Name of the teacher: Mrs. Himakshi Borah Course: UG Course

Programme: B.A. Core in Education Class allotted (per week): 18

**TEACHING PLAN**

**Paper code: EDNH201 & EDNH202**

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| Paper/Unit | Course content | Key Aspects (Topics of discussion) | Teaching Methods | Assessment Methods | Learning outcome | Classes required |
| 201:Psychological Foundations of Education**Unit: I** | Schools of Psychology: Behaviourism Structuralism Functionalism Gestalt Psychology Psycho-analysis Constructivism | Explanation of the concept, meaning and nature of Educational Psychology. | LectureInteractionand Discussion | Ask questionsClass Test | At the completion of the course the student will be able to explain the concept, nature, types and Importance of Educational Psychology in classroom teaching | 4 |
|  | Meaning, nature and scope ofEducational Psychology Importance of Educational Psychology in classroom teaching | Discussion of the types of Schools of Psychology. | Group Discussion |  |  |
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| **Unit: IV** Personality and Mental Health | Meaning and Characteristics of personality-Factors of personality-Type Theories of Personality.-Trait theories of personality-Concept of balanced mature personality-Concept of mental health and mental hygiene-Adjustment mechanism: | Explain the meaning, concept, factors andtheories of personality.Describe the | LectureInteraction | Ask questionsClass Test | At the completion of the course the student will be able to explain the concept, factors, and theories of Personality.Students will be able to describe the concepts of mental health and mental hygiene. | 5 |

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|  | Fantasy, Compensation, Identification, Rationalization and Sublimation-Concept of Instinct and Emotion.-Some educationally significant instincts and provisions for their training (Curiosity, Acquisition, Self assertiveness, Herd Instincts, Sex Instincts).-Relation between Instincts and Emotion.- Importance of Emotional training in the classroom. | concepts of mental health and mental hygiene, measures of mental health in school. | and Discussion | Group DiscussionQuizzes |  |  |
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| EDN 202:Educational Administration and Management**UNIT: V** | Management issues in Educational finance-Meaning of educational finance-Nature and scope of educational finance-Principles of managing educational finance-Role of finance committee-Maintenance of records in educational finance-Use of computer in management of finance | Discussion about educational finance and explanation about maintenance of records in educational finance | LectureInteractionand Discussion | Ask questionsClass TestGroup Discussion | At the completion the students will be able to suggest measures to ensure quality in educational management. | 3 |

**PAPER CODE EDNH 401 & EDNH 403**

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| Paper/Unit | Course content | Key Aspects(Topics of discussion) | Teaching Methods | Assessment Methods | Learning outcome | Classes required |
| 401: Education in Pre- Independent India | Educational Heritage of India Education in Ancient India-Education during Vedic and Buddhist Period.-Education in Medieval India (Islamic System of Education)-Comparison among the Vedic, Buddhist and Islamic education system. | Describe theeducation in ancient India.Comparison among the Vedic, Buddhist and Islamic education system. | Text-Book LectureInteraction | Ask questions Class TestGroup DiscussionQuizzes | Students will be able to understand the concept of education in the context of Indian heritage. And they can compare it with present education system. | 8 |
| 403: | ICT in Education | Explanation about | Lecture | Ask | After completion the |  |
| Educational | -Concept and development of | the concept of ICT |  | questions | students will be familiarized |  |
| Technology | Information and Communication | and describe its | Interaction |  | with different kinds of ICT |  |
|  | Technology (ICT) | roles in teaching |  |  | tools. And also they will be |  |
|  | - Computer and its role in | learning process. | Black | Class Test | able to apply ICT tools in |  |
| **UNIT II:** | education-Application of ICT —Smart |  | board |  | their learning process. | 7 |
|  | learning, smart classes, virtual |  | Power | Seminar |  |  |
|  | classes, |  | point | presentation |  |  |
|  | - ICT in evaluation-E –learning |  | presentation |  |  |  |
|  | -Internet and its application |  |  |  |  |  |
| **UNIT V:**Concept of Learning Resources | E - resources and their use-EDUSAT: functions-E -Pathshala: concepts and uses- Open access resources: Concepts and uses.-Peer group and community as learning resource | Explanation about the concept and uses of E- resources. | LecturePower point presentati on | Ask questionsClass Test | After completion the students will be familiarized with Open Access Resources. | 3 |

