationale of the study</li> <li>• Objectives of the Study</li> <li>• Method and procedures followed (Description of the tools and techniques used, procedure of Collection of Data and procedure of analysis of data)</li> <li>• Analysis and Interpretation of data with illustrations</li> <li>• Findings of the study <i>(The teacher shall provide guidance to the students throughout the Project.)</i></li> </ul>	3
<b>COURSE NO. DSE 6: ECONOMICS OF EDUCATION</b>	Unit-II  Human capital formation and Investment in Education	16	Concept and Nature of Human Capital Formation <ul style="list-style-type: none"> <li>• Relation between Human capital formation and Economic development</li> <li>• Role of Education in the process of Human capital formation</li> <li>• Concepts and importance of Manpower planning</li> <li>• Concept and Nature of Investment in Education</li> <li>• Types of investment in Education: Private and Public Investment</li> <li>• Return to Investment in Education:</li> </ul>	3

			<p>Meaning and types (Personal and Social return)</p> <ul style="list-style-type: none"> <li>• Govt. subsidization of Education</li> </ul>	
<p><b>EDDSEN602 / GEEDN601:</b></p> <p><b>EDUCATION IN POST-INDEPENDENT INDIA</b></p> <p><b>(NON-HONOURS)</b></p>	<p>Unit-II</p> <p>Educational Efforts in India - I - (1951-2000):</p>	14	<p>Secondary Education Commission, 1952- 53</p> <ul style="list-style-type: none"> <li>- Defects of Secondary Education.</li> <li>- Aims of Secondary Education.</li> <li>- Organisational pattern of Secondary Education.</li> </ul> <p>Recommendations of Secondary Education Commission on:</p> <ul style="list-style-type: none"> <li>- Study of Language</li> <li>- Curriculum of Secondary Education.</li> <li>- Methods of Teaching.</li> <li>- Education for Character.</li> <li>- Guidance and Counselling, Student Welfare.</li> <li>- Examination reform.</li> <li>- Improvement of Teaching Staff.</li> </ul> <p>-Implications of Secondary Education Commission's recommendations in present Education system.</p> <p>Education Commission, 1964-66</p>	3

			<p>&amp; its recommendations on:</p> <ul style="list-style-type: none"> <li>- Education and national objectives.</li> <li>- Educational structure and standards.</li> </ul> <p>Teacher status and Teacher Education.</p> <ul style="list-style-type: none"> <li>- School curriculum.</li> <li>- Teaching methods, Guidance and Evaluation.</li> <li>- Implications of the Education Commission's recommendations in present Education system.</li> </ul>	
<p><b>EDDSEN607 / GEEDN603: GENDER AND EDUCATION (NON-HONOURS)</b></p>	<p>Unit-II  Gender and society</p>	20	<p>Gender biases: Meaning and concept</p> <p>Gender biases in</p> <ul style="list-style-type: none"> <li>• The family</li> <li>• The school environment</li> <li>• The society.</li> </ul> <p>Gender socialization: Meaning and concept.</p> <p>Gender socialization</p> <ul style="list-style-type: none"> <li>• Role of the family</li> <li>• Role of the school</li> <li>• Role of the society</li> </ul>	4

			<ul style="list-style-type: none"><li>• Role media and popular culture (film and advertisement)</li></ul> <p>Gender inequality in education in terms of</p> <ul style="list-style-type: none"><li>• Caste</li><li>• Religion</li><li>• Region</li></ul> <p>Issues related to women/girl child:</p> <ul style="list-style-type: none"><li>A. Female foeticide and infanticide</li><li>B. Sex ratio</li><li>C. Honour killing</li><li>D. Dowry</li><li>E. Child marriage</li></ul>	
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**Dr. Bidyananda Borkakoty**  
**HoD & Associate Professor**  
**Department of Education**  
**Gargaon College, Simaluguri, Assam**

**TEACHING PLAN**  
**DEPARTMENT OF EDUCATION**  
**GARGAON COLLEGE**  
**Course: B. A.**  
**Session: Odd semester 2022**

**Subject:** EDUCATION

**Name of the Teacher:** Dr. RATNA DAS

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

**Teaching Materials:** Green Board, Chalk Pencil, Duster, Book, Journal, Newspaper, Magazine, Periodicals, Government report, Laptop, Projector

