

**Government General Degree College, Kalna –I**  
**Department of Education**  
**Lesson Plan**  
**for**  
**B.A. 1<sup>st</sup> Semester ( Hons) Courses Under CBCS**  
**Subject :**  
**Education**  
**Course code : CC-1**  
**Course title : Educational Philosophy –I**

**Unit – I**

**Education: Meaning, Nature and Scope • Functions of Education • Factors of Education •**  
**Aims of Education: Individualistic and Socialistic.**

**Objectives**

**After completion of the unit students will be able to**

- \*have an overall idea of education**
- \*state the elements and functions of education**
- \*understand the aims of education**
- \*differentiate between individual and socialistic aims of education**

<b>Serial no. of lecture</b>	<b>Topic of Lecture</b>	<b>Remarks</b>
<b>Lecture - 1</b>	Education – Etymology	
<b>Lecture -2</b>	Definition of Education – Broad and narrow	
<b>Lecture -3</b>	Modern concept of education	
<b>Lecture -4</b>	Nature of Education – part 1	
<b>Lecture -5</b>	Nature of Education – Part – 2	
<b>Lecture -6</b>	Scope of Education	
<b>Lecture -7</b>	Forms of Education – Informal , Non formal , Formal Education with examples	
<b>Lecture -8</b>	Functions of education – Part I	
<b>Lecture -9</b>	Functions of Education – Part II	
<b>Lecture -10</b>	Factors of Education – Student	
<b>Lecture -11</b>	Factors of Education – Teacher	
<b>Lecture -12</b>	Factors of Education – Curriculum	
<b>Lecture -13</b>	Factors of Education – School/ Institute	
<b>Lecture -14</b>	Relationship between different factors of education	
<b>Lecture -15</b>	Aims of education – a general discussion on aim of education	
<b>Lecture -16</b>	Specific Individualistic aims of education	
<b>Lecture -17</b>	Specific socialistic aims of education	
<b>Lecture -18</b>	Comparing individualistic or	

	socialistic aims of education to find which one is more relevant to education	
<b>Lecture -19</b>	Revision	
<b>Lecture -20</b>	Model question and answer	
	Continuous and Comprehensive Evaluation Unit end Assignment	Placement according to their learning outcome preferably via MCQ mode of assessment
<p style="text-align: center;"><b>Unit – II</b></p> <p><b>Introduction to Philosophy of Education, • Relationship of Education and Philosophy, • Schools of Indian Philosophy-basic features with special reference to its Epistemological and Ethical aspects • Sankhya, • Yoga, • Nyaya, • Charvak, • Buddhist, • Jain and their educational implications</b></p>		
<p style="text-align: center;"><b>Objectives</b></p> <p><b>After completion of the unit students will be able to</b></p> <p><b>*state the features of Indian philosophy</b></p> <p><b>*compare among different schools of Indian philosophy</b></p> <p><b>*analyze modern education in light of philosophies of Indian education</b></p>		
<b>Lecture -21</b>	Concept of philosophy as a faculty of knowledge	
<b>Lecture -22</b>	Epistemology, axiology and metaphysics – brief idea	
<b>Lecture -23</b>	Relationship between philosophy and education	
<b>Lecture -24</b>	Concept of Indian Philosophy	
<b>Lecture -25</b>	Main ideas under Indian Philosophy i.e. Types ( astik, Nastik) Veda, Karma, Dukhyobad etc.	
<b>Lecture -26</b>	Samkhya – chief tenets	
<b>Lecture -27</b>	Law of evolution in Samkhya	
<b>Lecture -28</b>	Purus and Prakriti – brief discussion	
<b>Lecture -29</b>	Educational implication of Samkhya philosophy	
<b>Lecture -30</b>	Yoga Philosophy- Basic tenets	
<b>Lecture -31</b>	Astayoga	
<b>Lecture -32</b>	Educational implications of Yoga philosophy	
<b>Lecture -33</b>	Naya philosophy – Chief characteristics	
<b>Lecture -34</b>	Epistemology in Naya philosophy With methods – pramana, anumana,	

	upamana, shabda	
<b>Lecture -35</b>	Educational implications of Naya philosophy	
<b>Lecture -36</b>	Charvak- Main characteristics of Nastika philosophy	
<b>Lecture -37</b>	Charvak – educational implications	
<b>Lecture -38</b>	Jainism – Basic tenets	
<b>Lecture -39</b>	Jainism -	
<b>Lecture -40</b>	Educational implications of Jainism	
<b>Lecture – 41</b>	Buddhism – historical background , aryasatya	
<b>Lecture -42</b>	Astangik Marga	
<b>Lecture – 43</b>	Other basic tenets of Buddhism	
<b>Lecture -44</b>	Educational implications of Buddhism	
<b>Lecture -45</b>	Comparison among astika and nastika philosophy	
<b>Lecture -46</b>	Revision	
<b>Lecture -47</b>	Model question and answer	
<b>Lecture -48</b>	Continuous and Comprehensive Evaluation Unit end Assignment	Placement according to their learning outcome preferably via MCQ mode of assessment
<b>Unit – III</b>		
<b>Child Centric Education: Meaning and Characteristics, • Aims of modern child centric education, • Different approaches of Child-Centric Education, • Life Centric Education: features and significance.</b>		
<b>Objectives</b>		
After completion of the unit students will be able to		
*understand the importance of child centric education		
*state the aims of modern child centric education		
*compare Kindergarten system with Montessori system of education		
*mention the features of life centric education		
<b>Lecture -49</b>	Modern trends of education	
<b>Lecture -50</b>	Child centric education- concept	
<b>Lecture -51</b>	History of child centric education	
<b>Lecture -52</b>	Difference between child centric education and traditional education	
<b>Lecture -53</b>	Features of child centric education	
<b>Lecture -54</b>	Merits of child centric education	
<b>Lecture -55</b>	Different schools of child centric education	
<b>Lecture -56</b>	Kindergarten system of education-	