**PAPER CODE EDNH601, EDNH603 & EDNH604**

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| Paper/Unit | Course content | Key Aspects(Topics of discussion) | Teaching Methods | Assessment Methods | Learning outcome | Classes required |
| EDNH601:Emerging Trends in Indian Education**UNIT I** | EDUCATION AND INDIAN CONSTITUTION-The Indian Constitution - Education in Indian Constitution-Need for including education in constitution- Central, State and Concurrent lists-Articles in the Constitution related to Education: Article 21 A, Article 45, Article 29 & 30,Article 350 (A) 350 (B), Article15, 17, 46, Article 28 (1, 2 & 3)-Constitution as a source of aims of education.-Role of Constitution in equalizing the Educational opportunities. | Explanation of the needs of constitutional provisions for education, and the role ofconstitution in equalizing educational opportunities in the diverse Indian Society. | Text Book Lecture Interactionand Discussion | Ask questionsClass TestQuizzes | The students will be able to understand the needs of constitutional provisions for education, and the role of constitution in equalizing educational opportunities in the diverse Indian Society. | 5 |
| DSEED603:Gender and Education**UNIT II** | GENDER AND SOCIETY-Gender biases: Meaning and concept-Gender socialization: Meaning and concept.-Gender inequality in education.- Issues related to women/girl child: -Female foeticide and infanticide -Sex ratio -Honour killing -Dowry -Child marriage | Explanation of the concept of Gender Biasesand Gender Socialisation, and discussion about the role of Society, School and Family in Gender biasesand Gender Socialisation. | LectureInteractionand Discussion | Ask questionsClass Test | At the completion of the course the student will be able to explain the role of family, school and society in gender biases and gender socialisation. | 3 |

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| DSEED604:Project Report | Introduction to the Project-Concept of Project-Characteristic of a good project-Steps of conducting a project-Identification of Problem-Formulation of Objective-Preparation of Tools-Selection of Sample-Collection of Data-Analysis and interpretation of data-Report Writing-Challenges of conducting a Projec | Explanation About theconcept, steps and characteristics of project.Explain theprocess of preparing a good project. | LectureDiscussionPower point PresentationProject Method | Question AnswerClass Test Unit TestProject Report Presentation | At the completion students will be able to* explain the process of conducting a Project.
* identify the problems for Educational Project.
* solve problems faced in educational field through project.
* prepare project report.
 | 10 |

Name of the teacher: Dr. Bisakha Devi Das Course: UG Course

Programme: BA in Education Class allotted (per week): 18

**TEACHING PLAN**

**Paper code: EDNH201& EDNH202**

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| **Paper/Unit** | **Course content** | **Key Aspects (Topics of discussion)** | **Teaching Methods** | **Assessment Methods** | **Learning outcome** | **Classes require d** |
| EDNH201: | Meaning and nature of learning. Factors of Learning: Home, School, Mass Media, IntelligenceVariables of learning:Types of learning:Theories of learning: Thorndike’s theory of learning, Classical Conditioning, Operant Conditioning and Gestalt theoryThorndike’s Laws of learning Motivation: Meaning and role in learning.Maturation: Meaning and role in learningTransfer of learning:Attention and Interest: Meaning and role in learning Memory and Learning | Explanation of the |  |  | At the completion of the |  |
| Psychological | concept of |  |  | course the student will |  |
| Foundations of | Learning and to |  |  | be able to explain the |  |
| Education | discuss thoroughly | Lecture |  | concept, nature, types |  |
|  | Types, Principles |  |  | and theories of learning. |  |
|  | of Learning. |  | Ask questions |  |  |
|  |  |  |  |  | 3 |
|  |  | Interaction |  |  |  |
|  |  |  | Unit Test |  |  |
|  |  | Discussion |  |  |  |
| EDNH202:Educational Administration | Educational Planning :Meaning andNature of educational planning, Scope of educational planning, | Explanation of theconcept, Principles of Educational | Lecture |  | At the completion of thecourse the student will be able to explain the | 3 |