SL. NO	Paper Code/Title	Allotted Unit/ Topic	No. of Classes required	Detail of the topics to be taught & class required	No. of tutorials
1.	<b>C1:PHILOSOPHICAL FOUNDATION OF EDUCATION</b>	UNIT V Curriculum	16	5.1 Concept and nature of curriculum 5.2 Curriculum and Syllabus 5.3 Different kinds of curriculum based on various philosophies given in this course. 5.4 Concept and types of co-curricular activity 5.5 Various philosophical thoughts given in the course on co-curricular activities	3

2.	<b>C2:SOCIOLOGICAL FOUNDATION OF EDUCATION</b>	UNIT IV Education and Social Groups	16	<p>4.1 Social groups in Indian context: Characteristics and Classification</p> <p>4.2 Social Disadvantages and Inequalities in Indian Society-meaning, causes and types</p> <p>4.3 Education of the socially and economically disadvantaged sections of Indian society with special reference to ST, SC, Women and Rural population.</p> <p>4.4 Concepts of equity, equality and access in education</p> <p>4.5 Reservation in Indian education</p>	3
3.	<b>C1:PHILOSOPHICAL FOUNDATION OF EDUCATION</b>	UNIT V Curriculum	15	<p>5.1 Concept and nature of curriculum</p> <p>5.2 Curriculum and Syllabus</p> <p>5.3 Different kinds of curriculum based on various philosophies given in this course.</p> <p>5.4 Concept and types of co-curricular activity</p> <p>5.5 Various philosophical thoughts given in the course on co-curricular activities</p>	3
4	<b>GUIDANCE AND COUNSELLING</b>	UNIT IV Educational and Vocational Guidance:	12	<ul style="list-style-type: none"> <li>• Meaning and definition of Educational Guidance</li> <li>• Meaning and definition of Vocational Guidance</li> <li>• Relationship between Educational and Vocational Guidance</li> </ul>	3



				<ul style="list-style-type: none"> <li>• Characteristics of Educational and Vocational Guidance</li> <li>• Role of Vocational guidance in the Occupational adjustment</li> <li>• Challenges and issues of guidance and counseling.</li> <li>• Role of guidance and counselling for special groups</li> </ul>	
5	<b>COURSE (C 5): GREAT EDUCATORS AND EDUCATIONAL THOUGHT</b>	UNIT V Alternatives in education and the thinkers	12	5.1 Ivan Illich <ul style="list-style-type: none"> <li>• Illich's criticism of present education</li> <li>• Concept of de-schooling of Illich</li> <li>• Illich's educational thoughts</li> <li>• Relevance of Illich's thought</li> </ul> 5.2 Paulo Freire <ul style="list-style-type: none"> <li>• Freire's criticism of present education</li> <li>• Freire's alternative thoughts to present education</li> <li>• Relevance of Freire's thoughts</li> </ul>	6
6	<b>COURSE (C 6) : EDUCATIONAL MEASUREMENT AND EVALUATION</b>	Unit-IV  STATISTICS IN EDUCATION	16	4.1 Educational Statistics: Meaning, nature and scope 4.2 Types of data: Enumeration and Measurement data, Grouped data and Ungrouped data 4.3 Measures of Central Tendency: Mean, Median and Mode; their relative merits and demerits, computation and application in education 4.4 Measures of Variability: Range, Quartile Deviation, Mean Deviation and Standard Deviation; their relative merits and demerits, computation and application in education	5
		Unit-V	16	5.1 Variable: Concept, Discrete and Continuous	5