	educational philosophy and aim of education	
<b>Lecture -57</b>	Kindergarten system of education – curriculum & Method	
<b>Lecture -58</b>	Kindergarten system of education – responsibilities of teacher and discipline	
<b>Lecture -59</b>	Kindergarten system of education – overall view with merits and limitations	
<b>Lecture -60</b>	Montessori system of education- educational philosophy and aim of education	
<b>Lecture -61</b>	Montessori system of education – curriculum & Method	
<b>Lecture -62</b>	Montessori system of education – responsibilities of teacher and discipline	
<b>Lecture -63</b>	Montessori system of education – overall view with merits and limitations	
<b>Lecture -64</b>	Concept of life centric education	
<b>Lecture -65</b>	Curriculum of life centric education	
<b>Lecture -66</b>	Importance of life centric education	
<b>Lecture -67</b>	Revision	
<b>Lecture -68</b>	Continuous and Comprehensive Evaluation Unit end Assignment	Placement according to their learning outcome preferably via MCQ mode of assessment
<p style="text-align: center;"><b>Unit – IV</b></p> <p style="text-align: center;"><b>Contributions of Great Educators to Education, • Rammohan Roy, • Iswar Chandra Vidyasagar, • Swami Vivekananda, • Rabindranath Tagore, • Mahatma Gandhi.</b></p>		
<p style="text-align: center;"><b><u>Objectives</u></b></p> <p>After completion of the unit students will be able to</p> <ul style="list-style-type: none"> <li>• state the contributions of great Indian educators</li> <li>• identify how they effected the course of action</li> <li>• evaluate current educational trends on the basis of their contributions</li> <li>• compare their philosophies where relevant</li> </ul>		
<b>Lecture –69</b>	Time line of major events from 1800AD -1950 AD Indian history	
<b>Lecture -70</b>	Brief life history of Rammohan Roy	
<b>Lecture -71</b>	Educational philosophy of Rammohan	

	Roy	
<b>Lecture -72</b>	Major contributions of Rammohan Roy in Indian education	
<b>Lecture -73</b>	Brief life history of Iswar Chandra Vidyasagar	
<b>Lecture -74</b>	Educational philosophy of Iswar Chandra Vidyasagar	
<b>Lecture -75</b>	Major contributions of Iswar Chandra Vidyasagar in Indian education	
<b>Lecture -76</b>	Brief life history of Swami Vivekananda	
<b>Lecture -77</b>	Educational philosophy of Swami Vivekananda	
<b>Lecture -78</b>	Major contributions of Swami Vivekananda in Indian education	
<b>Lecture -79</b>	Brief life history of Rabindranath Tagore	
<b>Lecture -80</b>	Educational philosophy of Rabindranath Tagore	
<b>Lecture -81</b>	Major contributions of Rabindranath Tagore in Indian education	
<b>Lecture -82</b>	Brief life history of Mahatma Gandhi	
<b>Lecture -83</b>	Educational philosophy of Mahatma Gandhi	
<b>Lecture -84</b>	Major contributions of Mahatma Gandhi in Indian education	
<b>Lecture -85</b>	A comparative account of their educational principles & philosophy	
<b>Lecture -86</b>	How they are still relevant to modern education – part 1	
<b>Lecture -87</b>	How they are still relevant to modern education – part 2	
<b>Lecture -88</b>	Continuous and Comprehensive Evaluation Unit end Assignment	Placement according to their learning outcome preferably via MCQ mode of assessment
<b>Lecture -89</b>	Course end assessment – qualitative Assignment	Viva
<b>Lecture -90</b>	Course end assessment – quantitative Assignment	Placement according to their learning outcome preferably via MCQ mode of assessment

Government General Degree College, Kalna –I  
Department of Education  
Lesson Plan for  
B.A. 1st Semester ( Hons) Courses Under CBCS  
Subject : Education  
Course code : CC-2  
Course title : Educational Psychology-I

Unit –I

- Introduction to Psychology, Meaning, and Definition,
- Nature and Scope of Educational Psychology,
- Relation between Education and Psychology,
- Methods of Educational psychology

Course Objectives

After completion of this course the learners will be able to –

- Explain the concept of psychology
- Discuss the meaning of Educational Psychology

Describe different methods of Educational Psychology

Sl. No. of lecture	Topic of lecture	Remarks
Lecture 1	Concept of Psychology	
Lecture 2	Etymological meaning of Psychology	
Lecture 3	Definition of Psychology	
Lecture 4	General discussion on different branches of psychology	
Lecture 5	Concept of behaviour	
Lecture 6	Discussion on some eminent psychologist with their school of psychology	
Lecture 7	Nature of psychology	
Lecture 8	Scope of Psychology	
Lecture 9	Concept of Educational psychology	
Lecture 10	Nature of Educational psychology	

Lecture 11	Aims of educational psychology	
Lecture 12	Scope of Educational Psychology	
Lecture 13	Relationship between Education and Psychology	
Lecture 14	Theoretical aspect of educational psychology	
Lecture 15	Practical aspects of educational psychology	
Lecture 16	Methods of educational psychology - introspection method	
Lecture 17	Observational method concept types merit and demerit	
Lecture 18	Interview method concept types merits and demerits	
Lecture 19	Clinical method	
Lecture 20	Experimental method	
Lecture 21	Discussion on Educational psychology is an applied science	
Lecture 22	Role of educational psychology in education	
Lecture 23	Continuous and Comprehensive Evaluation Unit end	Short answer type question
Unit –II		
<ul style="list-style-type: none"> <li>● Growth and Development: Meaning and Concepts,</li> <li>● Determinants of Development- Heredity and Environment,</li> <li>● Principles of Development,</li> <li>● Stages of Physical Development,</li> <li>● Characteristics of different stages,</li> <li>● Areas of development: Emotional, Intellectual and Social,</li> <li>● Individual differences: concept, types, and educational implications.</li> </ul>		
Course Objectives		
After completion of this course the learners will be able to –		
<ul style="list-style-type: none"> <li>● Explain growth and development</li> <li>● Describe stages of development</li> <li>● Discuss individual differences</li> </ul>		
Sl. No. of lecture	Topic of lecture	Remarks
Lecture 24	Concept of growth	
Lecture 25	Characteristics of growth	

Lecture 26	Concept of development	
Lecture 27	Characteristics of development	
Lecture 28	Principles of development	
Lecture 29	Cephalocaudal tendency	
Lecture 30	Proximodistal tendency	
Lecture 31	Difference between growth and development	
Lecture 32	Factors influencing development	
Lecture 33	Determinants of development heredity and environment	
Lecture 34	Different types of development	
Lecture 35	Stages of human development	
Lecture 36	Characteristics of infancy stages of life	
Lecture 37	Need of infancy stage of life	
Lecture 38	Different characteristics of childhood period of life	
Lecture 39	Need of childhood period of life	
Lecture 40	Characteristics of adolescent period of life	
Lecture 41	Need of adolescent period of life	
Lecture 42	Problem of adolescent boys and girls.	
Lecture 43	Concept of emotional development	
Lecture 44	Age wise Characteristics of emotional development	
Lecture 45	Concept of cognitive development	
Lecture 46	age wise characteristics of cognitive development	
Lecture 47	Concept of social development	
Lecture 48	Age wise characteristics of social development	
Lecture 49	Concept and definition of individual differences	
Lecture 50	Nature of individual differences	
Lecture 51	Different types of individual differences	
Lecture 52	Role of heredity in individual differences	
Lecture 53	Role of environment in individual differences	
Lecture 54	Educational implication of individual differences	
Lecture 55	Continuous and Comprehensive Evaluation Unit end	Short answer type question