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| and Management | Need of educational planning, Principles of educational planning, Types of Educational planning-long term planning-short type planning-grass-root level planning-institutional planningFactors affecting educational Plan Concept and importance of School Development Plan | Planning and to discuss about various types of Planning. | InteractionDiscussionSlide Presentation | Ask questionsUnit Test | concept, nature, types and scope of Educational Planning. |  |

**Paper Code: EDNH401**

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| Paper/Unit | Course content | Key Aspects(Topics of discussion) | Teaching Methods | Assessment Methods | Learning outcome | Classes required |
| EDNH401: | Education during British Period-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-Centres of Missionary Education in India.-Educational activities of Missionaries in Assam-Educational activities of East India Company - Charter Act, 1813 - Orientalist and Anglicist Controversy - Macaulay’s Minute,1835 - Bentinck’s declaration of educational policy | Knowledge about | Lecture | Ask questions | At the completion of the |  |
| Education in | the activities of |  |  | course the student will |  |
| Pre- | East India |  |  | be able to evaluate the |  |
| Independent | Company and |  |  | education system during |  |
| India | Missionaries. |  |  | British period with |  |
|  |  | Discussion |  | special emphasis on the |  |
|  | Different |  | Unit Test | commissions and | 3 |
|  | recommendations |  |  | comities. |  |
|  | of different |  |  |  |  |
|  | Commissions. |  |  |  |  |
|  |  | And |  |  |  |
|  |  |  | Discussion |  |  |
|  |  | Compare |  |  |  |
|  |  | Method |  |  |  |

**Paper code: EDNH602**

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| Paper/Unit | Course content | Key Aspects (Topics ofdiscussion) | Teaching Methods | Assessment Methods | Learning outcome | Classes required |
| EDNH602:Child & Adolescent Psychology | Developmental Patterns & Concerns during Childhood: Development Patterns during this period-Physical Mental/Cognitive EmotionalSocial LanguageSome Common Childhood Problems:Deficiency & deprivations during childhood-Social adjustment problems (shyness, hesitation, jealousy) Prevention & correction of these problemsRole of Education | Explanation about the problems of child and adolescence | LectureDiscussion Audio VisualBlack Board | Ask questionsUnit TestGroup Discussion | At the completion of the course the student will be able to know the different problem and how to solve it. | 4 |

Teaching plan

Name: Monikha Saikia Department: Education

Paper Code: EDNH Course: CBCS

Programme: Core Class Allotted: 22 hours (per week)

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| **Paper/ Unit** | **Course Content** | **Key aspect (Topics of discussion)** | **Teaching Method** | **Feedback (Assessment****methods)** | **Learning Outcome** | **Class required** |
| **101****Concept of Education** | Meaning, Nature, Scope and Types of education(Formal, Informal and Non-formal) | Explanation of the Concept and different types | Discussion method , lecture method | Ask students to summaries the topic | The students will be acquire knowledge, and understanding | **4** |
| Aims of education---Individual and Social aims of education in specific reference to different levels: Elementary, Secondary and Highereducation. | Different aims of education | Discussion method ,Questioning | Ask students to summaries the topic | **2** |

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|  | The functions of Education-Individual development (Development of skill, basic knowledge, interest and appreciation).-Acquaintance with heritage, (preservation and transmission)-Development of human values, (Social, moral and Aesthetic* Acquisition of skills leading to self- actualization and successful living.
* Social cohesion and social progress
 | Different functions of education | Discussion method , lecture method | Ask questions, Assignments, unit test |  | **5** |
| **101****Curriculum** | Concept and nature of curriculum | Concept of curriculum | Discussion method , Lecture method, SlidePresentation | Ask questions, Assignments, unit test | The students will be acquire knowledge, understanding and skills | **2** |
| Curriculum and Syllabus | Concept of syllabus | Discussion method ,Interaction SlidePresentation | Ask questions, Assignments, unit test | **3** |