		PRESENTATION OF DATA		<p>variables</p> <p>5.2 Graphical representation of Data and its uses: Pie-diagram, Bar diagram, Histogram, Frequency polygon, Cumulative Frequency Curve and Ogive.</p> <p>5.3 Normal Probability Curve: Properties and uses of Normal Probability Curve; Divergence from normality – Skewness and Kurtosis.</p> <p>5.4 Correlation: Positive and Negative Correlation; Computation of Coefficients of Correlation by Rank Difference method and Product Moment method ( only for ungrouped data)</p>	
7	<b>EDCN301: SOCIOLOGICAL FOUNDATIONS OF EDUCATION</b>	Unit-1  Concept, Approaches and Theories	13	<p>1.1 Introduction to Educational Sociology-meaning,nature and scope</p> <p>1.2 Analogy between Education and Sociology(relationship)</p> <p>1.3 Need for sociological approaches in,Education(importance)</p> <p>1.4 Theories of Educational Sociology-</p> <ul style="list-style-type: none"> <li>• Conflict Theory-concept, features, merits and demerits</li> <li>• Consensus Theory- concept, features, merits and demerits</li> </ul>	2
8	<b>COURSE (DSE 4): MENTAL HEALTH EDUCATION</b>	Unit-I  Fundamentals of Mental Health and Hygiene	14	<p>4.4 Concept of Mental health</p> <p>4.5 Criteria of a Mentally Healthy Person</p> <p>4.6 Concept, Objectives, Goals and Principles of Mental Hygiene</p> <p>4.7 History of development of Mental Health and Hygiene</p>	

				4.8 Concept of Normality and Abnormality, Classification of Abnormal Behaviour 4.9 Characteristics of a Mentally Healthy Person	
		Unit-3  Mental Health and Agencies of Education	16	3.1 Home and Mental Health 3.2 Qualities of Healthy Home Environment 3.3 Child Rearing Practices and Personality Development 3.4 School and Mental Health 3.5 Teacher and Mental Health 3.6 Community and Mental Health	10
9	<b>COURSE (C 12): EDUCATION IN WORLD PERSPECTIVE</b>	Unit-IV Development of education in UK, USA, India and Japan (with reference to organization, curriculum and evaluation) in context of	17	<ul style="list-style-type: none"> <li>• Technical and Vocational education</li> <li>• Teacher education</li> <li>• Open and Distance education</li> <li>• Women Education</li> </ul>	5
10	<b>COURSE NO. DSE 2: VALUE EDUCATION</b>	Unit-III Philosophical issues of value Education	10	The varieties of values: epistemic, moral, spiritual, aesthetic: a. Epistemic:- Science Education (C.D.Hardie) b. Moral Education (Gandhi) c. Spiritual Education (Aurobindo) d. Aesthetic Education (Tagore) e. Humanities Education (Nussbaum)	3
11	<b>(NON-HONOURS) COURSE NO. DSE 2: VALUE EDUCATION</b>	Unit-V Components of development And Excellence in life	5	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Character</li> <li>• Spirituality</li> <li>• Positive thinking</li> <li>• Self- esteem</li> <li>• Stress free living</li> <li>• Self managing leadership</li> </ul>	2

				• Perseverance	
12	<b>COURSE (DSE 4): MENTAL HEALTH EDUCATION</b>  (Education GE,  B.A 5 <sup>TH</sup> Semester)	Unit-V  Yoga for Mental Health	5	5.1 Concept of Yoga 5.2 Yoga as the Scientific Method for the Development of Personality 5.3 Need of Yoga for physical and mental health 5.4 Concept of health, healing and disease: Yogic perspectives 5.5 Yogic principles for healthy living 5.6 Integrated approach of Yoga for management of health 5.7 <i>Pranayama</i> and Meditation for promoting mental health	2

## GARGAON COLLEGE

### TEACHING PLAN

**Course: B. A.**

**Session: Even semester 2023**

**Subject:** EDUCATION

**Name of the Teacher:** Dr. Ratna Das

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

**Teaching Materials:** Green Board, Chalk Pencil, Duster, Book, Journal, Newspaper, Magazine, Periodicals, Government report, Laptop, Projector.