### Unit –III

- Concept of learning,
- Factors associated with learning,
- Theories of learning: Trial and Error, Classical Conditioning; Operant Conditioning, Insightful learning,
- Gagne's theory of learning,

#### Course Objectives

After completion of this course the learners will be able to –

- Explain Learning
- Discuss theories of learning
- Describe Gagne's theory of learning

Sl. No. of lecture	Topic of lecture	Remarks
Lecture 56	Concept of learning	
Lecture 57	Definition of learning	
Lecture 58	Difference between learning and teaching	
Lecture 59	Nature of learning	
Lecture 60	Principle of learning	
Lecture 61	Element of learning	
Lecture 62	Dimensions of learning	
Lecture 63	Conditions of learning	
Lecture 65	Factor influencing learning	
Lecture 66	Discussion on learning as a process	
Lecture 67	Name of Some theories of learning	
Lecture 68	Classical conditioning theory of learning part 1	
Lecture 69	Classical conditioning theory of learning part 2	
Lecture 70	Educational implication of classical conditioning learning theory	
Lecture 71	Concept of trial and error	
Lecture 72	Trial and error learning theory of thorndike part 1	
Lecture 73	Trial and error learning theory of thorndike part 2	
Lecture 74	Educational implication of trial and error learning theory of thorndike	
Lecture 75	Operant conditioning theory of Skinner part 1	
Lecture 76	Operant conditioning theory of	

	Skinner part 2	
Lecture 77	Educational implication of operant conditioning theory of Skinner	
Lecture 78	difference between classical conditioning and operant conditioning learning theory	
Lecture 79	Gestalt theory of learning	
Lecture 80	Educational implication of gestalt theory of learning	
Lecture 81	Discussion on insightful learning	
Lecture 82	Basic discussion on Gange theory of learning	
Lecture 83	Continuous and Comprehensive Evaluation Unit end	Short answer type question
Unit –IV		
• Transfer of Learning: Concept, Theories and Educational Application.		
Course Objectives		
After completion of this course the learners will be able to –		
<ul style="list-style-type: none"> <li>• Explain the concept of transfer of learning</li> <li>• Discuss the theory of transfer of learning</li> </ul>		
Sl No of Lecture	Topic of Lecture	Remarks
Lecture 84	Concept of transfer of learning	
Lecture 85	Types of transfer of learning	
Lecture 86	Theory of identical elements transfer of learning	
Lecture 87	Theory of generalization	
Lecture 88	Gestalt theory of transfer of learning or theory of ransposition	
Lecture 89	Educational implication of transfer of learning	
Lecture 90	Continuous and Comprehensive Evaluation Unit end	Short answer type question

<p align="center"> <b>Government General Degree College, Kalna –I</b>  <b>Department of Education</b>  <b>Lesson Plan</b>  <b>for</b>  <b>B.A. <sup>2nd</sup> Semester ( Hons) Courses Under CBCS</b>  <b>Subject :</b>  <b>Education</b>  <b>Course code : CC-3</b>  <b>Course title : Educational Philosophy –II</b> </p>		
<p align="center"> <b>Unit – I</b>  <b>Western Schools of Philosophy and their Educational Implication, • Idealism, • Naturalism, • Realism and • Pragmatism; Their contribution to present day education.</b> </p>		
<p align="center"><b>Objectives</b></p> <p>Students will be able to</p> <ul style="list-style-type: none"> <li>• understand the concepts of Idealism, Naturalism, Realism and Pragmatism</li> <li>• identify the differences among Idealism, Naturalism, Realism and Pragmatism</li> <li>• state the educational importance of Idealism, Naturalism, Realism and Pragmatism</li> <li>• specify the relevance of western philosophy in modern educational process</li> </ul>		
Serial no. of lecture	Topic of Lecture	Remarks
<b>Lecture - 1</b>	Basic idea about western philosophy highlighting its nature ( Metaphysics, epistemology, axiology)	
<b>Lecture -2</b>	Differences between Western philosophy and eastern ( Indian ) philosophy	
<b>Lecture -3</b>	Idealism – time, philosophers and metaphysics	
<b>Lecture -4</b>	Epistemology & Axiology of idealism	
<b>Lecture -5</b>	Educational implication of idealistic philosophy – educational aims and curriculum	
<b>Lecture -6</b>	Educational implication of idealistic philosophy – educational method, discipline , concept of teacher and school .	
<b>Lecture -7</b>	Naturalism – background , philosophers and metaphysics	
<b>Lecture -8</b>	Epistemology & Axiology of naturalism	
<b>Lecture -9</b>	Educational implication of naturalism philosophy – educational aims and curriculum	
<b>Lecture -10</b>	Educational implication of naturalism	

	– educational method, discipline , concept of teacher and school .	
<b>Lecture -11</b>	Continuous and Comprehensive Evaluation Assignment -I	Short answer type question to judge learning outcome on already executed part of unit
<b>Lecture -12</b>	Rationalism – time, philosophers and metaphysics	
<b>Lecture -13</b>	Epistemology & Axiology of rationalism	
<b>Lecture -14</b>	Educational implication of rationalistic philosophy – educational aims and curriculum	
<b>Lecture -15</b>	Educational implication of rationalistic philosophy – educational method, discipline, concept of teacher and school.	
<b>Lecture -16</b>	Pragmatism – time, philosophers and metaphysics	
<b>Lecture -17</b>	Epistemology & Axiology of pragmatism	
<b>Lecture -18</b>	Educational implication of pragmatism – educational aims and curriculum	
<b>Lecture -19</b>	Educational implication of pragmatism – educational method, discipline , concept of teacher and school .	
<b>Lecture – 20</b>	Continuous and Comprehensive Evaluation Unit end Assignment II	To allot place according to their learning outcome preferably via MCQ mode of assessment
<b>Unit – II</b>		
<b>Contribution of Great Educators to Education, • Rousseau, • Pestalozzi, • Froebel, • Dewey, • Montessori</b>		
<b>Objectives</b>		
<b>Students will be able to</b> <ul style="list-style-type: none"> <li>• state the contribution of Rousseau, Pestalozzi, Froebel, Dewey, Montessori in education</li> <li>• Compare among their philosophical disposition</li> <li>• Identify areas where contribution of philosophers are still relevant</li> </ul>		
<b>Lecture -21</b>	Explain the importance of great educators with familiar examples	
<b>Lecture -22</b>	Timeline of Rousseau with brief life history	
<b>Lecture -23</b>	Rousseau - Philosophy of life	