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|  | Different kinds of curriculum | Types ofcurriculum | Lecture method,Slide Presentation | Ask students tosummaries the topic, |  |  |
| Concept and types of co-curricular activity-Various philosophical thoughts given inthe course on co-curricular activities | Explanation about the concept and types of co-curricular activity | Lecture method, Slide Presentation | Ask students to summaries the topic, Class Test | **2** |
| **102****Concept, Approaches and Theories** | Meaning, nature and scope Educational Sociology-- Analogy between Education andSociology(relationship) | Explanation of the Concept of EducationalSociology | Lecture method, | Ask students to summaries the topic, | The students will be acquire knowledge, understanding and critical thinking | **3** |
| Theories of Educational Sociology-* Conflict Theory-concept, features, merits and demerits
* Consensus Theory- concept, features,

merits and demerits | Different Theories of Educational Sociology | Discussion method , Lecture method, | Assignments, Unit test, | **3** |
| **102****Education and Political****Ideologies** | Democracy-concept and basic features of Democracy, nature of education in Democracy, Role of education in inculcating democratic values. | Basic concept of Democracy, | Discussion method ,Interaction Slide Presentation | Ask students to summaries the topic, |  | **3** |

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|  | Totalitarianism: concept and basic features, nature of education in Totalitarian society | Concept of Totalitarianism | Discussion method ,Interaction SlidePresentation | Ask students to summaries the topic, | The students will be acquire knowledge, understanding and skills | **2** |
| Communism: concept, basic features, nature of education in Communist society | Concept of Communism | Discussion method ,Interaction SlidePresentation | Ask students to summaries the topic, | **2** |
| Secularism | Meaning and Role of education in secular society | Discussion method ,Interaction SlidePresentation | Ask students to summaries the topic, Assignments | **2** |
| **201** | Meaning, Nature, Factors and Theories of Intelligence | Explanation of theConcept and different theories | Discussionmethod , Slide Presentation | Ask students tosummaries the topic, Unit Test | The students will be acquire knowledge, understanding and skills | 7 |
| Concept of Emotional Intelligence | Emotional Intelligence | Discussion method ,Questioning | Assignments, Unit test, Groupdiscussion, | 2 |
| Meaning and nature | Concept ofCreativity , | Lecture method,Activity method | Ask questions,Assignments | The students will beacquire knowledge, | 5 |

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| **Intelligence And Creativity** | Process and Product of creativity, Stages of Creativity andNurturing Creativity in Classrooms | different Stages of CreativityAnd Creativity in Classrooms |  |  | understanding and skills and develop creative thinking |  |

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| **Paper/ Unit** | **Course Content** | **Key aspect (Topics****of discussion)** | **Teaching Method** | **Feedback** | **Learning****Outcome** | **Class****required** |

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|  |  |  |  | **(Assessment****methods)** |  |  |
| **202****Educationa****l Leadership** | Meaning, Nature, Function and Principle of Educational Leadership | Explanation of theConcept and different principles | Lecture, Interactionwith students and Slide Presentation | Ask questions, Unit Test | The students will be acquire knowledge, and understanding | 3 |
| Styles and factors of Educational Leadership | Different styles of leadership | Discussion method, Questioning | Assignments, Unit test, Groupdiscussion, | 3 |
| Leadership development programmes and role of educational leader | Different programmes | Discussion method, Role playing | Ask questions, Unit Test | 2 |

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| 301 Ancient Indian educators and educational thoughts | Shankaracharya:* Basic tenets of Shankaracharya’s Advaita Vedanta
* Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Shankar’s educational philosophy
 | Educational philosophy of Shankaracharya | Discussion method, | Ask questions, Unit Test | The students will be acquire knowledge, understanding and philosophical taught | 3 |