S L · N O	Paper Code/Title	Allotted Unit/ Topic	No. of Classes required	Detail of the topics to be taught & class required	No. of tutorials
1	<b>C 3:</b>	Unit-III	15	3.1 Meaning and nature of intelligence	4

	<b>PSYCHOLOGICAL FOUNDATIONS OF EDUCATION</b>	<b>Intelligence And Creativity</b>		<p>3.2 Factors of Intelligence: Heredity and Environment</p> <p>4.1 Theories of intelligence: Monarchic theory, Spearman’s two factors theory, Multifactor theory, Group factor theory and Guilford’s Structure of Intellect (SoI)</p> <p>4.2 Concept of Emotional Intelligence</p> <p>4.3 Creativity: Meaning and nature</p> <p>4.4 Process and Product of creativity</p> <p>4.5 Stages of Creativity: Preparation, Incubation, inspiration, revision and verification</p> <p>4.6 Nurturing Creativity in Classrooms</p> <p>4.7 Meaning and nature of gifted children, difference between creativity and giftedness</p> <p>4.8 Education of Exceptional children: Gifted and Slow learner, Educable, trainable, mentally challenged.</p>	
2	<b>COURSE (C 4): EDUCATIONAL ADMINISTRATIO N AND MANAGEMENT</b>	Unit-III  Educational Planning	14	<ul style="list-style-type: none"> <li>• Meaning and Nature of educational planning</li> </ul> <p>Scope of educational planning</p> <ul style="list-style-type: none"> <li>• Need of educational planning</li> <li>• Principles of educational planning</li> <li>• Types of Educational planning</li> <li>✓ long term planning</li> <li>✓ short type planning</li> <li>✓ grass-root level planning</li> <li>✓ institutional planning</li> <li>• Process of Preparing educational Plan</li> <li>• Concept and importance of School Development Plan</li> </ul>	3
3	<b>EDCN201: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION</b>	<b>Intelligence And Creativity</b>	15	<p>Meaning and nature of intelligence</p> <p>Factors of Intelligence: Heredity and Environment</p> <p>Theories of intelligence: Monarchic theory, Spearman’s two factors theory, Multifactor theory, Group factor theory and Guilford’s Structure of Intellect (SoI)</p>	4

				<p>Concept of Emotional Intelligence</p> <p>Creativity: Meaning and nature</p> <p>Process and Product of creativity</p> <p>Stages of Creativity: Preparation, Incubation, inspiration, revision and verification</p> <p>Nurturing Creativity in Classrooms</p> <p>Meaning and nature of gifted children, difference between creativity and giftedness</p> <p>Education of Exceptional children: Gifted and Slow learner, Educable, trainable, mentally challenged.</p>	
4	<b>EDDSEN607 / GEEDN603: GENDER AND EDUCATION</b>	Unit-II  GENDER  AND  SOCIETY	15	<p>2.1 Gender biases: Meaning and concept</p> <p>2.1.1 Gender biases in</p> <ul style="list-style-type: none"> <li>• The family</li> <li>• The school environment</li> <li>• The society.</li> </ul> <p>2.2. Gender socialization: Meaning and concept.</p> <p>2.2.1. Gender socialization</p> <ul style="list-style-type: none"> <li>• Role of the family</li> <li>• Role of the school</li> <li>• Role of the society</li> <li>• Role media and popular culture (film and advertisement)</li> </ul> <p>2.3 Gender inequality in education in terms of</p> <ul style="list-style-type: none"> <li>• Caste</li> <li>• Religion</li> <li>• Region</li> </ul> <p>2.4 Issues related to women/girl child:</p> <p>A. Female foeticide and infanticide</p> <p>B. Sex ratio</p> <p>C. Honour killing</p> <p>D. Dowry</p> <p>E. Child marriage</p>	4
5	<b>COURSE (C 8): EDUCATION IN PRE-INDEPENDENT INDIA</b>	Unit-IV  Growth and Development of Education from 1921 to 1947	18	<p>Education under Diarchy</p> <ul style="list-style-type: none"> <li>- Primary Education</li> <li>- Secondary Education</li> <li>-Expansion of education</li> </ul> <p>Simon Commission</p> <p>Government of India Act of 1921</p> <p>Harthog Committee Report 1929</p>	2