<b>Lecture -24</b>	Rousseau - Educational Philosophy & contribution : Educational aim and methods	
<b>Lecture -25</b>	Rousseau - Educational Philosophy & contribution : curriculum , Discipline	
<b>Lecture -26</b>	Rousseau -Educational Philosophy & contribution : Concept of teacher & books. Relevance in brief	
<b>Lecture -27</b>	Timeline of Pestalozzi with brief life history	
<b>Lecture -28</b>	Pestalozzi - Philosophy of life	
<b>Lecture -29</b>	Pestalozzi - Educational Philosophy & contribution : Educational aim and methods	
<b>Lecture -30</b>	Pestalozzi - Educational Philosophy & contribution : curriculum , Discipline. Relevance in brief	
<b>Lecture -31</b>	Timeline of Froebel with brief life history	
<b>Lecture -32</b>	Froebel - Philosophy of life	
<b>Lecture -33</b>	Froebel - Educational Philosophy & contribution : Educational aim and methods.	
<b>Lecture -34</b>	Froebel - Educational Philosophy & contribution : curriculum , Kindergarten Education . Relevance in brief	
<b>Lecture -35</b>	Continuous and Comprehensive Evaluation Assignment –III	Short answer type question to judge learning outcome on already executed part of unit
<b>Lecture -36</b>	Timeline of Dewey with brief life history	
<b>Lecture -37</b>	Dewey - Philosophy of life	
<b>Lecture -38</b>	Dewey - Educational Philosophy & contribution : Educational aim and methods	
<b>Lecture -39</b>	Dewey - Educational Philosophy & contribution : curriculum , Discipline. Relevance in brief	
<b>Lecture -40</b>	Dewey – Problem solving method and implications	
<b>Lecture – 41</b>	Timeline of Montessori with brief life history	
<b>Lecture -42</b>	Montessori - Philosophy of life	
<b>Lecture – 43</b>	Montessori - Educational Philosophy	

	& contribution : Educational aim and methods	
<b>Lecture -44</b>	Montessori - Educational Philosophy & contribution : curriculum , Discipline. Relevance in brief	
<b>Lecture -45</b>	Comparison between Kindergarten method and Montessori method	
<b>Lecture -46</b>	A comparative discussion among five philosophers – part 1	
<b>Lecture -47</b>	A comparative discussion among five philosophers – part 2	
<b>Lecture -48</b>	Continuous and Comprehensive Evaluation Unit end Assignment IV	Placement according to their learning outcome preferably via MCQ mode of assessment
<b>Unit – III</b>		
<b>Current issues in Education: Education for Democracy, • Education for National Integration, • Education for International Understanding,</b>		
<b>Objectives</b>		
<b>Students will be able to</b> <ul style="list-style-type: none"> <li>• Define the concepts of Democracy, National Integration, International Understanding</li> <li>• State why these concepts are important to education</li> <li>• Compare between national integration and international understanding</li> </ul>		
<b>Lecture -49</b>	Explain why learning about current issues of education is important with known examples	
<b>Lecture -50</b>	Define democracy . different definition and their differences	
<b>Lecture -51</b>	Why the idea of democracy is important in education	
<b>Lecture -52</b>	What are the ways to inculcate democratic values among students	
<b>Lecture -53</b>	Challenges of education for democracy	
<b>Lecture -54</b>	Student organization / association – relevance in democracy	
<b>Lecture -55</b>	National Integration – definition and explanation	
<b>Lecture -56</b>	National integration in India – nature and scope	
<b>Lecture -57</b>	Education for national integration	
<b>Lecture -58</b>	Practices to inculcate the value of national integration among students	
<b>Lecture -59</b>	Challenges of national integration and	

	how education helps to overcome those	
<b>Lecture -60</b>	International Understanding – definition and explanation	
<b>Lecture -61</b>	International Understanding in India – nature and scope	
<b>Lecture -62</b>	Education for International Understanding	
<b>Lecture -63</b>	Practices to inculcate the value of International Understanding among students	
<b>Lecture -64</b>	Challenges of International Understanding and how education helps to overcome those	
<b>Lecture -65</b>	Agencies working on international understanding. UN/ UNESCO/ WHO etc.	
<b>Lecture -66</b>	Whether international understanding and national integration are contradictory concepts	An open discussion without any grade
<b>Lecture -67</b>	Any other relevant current issues in relation to the above mentioned three issues	
<b>Lecture -68</b>	Continuous and Comprehensive Evaluation Unit end Assignment V	Placement according to their learning outcome preferably via MCQ mode of assessment
<b>Unit – IV</b>		
<b>Education for empowerment of Deferent Categories of People, Education for Peace, Education for Leisure</b>		
<b>Objectives</b>		
<b>Students will be able to</b> <ul style="list-style-type: none"> <li>• Know the concepts of empowerment , peace and leisure</li> <li>• Use their knowledge about empowerment , peace and leisure</li> <li>• Identify the barriers for these concepts and propose solutions</li> </ul>		
<b>Lecture – 69</b>	Idea of empowerment	
<b>Lecture -70</b>	Identifying different categories in need of empowerment	
<b>Lecture -71</b>	Woman empowerment – nature and scope	
<b>Lecture -72</b>	Empowerment of disadvantageous groups	
<b>Lecture -73</b>	Constitutional provisions for empowerment	
<b>Lecture -74</b>	How education empowers people – part 1 ( category wise discussion )	

<b>Lecture -75</b>	How education empowers people – part 2 ( category wise discussion )	
<b>Lecture -76</b>	Barriers of empowerment	
<b>Lecture -77</b>	Define peace with various examples	
<b>Lecture -78</b>	Philosophical position of peace ( with special emphasis on Indian philosophy) – part 1	
<b>Lecture -79</b>	Philosophical position of peace ( with special emphasis on Indian philosophy) - part 2	
<b>Lecture -80</b>	Peace and violence – a juxtaposition study in brief	
<b>Lecture -81</b>	Education as a tool for peace	
<b>Lecture -82</b>	Practices to achieve peace education	
<b>Lecture -83</b>	Define leisure	
<b>Lecture -84</b>	Philosophical position of leisure	
<b>Lecture -85</b>	How leisure is related with the idea of education	
<b>Lecture -86</b>	Education for Leisure – Rabindranath Thakur	
<b>Lecture -87</b>	Practices in modern education for leisure	
<b>Lecture -88</b>	Continuous and Comprehensive Evaluation Unit end Assignment VI	Placement according to their learning outcome preferably via MCQ mode of assessment
<b>Lecture -89</b>	Course end assessment – qualitative Assignment VII	Viva
<b>Lecture -90</b>	Course end assessment – quantitative Assignment VIII	Placement according to their learning outcome preferably via MCQ mode of assessment

Government General Degree College, Kalna –I  
Department of Education  
Lesson Plan for  
B.A. 2nd Semester ( Hons) Courses Under CBCS  
Subject : Education  
Course code : CC-4  
Course title : Educational Psychology

Unit –I

- Intelligence: Concept and Definition,
- Theories of Intelligence: Two-factor, Group-factor and
- Guilford's theory of Intellect,
- Measurement of intelligence: Verbal, Non-verbal and Performance Test,
- Creativity: Meaning and nature, Characteristics of creative person.