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|  | Yagyavalkya:* Yagyavalkya and Indian Idealism (concept of soul and absolute soul)
* Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Yagyavalkya’s educational philosophy
 | Educational philosophy of Yagyavalkya | Lecture, Interaction with students | Ask students to summaries the topic, Unit Test | The students will be acquire knowledge, understanding and philosophical taught | 3 |
| Sankardeva-Sankardeva’s philosophy of life* Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Sankardeva’s educational philosophy
* Institutions and means of education
 | Educational philosophy of Sankardeva | Lecture, Interaction with students | Ask students to summaries the topic, Unit Test | 3 |

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| 301Alternatives in education and the thinkers | Ivan Illich-Illich’s criticism of present education-Concept of de-schooling of Illich* Illich’s educational thoughts
* Relevance of Illich’s thought
 | Educational philosophy of Ivan Illich | Discussion method, Lecture method, | Ask students to summaries the topic, Assignment | The students will be able learn to and evaluate the theory and its relevance | 3 |
| Paulo Freire* Freire’s criticism of present education
* Freire’s alternative thoughts to present education
* Relevance of Freire’s thoughts
 | Educational philosophy of Paulo Freire | Discussion method, Lecture method, | Ask students to summaries the topic, Assignment | 3 |
| 302Psychologic al Tests | Meaning of Classification of Psychological Test | Explanation of the Concept anddifferent types | Discussion method, Lecture method, | Ask students to summaries thetopic, Assignment | The students will be able to think, analyse and develop the skill | 6 |
| Characteristics of a good test: Objectivity,Reliability, Validity, Norms and Administer ability | Characteristics of a good test | Lecture, Interaction with students | Ask students tosummaries the topic, Unit Test | 2 |

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| 303Normal ProbabilityCurve | Properties and uses of Normal Probability Curve; Divergence from normality – Skewness and Kurtosis. | Concept of Normal Probability Curve | Discussion, Activity method | Ask students to summaries the topic, MCQ | The students will be learn to utilize the skills | 2 |
| 303Attention | Testing of attention* Division of attention
* Span of apprehension
* Distraction of attention
 | Testing of attention | Demonstration, Experimental method, | Activity centred,Test, Experiment | The students will be able to think, analyse anddevelop the skill | 3 |
| 402The Teaching- Learning Process | Meaning and nature of teaching* Evolving concept of teaching

-Principles of teaching-Principles of learning* General maxims of teaching
 | Concept of teaching and learning | Lecture, Interaction with students | Ask students to summaries the topic, Unit Test | The students will be able to apply the techniques on teaching learning process | 3 |
| Phases of Teaching: Role of teachers in Pre-active, Interactive and Post-active phases of teaching | Phases of Teaching | Lecture, Interaction with students | Ask students to summaries the topic, Unit Test | The students will be able to apply the techniques on | 4 |

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|  | * Teaching behaviour: Authoritative, Democratic and Laissez-faire
* Classroom problems of beginners
 |  |  |  | teaching learning process |  |
| 403Educational Technology | Concept and nature of Educational Technology-Development of Educational Technology-Development of Educational Technology in India | Concept and nature and development of Educational Technology | Discussion, Activity method, Interaction with students and Slide Presentation | Ask students to summaries the topic, Unit Test | The students will be acquire knowledge, attitudes and skills of digital work | 2 |
| Components of Educational Technology: Hardware, Software and Systems approach | Different Components | Discussion, Activity method, Interaction with students and Slide Presentation. | Ask students to summaries the topic, Unit Test | 3 |

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|  | Instructional technology-Difference between Educational Technology and Instructional Technology | Concept of Instructional technology | Discussion,and SlidePresentation. | Ask students to summaries the topic, Assignment |  | 2 |
| 403Communica tion and teaching learning | Concept and nature, Components of communication- Classroom communication | Concept of communication | Lecture, Interaction with students | Ask students to summaries the topic, Unit Test | The students will be able to learn effective communicationskills | 2 |
| Significance of communication in learning* Barriers of effective classroom communication
* Steps for making communication effective
* Qualities of a good classroom communicator
 | Effective communication | Lecture, Interaction with students | Ask students to summaries the topic, Unit Test | The students will be able tocommunicating knowledge both orally and written | 3 |