				<p>Wardha Scheme of Basic Education, 1937</p> <ul style="list-style-type: none"> <li>- Wardha Education Conference 1937</li> <li>- Salient features of Basic Education</li> <li>- Causes of failure of this education in India</li> </ul> <p>Wood Abbot Report 1937</p> <p>Sargent Committee Report, 1944</p> <ul style="list-style-type: none"> <li>- Recommendations on Pre-primary, Primary, Secondary, University, teacher training, technical and vocational education</li> </ul>	
6	<p><b>COURSE (C 9).</b></p> <p><b>PART A:</b></p> <p><b>TECHNIQUES OF TEACHING</b></p>	<p>Unit-I</p> <p>THE TEACHING-LEARNING PROCESS:</p>	14	<p>Meaning and nature of teaching</p> <p>Evolving concept of teaching</p> <p>Principles of teaching</p> <p>Principles of learning</p> <p>General maxims of teaching</p> <p>Phases of Teaching: Role of teachers in Preactive, Interactive and Post-active phases of teaching</p> <p>Teaching behaviour: Authoritative, Democratic and Laissez-faire</p> <p>Classroom problems of beginners</p>	4
7	<p><b>COURSE (C 10):</b></p> <p><b>EDUCATIONAL TECHNOLOGY</b></p>	<p>Unit-IV</p> <p>Instructional Techniques</p>		<p>Models of teaching (Concept, characteristics and families)</p> <p>Inquiry training model and Classroom meeting model</p> <p>Personalized system of instruction</p> <p>Computer assisted instruction (Meaning, nature forms, merits and demerits)</p> <p>Programmed learning (Meaning characteristics and types)</p> <p>Open and Distance education: Concept and usefulness, application of technology in Open and Distance learning</p> <p>Team Teaching (Group Discussion, Seminars &amp; Symposium)</p>	
8	<p><b>EDCN401:</b></p> <p><b>EMERGING TRENDS IN INDIAN EDUCATION</b></p>	<p>Unit-V</p> <p>Education in Present Social Context</p>	12	<p>Role of education in addressing- Youth unrest ,AIDs ,Substance abuse , Health and Hygiene ,Student politics</p> <p>Role of international agencies in Education</p> <p>Concepts of Millennium Development Goals (MDGs)</p> <p>Concept and importance of Education</p>	4

				for All (EFA) Education in the context of Liberalization, Privatization & Globalization (LPG) Role of UNESCO and UNICEF in educating the world community	
9	<b>COURSE NO. DSE 6: ECONOMICS OF EDUCATION</b>	Unit-IV  Cost of Education	14	Concept of Educational Cost. <ul style="list-style-type: none"> <li>• Meaning and Nature of different types of Educational cost: Direct cost, Indirect cost, , Money cost, Social cost, institutional cost, Private cost</li> <li>• Opportunity cost: Meaning and its application in Education.</li> <li>• Meaning and use of Unit cost of Education in Educational Planning.</li> <li>• Calculation of Unit cost of Education.</li> <li>• Cost Efficiency and Cost Effectiveness in Education</li> <li>• The trend of rising cost of education in India and principle of Fiscal justice</li> </ul>	3
10	<b>COURSE (C 13): EMERGING TRENDS IN INDIAN EDUCATION</b>	Unit-V  Education in Present Social Context	12	Role of education in addressing- Youth unrest ,AIDs ,Substance abuse , Health and Hygiene ,Student politics Role of international agencies in Education Concepts of Millennium Development Goals (MDGs) Concept and importance of Education for All (EFA) Education in the context of Liberalization, Privatization & Globalization (LPG) Role of UNESCO and UNICEF	3
11	<b>COURSE (C 14): CHILD &amp; ADOLESCENT PSYCHOLOGY</b>	Unit-IV  Need and Problems of Adolescents	18	Needs of Adolescents today- Problems of Adolescents- Emotional Problems, Adjustment Problems, Deviance and Delinquency 4.3 Common Adolescent Problems in Educational Institutions today- Violence & Vandalism , Hetero-sexual attractions , Substance abuse, Role of Society in Caring for the Adolescents: Parents, Educational Institutions , Society	4
12	<b>COURSE NO. DSE 6: ECONOMICS OF</b>	Unit-IV  Cost of	14	Concept of Educational Cost. <ul style="list-style-type: none"> <li>• Meaning and Nature of different types of Educational cost: Direct cost, Indirect</li> </ul>	3