Course Objectives

After completion of this course the learners will be able to –

- Discuss the concept of intelligence
- Discuss the nature of intelligence
- Discuss the theories of intelligence
- Discuss the concept of creativity
- Discuss the nature of creativity.

Sl. No. of lecture	Topic of lecture	Remarks
Lecture 1	General discussion on Intelligence	
Lecture 2	Definition of Intelligence and elaboration different terms from definition.	
Lecture 3	Discuss on some intelligent person with their contribution to our society.	
Lecture 4	Nature of Intelligence	
Lecture 5	Discussion on Charles Spearman and his research on intelligence	
Lecture 6	Concept and nature of G factor from Spearman's Two factors theory.	
Lecture 7	Concept and nature of S factor from Spearman's Two factors theory.	
Lecture 8	Tetrad Equation of Spearman's Two factors theory.	

Lecture 9	Contribution of Spearman's theory on Education field.	
Lecture 10	Discussion on basic concept of Thurston's group factor Theory.	
Lecture 11	7 elements of group factor theory of Thurston.	
Lecture 12	Contribution of Thurston's group factor theory on educational field.	
Lecture 13	Basic concept of SOI & Different dimension of Guilford's theory.	
Lecture 14	Content dimension of Guildford's theory.	
Lecture 15	Operation dimension of Guilford's theory.	
Lecture 16	Product dimensions of Guilford's theory.	
Lecture 17	Contribution of Guilford's theory on educational field.	
Lecture 18	Basic concept of test and intelligence test	
Lecture 19	Nature of intelligence test	
Lecture 20	Define types of intelligence test	
Lecture 21	Uses of intelligence test	
Lecture 22	Difference between verbal and nonverbal intelligence test	
Lecture 23	Meaning and definition of creativity.	
Lecture 24	Nature of creativity.	
Lecture 25	Characteristics of creative person	
Lecture 26	Continuous and Comprehensive Evaluation Unit end	Short answer type question
Unit –II		
<ul style="list-style-type: none"> <li>● Personality: Meaning and Nature,</li> <li>● Development of Personality,</li> <li>● Personality: Types and Traits, Psychoanalytical theory of Personality,</li> <li>● Humanistic approach of Personality,</li> <li>● Assessment of Personality.</li> </ul>		
Course Objectives		
After completion of this course the learners will be able to –		
<ul style="list-style-type: none"> <li>● Explain the concept personality.</li> <li>● Explain the nature of personality.</li> </ul>		

- Explain the development of personality.
- Discuss on personality theory.
- Explain type and traits of personality.
- Explain the assessment of personality.

Sl. No. of lecture	Topic of lecture	Remarks
Lecture 28	Discussion on etymological meaning of personality	
Lecture 29	Concept and Definition of Personality along with elaborate different terms from definition of personality.	
Lecture 30	Nature of Personality	
Lecture 31	Development of Personality	
Lecture 32	Concept of type theory of Personality	
Lecture 33	Nature of type theory.	
Lecture 34	Concept of trait theory of personality	
Lecture 35	Nature of traits theory	
Lecture 36	Psychoanalytical Theory- ID EGO SUPEREGO	
Lecture 37	Psychoanalytical Theory- level of consciousness	
Lecture 38	Psychoanalytical Theory- Different level of fixation	
Lecture 39	Contribution of Psychoanalytical Theory on educational field	
Lecture 40	Humanistic theory of personality-different dimension	
Lecture 41	Educational Contribution of humanistic theory of personality	
Lecture 42	Assessment of personality	
Lecture 43	Continuous and Comprehensive Evaluation Unit end	Short answer type question

### Unit –III

- Memory: Meaning and Concepts, Process of Memorization,
- Storage and reproduction of information,
- Types of Memory: Sensory Memory-short term and long term memory,
- Encoding of Memory,
- Economy in memorization,
- Remembering and Forgetting: Causes.

### Course Objectives

After completion of this course the learners will be able to –

- Explain the concept of Memory
- Discuss the process of memorization
- Explain different types of memory
- Explain the concept of forgetting.
- Explain the causes of forgetting.

Sl. No. of lecture	Topic of lecture	Remarks
Lecture 44	Definition of memory and elaboration different terms from memory.	
Lecture 43	Discussion on nature of Memory	
Lecture 44	Discussion on processing of memory different elements or component of memory with examples	
Lecture 45	Discussion on different types of memory	
Lecture 46	Discussion on short term memory	
Lecture 47	Discussion on long term memory	
Lecture 48	Discussion on working memory	
Lecture 49	Symptom of good memory	
Lecture 50	Encoding of Memory	
Lecture 51	Training of Memory	
Lecture 52	Information processing theory of memory	
Lecture 53	Educational implication of information processing theory	
Lecture 54	Strategies for effective memorization	
Lecture 55	Concept and definition of forgetting with realistic example	
Lecture 56	Causes of forgetting	
Lecture 57	Continuous and Comprehensive Evaluation Unit end	Short answer type question

#### Unit –IV

- Piaget's theory of Cognitive development: Definition and brief outline,
- Bruner & Vygotsky's Theories of Development.

#### Course Objectives

After completion of this course the learners will be able to –

- Explain the concept of Cognition
- Discuss the theory of cognitive development of Piaget
- Explain the Bruner's theory
- Explain Vygotsky's theory of development

- Explain Educational implications of those theory.

Sl No of Lecture	Topic of Lecture	Remarks
<b>Lecture 58</b>	Concept of growth and development	
<b>Lecture 59</b>	Nature of Development	
<b>Lecture 60</b>	Concept of cognitive development and characteristics	
<b>Lecture 61</b>	General discussion on Jean Piaget	
<b>Lecture 62</b>	Basic Assumptions on Piaget's theory - cognition	
<b>Lecture 63</b>	Basic Assumptions on Piaget's theory - Adaptation (assimilation and accommodation)	
<b>Lecture 64</b>	1st stage or sensorimotor stage of cognitive development by piaget	
<b>Lecture 65</b>	2nd stage or preoperational stage of cognitive development by Piaget.	
<b>Lecture 66</b>	3rd stage of concrete operational stage of cognitive development by piaget.	
<b>Lecture 67</b>	4th Stage or formal operational stage of cognitive development by piaget.	
<b>Lecture 68</b>	Educational implication of cognitive development theory by piaget.	
<b>Lecture 69</b>	Discuss about Jerome Bruner	
<b>Lecture 70</b>	Concept of Discovery Learning	
<b>Lecture 71</b>	Enactive stage of Bruner's theory	
<b>Lecture 72</b>	Iconic stage of Bruner's theory	
<b>Lecture 74</b>	Symbolic stage of Bruner's theory	
<b>Lecture 75</b>	Concept of spiral curriculum	
<b>Lecture 76</b>	Educational implication of Bruner's theory	
<b>Lecture 77</b>	General discussion on Vygotsky	
<b>Lecture 78</b>	Concept of constructivism	
<b>Lecture 79</b>	Concept of Social constructivism	
<b>Lecture 80</b>	Zone of Actual Development	
<b>Lecture 81</b>	Concept of zone of proximal or potential development ZPD	
<b>Lecture 82</b>	Concept of Scaffolding in relation to Vygotsky's theory	
<b>Lecture 83</b>	Language and thought of Vygotsky's theory	
<b>Lecture 84</b>	Educational implication of Vygotsky's theory	
<b>Lecture 85</b>	Continuous and Comprehensive Evaluation Unit end	Short answer type question