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| 501Educational Efforts in India - II (1951-2000): | National Policy of Education 1968* Iswarbhai Patel Review Committee, 1977
* Adiseshiah 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 | Knowledge about the different recommendation of various commissions of India | Lecture,Discussion method, Interaction with students | Ask students to summaries the topic, Assignments | The students will be able to acquire knowledge about the different commissions of India | 8 |
| 502Japan | Development of education with respect to Salient features, organization, administration and Curriculum of Primary/ Elementary, Secondary and Higher education in- Japan | Educational structure of Japan | Lecture,Discussion method, Interaction with studentsAnd SlidePresentation | Ask students to summaries the topic, Assignments | The students will be able to acquire knowledge and understanding about the Japaneseeducational system | 7 |

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| DSEED 504Positive Psychology | Introduction to concept,Nature and Scope of Positive Psychology Developing in stakeholders the concepts of:* Resilience
* Empathy
* Gratitude and forgiveness
* Wellbeing
* Pursuit of Happiness
 | Conceptof Positive Psychology | Explanation, Discussion method, Interaction | Ask students to summaries the topic, Assignments, Class test | The students will be able to apply critical thinking and skills and examine the factors leading to create wellbeing and happiness | 7 |
| 601Education in Present Social Context | Role of education in addressing--Youth unrest-AIDs-Substance abuse* Health and Hygiene
* Student politics
 | Social problems | Lecture,Discussion method, Interaction with studentsAnd SlidePresentation | Ask students to summaries the topic, Assignments | The students will be able to recognise and diagnose the problems | 5 |
| Role of international agencies in Education | Brief discussion ofthe role of international | Explanation, | Ask students to summaries the | students will be able to acquire | 5 |

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|  | -. 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 in

educating the world community | agencies in Education | Discussion method, Interaction with studentsAnd SlidePresentation | topic, Assignments, Class test | knowledge and understanding |  |
| 602Psychology of Adolescenc e | Meaning and Need for a Study of Adolescence Psychology* Theories of Adolescence Psychology-
* Recapitulation

-Youth Culture* Social Anxiety Theory
 | Concept andTheories of Adolescence Psychology | Explanation, Discussion method, Interaction with studentsAnd SlidePresentation | Ask students to summaries the topic, Assignments, Class test | students will be able to acquire knowledge and understanding of the adolescenceperiod | 5 |
| Development patterns during Adolescence--Physical-Mental/Cognitive* Social
* Emotional
 | Development patterns during Adolescence period | Explanation, Discussion method, Interaction with studentsAnd SlidePresentation | Ask students to summaries the topic, Assignments, Class test | Students will be able to acquire knowledge and understanding of developmentalnorms and process | 5 |

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|  | - Moral |  |  |  | of growth andchanges in adolescent |  |
| Risk and Resilience in Adolescents-* Risk Factors in Adolescents
* Strategies to Enhance Resilience in Adolescents
 | Different strategies of Resilience in Adolescence period | Explanation, Discussion method, Interaction with studentsAnd SlidePresentation | Ask students to summaries the topic, Assignments, Class test | Students will be able to acquire the knowledge and skills | 5 |
| 603Laws, articles and policies to bring gender equality | Introduction to laws related to women and social justice* Dowry

-Remarriage* Divorce
* Property rights
* Trafficking.
 | laws related to women and social justice | Explanation, | Ask students to summaries the topic, Assignments, | Makes Students capable of handling social problem in real life situation | 6 |
| Women reservation bills: History and current status.- Articles of Indian constitution related toeducation from gender equality perspective. | Different policies for Women reservation and gender equality | Discussion method, Interaction | Class test | 2 |

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|  | - Educational policies and programfrom gender equality perspective. |  |  |  |  |  |