	<b>EDUCATION</b>	Education		cost, , Money cost, Social cost, institutional cost, Private cost <ul style="list-style-type: none"> <li>• Opportunity cost: Meaning and its application in Education.</li> <li>• Meaning and use of Unit cost of Education in Educational Planning.</li> <li>• Calculation of Unit cost of Education.</li> <li>• Cost Efficiency and Cost Effectiveness in Education</li> </ul> <ul style="list-style-type: none"> <li>• The trend of rising cost of education in India and principle of Fiscal justice</li> </ul>	
1 3	<b>COURSE NO. DSE 8:  PROJECT REPORT</b>	Unit-II  Preparation of Project report:	16	The student shall have to conduct a project under the supervision of a teacher and submit a project report consisting of the following: <ul style="list-style-type: none"> <li>• Title of the Project</li> <li>• Introduction</li> <li>• Rationale of the study</li> <li>• Objectives of the Study</li> <li>• Method and procedures followed (Description of the tools and techniques used, procedure of Collection of Data and procedure of analysis of data)</li> <li>• Analysis and Interpretation of data with illustrations</li> <li>• Findings of the study <i>(The teacher shall provide guidance to the students throughout the Project.)</i></li> </ul>	3
1 4	<b>EDDSEN607 / GEEDN603: GENDER AND EDUCATION (NON-HONOURS)</b>	Unit-IV Laws, articles and policies to bring Gender equality:	15	Introduction to laws related to women and social justice –Dowry, Remarriage,Divorce, Property rights Trafficking. Women reservation bills: History and current status. Articles of Indian constitution related to education from gender equality perspective. Educational policies and programmes from gender equality perspective	3

**GARGAON COLLEGE**  
**TEACHING PLAN**

Course: B. A.

Session: Odd semester 2022

**Subject:** EDUCATION

**Name of the Teacher:** Dr. POLI KONWAR

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

**Teaching Materials:** Green Board, Chalk Pencil, Duster, Book, Journal, Newspaper, Magazine, Periodicals, Government report, Laptop, Projector.

Paper Code/Title	Allotted Unit/ Topic	No. of Class required	Detail of the topics to be taught & class required	No. of tutorials
PHILOSOPHICAL FOUNDATION OF EDUCATION C1	UNIT IV, WESTERN SCHOOL OF PHILOSOPHY AND THEIR INFLUENCE IN EDUCATION	16	Basic features of western philosophy, Idealism, Naturalism, Pragmatism and impact of western philosophy	3
SOCIOLOGICAL FOUNDATION OF EDUCATION C2	UNIT II / EDUCATION SOCIAL ASPECTS AND SOCIALISATION PROCESS	16	Socialisation, education as socialisation, agencies of socialisation, social mobility, emotion and national integrity, internalisation, modernization	3
PHILOSOPHICAL FOUNDATION OF EDUCATION 101 NH	UNIT IV, WESTERN SCHOOL OF PHILOSOPHY AND THEIR INFLUENCE IN EDUCATION	15	Basic features of western philosophy, Idealism, Naturalism, Pragmatism and impact of western philosophy	3
GUIDANCE AND COUNSELLING	UNIT 1,2/ GUIDANCE ,AND COUNSELLING	32	Meaning nature, scope ,need, types principles of guidance, Guidance at various level	6