<p style="text-align: center;">Government General Degree College, Kalna –I  Department of Education  Lesson Plan  for  B.A. 3<sup>rd</sup> Semester ( Hons) Courses Under CBCS  Subject : Education  Course code : CC-V  Course title : Educational sociology –I</p>		
<p style="text-align: center;">Unit – I  Educational Sociology: Concept, Nature and Scope, • Sociology of Education: Concept and Nature • Relation between Sociology and Education</p>		
<p style="text-align: center;">Objective</p> <p>After completion of the unit students will be able to</p> <ul style="list-style-type: none"> <li>• Define educational sociology</li> <li>• Understand relationship between sociology and education</li> <li>• Explain nature and scope of educational sociology</li> <li>• State the function of educational sociology</li> </ul>		
Serial no. of lecture	Topic of Lecture	Remarks
Lecture - 1	Etymology and advent of sociology	
Lecture -2	Definition and meaning of sociology	
Lecture -3	Sociological foundation of education – meaning	
Lecture -4	Educational sociology and sociology of education – explain with examples	
Lecture -5	Nature of educational sociology	
Lecture -6	Scope of educational sociology	
Lecture -7	Nature of sociology of education	
Lecture -8	Scope of sociology of education	
Lecture -9	Relationship of education and sociology – part I ( effect of sociology on education )	
Lecture -10	Relationship of education and sociology – part II ( effect of education on sociology )	
Lecture -11	Critically assess the co-dependence of sociology and education as a faculty of knowledge	
Lecture -12	Need of sociology as a foundation of education	
Lecture -13	Why a teacher needs to have the knowledge of sociological foundation of education	
Lecture -14	Limitations of educational sociology	
Lecture -15	Model Q & A discussion	

Lecture -16	Continuous evaluation -1	Viva or short answer type test
<p style="text-align: center;">Unit – II</p> <p>Education as a social sub-system; specific characteristic, ● The Components of Education and community, ● Relation between Education and Community, ● Education for Indian Society</p>		
<p style="text-align: center;">Objective</p> <p>After completion of the unit students will be able to</p> <ul style="list-style-type: none"> <li>• Understand education as a social sub-system</li> <li>• Define society, community, group and other terms used in sociology</li> <li>• Explore the importance of education in Indian society</li> </ul>		
Lecture -17	Concept of System	
Lecture -18	Sub-system and its components	
Lecture -19	Examples of some known sub-systems	
Lecture -20	Education as a process	
Lecture -21	Education as a product	
Lecture -22	education and its elements and function	
Lecture -23	Discussion on why education is a social sub-system	
Lecture -24	Characteristics of education as a social sub-system	
Lecture -25	Definition and concept of society	
Lecture -26	A brief account of formation of society	
Lecture -27	Basic factors of society and their influence on education	
Lecture -28	Idea of various social groups with characteristics	
Lecture -29	Community – meaning and definition	
Lecture -30	Significance of community participation	
Lecture -31	Programme to involve community and education	
Lecture -32	Examples how community plays a part in educational development	
Lecture -33	Educational institute and community partnership	
Lecture -34	Indian society- unique characteristics	
Lecture -35	Importance of education in Indian society	
Lecture -36	Influence of Indian society on education	
Lecture -37	Summary of the unit	
Lecture -38	Model Q & A	

Lecture -39	Small project on community – institution partnership	
Lecture -40	Continuous evaluation	MCQ
Unit – III		
Social Change: Concept and nature, • Factors and problems of social change in India, • Education with Special Reference to Social Change		
Objective		
After completion of the unit students will be able to		
<ul style="list-style-type: none"> <li>• Define social change</li> <li>• Understand different theories related to social change</li> <li>• Identify factors of social change in Indian society</li> </ul>		
Lecture – 41	What is change and how it is measured?	
Lecture -42	Revision of the idea of society	
Lecture – 43	Concept of social change	
Lecture -44	Basic characteristics of social change	
Lecture -45	Fundamental theories of social change – Evolutionary theory	
Lecture -46	Fundamental theories of social change – part Cyclical theory	
Lecture -47	Fundamental theories of social change – Functional theory	
Lecture -48	Fundamental theories of social change – Conflict theory	
Lecture -49	Evolution and social change	
Lecture -50	Revolution and social change	
Lecture -51	Factors of social change – introduction	
Lecture -52	Demographic & cultural factors of social change	
Lecture -53	Technology as a factor of social change	
Lecture -54	Economic and political factors of social change	
Lecture -55	Education as a factor of social change – introduction	
Lecture -56	Goals , objectives and structural patterns of education	
Lecture -57	Education and change in society	
Lecture -58	Education and economic development	
Lecture -59	Education and democracy	
Lecture -60	Social change in India – stages and characteristics	
Lecture -61	Education and social change in India	
Lecture -62	Critical evaluation of social change as	

	seen locally and how education is related with those changes	
Lecture -63	Summary of the unit	
Lecture -64	Project on social change	
Lecture -65	Debate on any topic related with education as a factor of social change	
Lecture -66	Model Q & A	
Lecture -67	Continuous assessment	Viva
Lecture -68	Continuous assessment	Short answer type test
<p style="text-align: center;">Unit – IV</p> <p style="text-align: center;">Social Stratification: Concept and Nature, • Education with reference to social stratification, • Social equity and equality of educational opportunities</p>		
<p style="text-align: center;">Objective</p> <p>After completion of the unit students will be able to</p> <ul style="list-style-type: none"> <li>• Define social stratification &amp; social equity – equality</li> <li>• Explain the nature and concept of stratification</li> <li>• Differentiate between social equity and equality</li> </ul>		
Lecture –69	Stratification in society – meaning & concept	
Lecture -70	Nature of social stratification	
Lecture -71	Social stratification – introduction to theories	
Lecture -72	Social stratification – theory of Karl Marx	
Lecture -73	Social stratification – theory of Max Weber	
Lecture -74	Concept of class explained with example	
Lecture -75	Characteristics of social class	
Lecture -76	Concept of class in Indian society	
Lecture -77	Concept of Caste refereeing to Indian constitution	
Lecture -78	Characteristics of caste	
Lecture -79	Difference and inequality – a critical view	
Lecture -80	Social stratification and social inequality	
Lecture -81	Concept of status – An Indian perspective	
Lecture -82	Significance of stratification in contemporary India	
Lecture -83	Importance of education in understanding social stratification	
Lecture -84	Equality & Role of education	