GENERIC	G			
GREAT EDUCATORS AND EDUCATIONAL THOUGHTS C5	UNIT 2,3/ MODERN INDIAN EDUCATORS AND EDUCATIONAL THOUGHTS/ WESTERN EDUCATORS AND EDUCATIONAL THOUGHTS	32	RABINDRANATH, VIVEKANDA, GANDHIJI, / PLATO, JEAN JACQUE ROUSSEAU	6
EDUCATIONAL MEASUREMENT AND EVALUATION C6	UNIT 3/SOME SPECIFIC PSYCHOLOGICAL THOUGHTS	16	ACHIEVEMENT TEST, INTELLIGENT TEST, APTITUDE TEST AND PERSONALITY ASSESSMENT	3
SOCIOLOGICAL FOUNDATION OF EDUCATION NH 301	UNIT 2,4 / EDUCATION, SOCIAL ASPECTS, AND SOCIALISATION PROCESS/ EDUCATION AND SOCIAL CHANGE	32	Socialisation, education as socialisation, agencies of socialisation, social mobility, emotion and national integrity, internalisation, modernization/ Social change factors. reaction, cultural change economic development, human resource development, social groups ST SC, rural women, social disadvantages, equity, equality, reservation ..	6
MENTAL HEALTH EDUCATION	UNIT 2/ EDUCATION AND MENTAL HEALTH	16	Principle and factors of mental health, adjustment, maladjustment, frustration conflict, adjustment mechanism	3
EDUCATION IN POST INDEPENDENCE INDIA C11	UNIT 4/ RECENT DEVELOPMENT IN INDIAN EDUCATION	20	SSA, RMSA, RTE, RUSA, MKC, NCF, UGC, NCTE, NAAC, AICTE, BCI, MCL, NCERT, NUPA, NIOS	4
EDUCATION IN WORLD PERSPECTIVE C12	UNIT 3/ DEVELOPMENT OF EDUCATION IN UK, USA, INDIA, JAPAN	15	EDUCATION IN UK, USA, INDIA, AND JAPAN COMPARATIVE STUDY	3
MENTAL HEALTH EDUCATION	UNIT 3/ MENTAL HEALTH AGENCIES OF EDUCATION	15	HOME AND MH, CHILD ROARING, SCHOOL AND MH, TEACHER AND MH, COMMUNITY AND M H.	3
VALUE EDUCATION N503	UNIT 3 PHILOSOPHICAL ISSUES OF VALUE	16	PHILOSOPHICAL ISSUES OF VALUE EDUCATION, TYPES OF VALUES, EPISTEMIC, MORALE EDUCATION SPIRITUAL EDUCATION, AESTHETIC EDUCATION, HUMANITIES EDUCATION.	3

	EDUCATION			
VALUE EDUCATION NH 501	UNIT 3 PHILOSOPHICAL ISSUES OF VALUE EDUCATION	16	PHILOSOPHICAL ISSUES OF VALUE EDUCATION, TYPES OF VALUES, EPISTEMIC, MORALE EDUCATION, SPIRITUAL EDUCATION, AESTHETIC EDUCATION, HUMANITIES EDUCATION	3
MENTAL HEALTH EDUCATION NH 502	UNIT 3/MENTAL HEALTH AGENCIES OF EDUCATION	15	HOME AND MH, CHILD ROARING, SCHOOL AND MH, TEACHER AND MH, COMMUNITY AND M.H.	

**GARGAON COLLEGE  
TEACHING PLAN**

Course: B. A.

Session: EVEN semester 2023

**Subject:** EDUCATION

**Name of the Teacher:** Dr. POLI KONWAR

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

**Teaching Materials:** Green Board, Chalk Pencil, Duster, Book, Journal, Newspaper, Magazine, Periodicals, Government report, Laptop, Projector.

Paper Code/Title	Allotted Unit/ Topic	No. of Class required	Detail of the topics to be taught & class required	NO OF TUTORIAL
PSYCHOLOGICAL FOUNDATION OF EDUCATION C3	UNIT 2/ LEARNING AND MOTIVATION	16	MEANING, NATURE, FACTORS, VARIABLES, TYPES, THEORIES, MOTIVATION, MATURATION, TRANSFER OF LEARNING, ATTENTION, INTEREST, MEMORY.	3