Lecture -85	Equity and Equality – concept with difference	
Lecture -86	Equity and role of education	
Lecture -87	Model Q & A on unit IV	
Lecture -88	Summary of unit IV	
Lecture -89	Continuous evaluation	Viva
Lecture -90	Course end evaluation. Placement assessment	Short answer type test

Government General Degree College, Kalna –I  
Department of Education  
Lesson Plan for  
B.A. 1st Semester ( Hons) Courses Under CBCS  
Subject : Education  
Course code : CC-6  
Course title : Education in Ancient & Medieval India

Unit –I

- ● Education in Vedic period with special reference to
- Concepts, ● Aims, ● Curriculum, ● Method of teaching, ● Role of Teachers and Salient features

Course Objectives

After completion of this course the learners will be able to –

- Explain the time period of education in India
- Describe different institution of that time in India.
- Explain the relationship between teachers and students

Sl. No. of lecture	Topic of lecture	Remarks
Lecture 1	Time period of Vedic education system.	
Lecture 2	Concept of Arya sabhyata or civilization	
Lecture 3	Concept of Vedas and there educational implication	
Lecture 4	Define phases of ancient Indian education system.	
Lecture 5	Education of Vedic period	
Lecture 6	Characteristics of Vedic education system	
Lecture 7	Aims of Vedic education system	
Lecture 8	Concept of salvation in relation to religion and education.	
Lecture 9	Self realisation spiritual development	

	in relation to Vedic education system	
Lecture 10	Curriculum in vedic education system- rigved and Shyam Veda	
Lecture 11	Curriculum in vedic education system in relation to Jojurveda and Atharboveda	
Lecture 12	Teaching methodology of Vedic education system	
Lecture 13	Concept of Shravan	
Lecture 14	Concept of Manan	
Lecture 15	Concept of Nidhi Dhansan	
Lecture 16	teachers student relationship in vedic education system	
Lecture 17	Discipline in vedic education system	
Lecture 18	Different institution of Vedic education system	
Lecture 19	Concept of Gurukul and there different functions	
Lecture 20	Women education in vedic education system	
Lecture 21	Relation between Vedic education system and brahminical education system	
Lecture 22	Difference between Vedic education system and brahmanic education system	
Lecture 23	Continuous and Comprehensive Evaluation Unit end	Short answer type question
Unit –II		
<ul style="list-style-type: none"> <li>● Education in Bramanic period with special reference to</li> <li>● Concepts, ● Aims, ● Curriculum, ● Method of teaching, ● Role of Teachers and Salient features</li> </ul>		
Course Objectives		
<p>After completion of this course the learners will be able to –</p> <ul style="list-style-type: none"> <li>● Explain time period of brahmanic education system</li> <li>● Describe caste system of Indian civilization</li> <li>● Explore education system in brahmanic period</li> <li>● Define monitorial system</li> </ul>		
Sl. No. of lecture	Topic of lecture	Remarks

Lecture 24	Concept of caste system of Indian civilization	
Lecture 25	Time period of brahmanic system of education	
Lecture 26	Basic feature of brahmanism	
Lecture 27	Characteristics or features of brahmanic system of education	
Lecture 28	Aims of brahmanic education system part 1	
Lecture 29	Aims of brahmanic education system part 2	
Lecture 30	Curriculum of brahmanic system of education	
Lecture 31	Curriculum of brahmanism.	
Lecture 32	Curriculum of Khatri	
Lecture 33	Curriculum of baiysa and sudra	
Lecture 34	teaching method of brahmanic system of education	
Lecture 35	Concept of monitorial system in brahmanic education	
Lecture 36	Medium of teaching according to brahmanic education system	
Lecture 37	Rituals of brahmanic education system to entering Education	
Lecture 38	Concept of upanayan and different functions in respective of caste system	
Lecture 39	Concept of samabartan	
Lecture 40	Different institution of education in brahmanic system of education like Gurukul	
Lecture 41	Religious education in brahmanic education system	
Lecture 42	Students lifestyle in brahmanic system of education	
Lecture 43	Relation between teacher and students in brahmanic system of education	
Lecture 44	Discipline of students in brahmanic system of education	
Lecture 45	Punishment system in brahmanic system of education	
Lecture 46	Examination evaluation system in brahmanic system of education	
Lecture 47	Annual study period of brahmanic system of education	

Lecture 48	Period of study or vacation in brahmanic education system	
Lecture 49	Salary system of teachers in Brahmanic system of education	
Lecture 50	Famous international institution in relation to brahmanic system of education	
Lecture 51	Contribution to society of brahmanic system of education	
Lecture 52	Relation between Vedic system of education and brahmanic system of education	
Lecture 53	Difference between brahmanic system of education and Vedic system of education	
Lecture 54	Continuous and Comprehensive Evaluation Unit end	Short answer type question
<p style="text-align: center;">Unit –III</p> <ul style="list-style-type: none"> <li>● Education in Buddhistic Period with special reference to</li> <li>● Concepts, ● Aims, ● Curriculum, ● Method of teaching, ● Role of Teachers and Salient features,</li> <li>● Comparison between Bramanic and Buddhistic education</li> </ul>		
<p style="text-align: center;">Course Objectives</p> <p>After completion of this course the learners will be able to –</p> <ul style="list-style-type: none"> <li>● Explain time period of Buddhistic education</li> <li>● Describe education system of Buddhistic period</li> <li>● Explorer education system in Buddhistic period</li> </ul>		
Sl. No. of lecture	Topic of lecture	Remarks
Lecture 56	Origin of Buddhism in Indian history	
Lecture 57	Concept of Buddhist system of education	
Lecture 58	Explore Gautam Buddha and his life history in reference to education	
Lecture 59	Basic feature or characteristics of Buddhist system of education	
Lecture 60	Concept of Probojja and Functions of Probojja	
Lecture 61	Aims of education according to Buddhist education system	
Lecture 62	Concept of salvation in relation to Buddhist education	
Lecture 63	Concept of Nirvana in relation to Buddhist education	