EDUCATIONAL ADMINISTRATION AND MANAGEMENT	UNIT II / EDUCATIONAL LEADERSHIP	16	MEANING , NATURE ,PRINCIPLE, STYLE,FACTORS,QUALITIES OF LEADERSHIP, LEADERSHIP DEVELOPMENT PROGRAMME,MEASUREMENT OF LEADERSHIP,ROLE OF LEADER IN MANAGING CONFLICT	3
GENDER AND EDUCATION 201 GEN	UNIT III GENDER INEQUALITY IN EDUCATION	16	Gender discrimination,gender inequality in school,gender and equality,gender inclusive approach	3
PSYCHOLOGICAL FOUNDATION OF EDUCATION NH	UNIT 2/ LEARNING AND MOTIVATION	16	MEANING, NATURE , FACTORS, VARIABLES, TYPES,THEORIES, MOTIVATION,MATURATION,TRANSFER OF LEARNING,ATTENTION ,INTEREST, MEMORY.	3
EDUCATION IN PRE INDEPENDENCE INDIA C8 HONOURS	UNIT 1,2/ EDUCATIONAL HERITAGE OF INDIA/ EDUCATION DURING BRITISH PERIOD	32	EDUCATION IN VEDIC, BUDDHIST AND ISLAMIC PERIOD/ INDEGENOUS EDUCATION,MISSIONARIES IN INDIA,EAST INDIA COMPANY	6
TECHNIQUES OF TEACHING C9	UNIT 3, METHOD AND APPROACHES OF TEACHING	16	TEACHER CENTER-LEARNER CENTERED,PLAY WAY, ACTIVITY, INDUCTIVE, HEURISTIC, PROJECT METHODS, TEACHING APPROACHES	3
EDUCATIONAL TECHNOLOGY C10	UNIT 2/ ICT IN EDUCATION	16	INFORMATION TECH, COMMUNICATION TECH,COMPUTER IN EDUCATION,CLASSROOM COMMUNICATION.	
EMERGING TRENDS IN INDIAN EDUCATION NH 401	UNIT 2, CHALLENGES OF INDIAN EDUCATION	20	ECCE, EE,SE,HE,TEACHER EDUCATION,TECHNICAL AND VOCATIONAL EDUCATION, PROFFESIONAL EDUCATION	4
ECONOMICS OF EDUCATION 4 <sup>TH</sup> SEM GEN	UNIT 1,3/ INTRODUCTION TO ECONOMICS OF EDUCATION/EDUCATION AS ECONOMIC GOODS	32	MEANING ,NATURE, SCOPE,IMPORTANCE,HISTORICAL DEVELOPMENT,BASIC ISSUES OF ECONOMIS OF EDN/EDN AS ECONOMIC GOOD,UTILITY IN EDN,DEMAND IN EDN,EDN AS A PROCESS OF PRODUCTION,INTERNAL AND EXTERNAL ECONOMICS	4
EMERGING TRENDS IN INDIAN	UNIT 4, EMERGING ISSUES IN	16	ICT BASED TEACHING LEARNING,CONTINIOUS AND COMPREHENSION EDN,NATIONAL DEVELOPMENT,ISSUES OF	3

EDUCATION 601	EDUCATION		CURRICULUM, PRIVATIZATION AND COMMERCIALIZATION IN INDIAN EDN	
CHILD AND ADOLESCENT PSYCHOLOGY 602	UNIT 2, DEVELOPMENTAL PATTERN AND CONCERNS DURING CHILDHOOD	25	DEVELOPMENTAL PATTERN, COMMON CHILDHOOD PROBLEMS, DEFICIENCY DEPROVATION AND ROLE OF EDN	4
ECONOMICS OF EDUCATION 603	UNIT 1,3/ INTRODUCTION TO ECONOMICS OF EDUCATION/EDUCATION AS ECONOMIC GOODS	32	MEANING, NATURE, SCOPE, IMPORTANCE, HISTORICAL DEVELOPMENT, BASIC ISSUES OF ECONOMICS OF EDN/EDN AS ECONOMIC GOOD, UTILITY IN EDN, DEMAND IN EDN, EDN AS A PROCESS OF PRODUCTION, INTERNAL AND EXTERNAL ECONOMICS	4
PROJECT REPORT 604	UNIT 2, PREPARATION OF PROJECT REPORT	16	THE STUDENTS SHALL HAVE TO CONDUCT A PROJECT UNDER THE GUIDANCE OF TEACHER	3
EDUCATION IN POST INDEPENDENCE INDIA 6 <sup>TH</sup> NH	UNIT 4/RECENT DEVELOPMENT IN INDIAN EDUCATION	20	SSA, RMSA, RTE, RUSA, MKC, NCF, UGC, NCTE, N AAC, AICTE, BCI, MCL, NCERT, NUPA AND, NIOS	4
GENDER AND EDUCATION 6 <sup>TH</sup> NH	UNIT 2, GENDER AND SOCIETY	16	Gender biases in, Gender socialization: meaning and concept, Gender inequality in education in terms of, issues related to women/girl child.	3

DR. POLI KONWAR



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