Lecture 64	Concept of Arya Satta	
Lecture 65	Concept of Austanggik Marg - 4 Marg	
Lecture 66	Concept of Austanggik Marg - 4 Marg	
Lecture 67	Curriculum of Buddhist education system	
Lecture 68	Concept of Tripitok	
Lecture 69	Method of teaching according to Buddhist education system	
Lecture 70	method of teaching according to Buddhist system of education	
Lecture 71	Teacher student relationship in Buddhist education system	
Lecture 72	Discipline of students according to Buddhist education system	
Lecture 73	Examination or evaluation system of Buddhist education system	
Lecture 74	Lifestyle of students in Buddhist educational institution	
Lecture 75	Punishment of students according to rules and regulation of this institution	
Lecture 76	Famous institution of this time period	
Lecture 77	Similarities between Brahmanic education system and Buddhist system of education	
Lecture 78	Dissimilarities between Brahmanic education system and Buddhist education system	
Lecture 79	Explore democratic education system of Buddhist education	
Lecture 80	Contribution of Buddhist education system in society on that time period	
Lecture 81	Contribution of Buddhist education system in present Education	
Lecture 82	Continuous and Comprehensive Evaluation Unit end	Short answer type question

#### Unit –IV

- Education in Medieval India: Under Sultanate and Mughal Rulers, with special reference to
- Objectives,
- Curriculum,
- Method of teaching,
- Role of Teachers and Salient features.

#### Course Objectives

After completion of this course the learners will be able to –

- Explain mediaeval education system
- Describe Mughal period
- Explain define characteristics of education in this time period

Sl No of Lecture	Topic of Lecture	Remarks
Lecture 83	Concept of mediaeval education system or Islamic education system	
Lecture 84	Describe time period of mediaeval Education system	
Lecture 85	Explain Mughal Empire and their contribution on education	
Lecture 86	Teaching method of mediaeval education system.	
Lecture 87	Discipline of students of Islamic education system	
Lecture 88	Evaluation system or examination of mediaeval education	
Lecture 89	Contribution of Firoz Shah Tuglok to Education	
Lecture 90	Continuous and Comprehensive Evaluation Unit end	Short answer type question

<p align="center"> <b>Government General Degree</b>  <b>College, Kalna –I</b>  <b>(Department of Education)</b>  <i>Lesson Plan for</i>  <i>B.A. 3<sup>rd</sup> Semester (Hons) Courses Under CBCS</i>            Subject- EDUCATION            Course Code- 07            Course title : Education in British India         </p>		
<p align="center">Unit – I</p> <p align="center">           • Indian Education during early British Period, • Missionary educational activities in India during early 19th century, • Serampore Mission, • Fort William College, • Bengal Renaissance-Educational contributions, • Charter Act of 1813.         </p>		
<p align="center">Objectives</p> <p>Students will be able to</p> <ul style="list-style-type: none"> <li>• Understand Indian Education during early British Period.</li> <li>• State the Missionary educational activities in India during early 19th century</li> <li>• Know about Serampore Mission and Fort William College.</li> <li>• Specify the educational contribution of Bengal Renaissance.</li> <li>• Discuss on Charter act, 1813.</li> </ul>		
Serial no. of lecture	Topic of Lecture	Remarks
Lecture - 1	British Imperialism and East India company	
Lecture- 2	India during early British period	
Lecture -3	Tole, Maktab and Madrasa	
Lecture -4		Summary of the topic of lecture 1, 2, 3 and question-answer
Lecture -5	Missionary during early 19 <sup>th</sup> century	
Lecture -6	Entrance of missionaries in India	
Lecture -7	Missionaries educational activities	
Lecture -8	Impact of Missionaries' educational activities in India	
Lecture -9		Summary of the topic of lecture 5, 6, 7, 8 and question-answer
Lecture -10	Introduction of Serampore Mission	
Lecture -11	Serampore Mission's educational activities	
Lecture- 12	Impact of Serampore Mission in India	
Lecture -13		Summary of the topic of lecture 10, 11, 12 and question-answer
Lecture-14	Introduction of Fort William College	

Serial no. of lecture	Topic of Lecture	Remarks
Lecture- 15	Fort William College's educational activities	
Lecture – 16	Impact of then Fort William College in India	
Lecture – 17		Summary of the topic of lecture 14, 15, 16 and question-answer
Lecture - 18	Introduction of Bengal Renaissance	
Lecture -19	Rammohan roy and his New India	
Lecture -20	Social and religious reforms by R. Roy	
Lecture- 21	Anglo-oriental coordination by R. Roy	
Lecture -22	R.Roy and Bengali literature	
Lecture -23	International understanding of R Roy	
Lecture -24		Summary of the topic of lecture 19, 20, 21, 22, 23 and question-answer
Lecture -25	Derozio's radical thinking	
Lecture- 26	Young Bengal movement	
Lecture- 27	Academic association by derozio	
Lecture- 28		Summary of the topic of lecture 25, 26, 27 and question-answer
Lecture -29	Iswar Chandra Vidyasagar and his thinking	
Lecture -30	Educational reforms by Vidyasagar	
Lecture- 31	Social reforms by vidyasagar	
Lecture- 32	Vidyasagar's influence on mass education and women education	
Lecture-33	Bengali literature and vidyasagar	
Lecture-34		Summary of the topic of lecture 29, 30, 31, 32, 33 and question-answer

Serial no. of lecture	Topic of Lecture	Remarks
Lecture- 35	Introduction of Charter act 1813	
Lecture – 36	Recommendations of charter act	
Lecture – 37	Impact of charter act in India	
Lecture- 38		Summary of the topic of lecture 35, 36, 37 and question-answer
Lecture-39		Quiz on unit 1

<p style="text-align: center;">Unit – II</p> <p>Introduction to Western Education, ● Oriental and Occidental Controversy, ● Macaulay's Minute, ● Adam's Report and its recommendations, ● Wood's Despatch-1854.</p>		
<p style="text-align: center;">Objectives</p> <p>Students will be able to</p> <ul style="list-style-type: none"> <li>• understand about Western Education</li> <li>• state on Oriental and Occidental Controversy</li> <li>• reflect on Macaulay's Minute and Adam's report</li> <li>• discuss about Wood's Despatch-1854</li> </ul>		
Serial no. of lecture	Topic of Lecture	Remarks
Lecture – 40	What is Western education?	
Lecture- 41	Western Education in India	
Lecture -42		Summary of the topic of lecture 40,41 and question-answer
Lecture -43	What is oriental education?	
Lecture -44	Oriental and occidental controversy	
Lecture -45		Summary of the topic of lecture 43, 44 and question-answer
Lecture -46	Introduction of Macaulay's Minute	
Lecture -47	Impact of Macaulay's Minute in Indian education system	
Lecture -48		Summary of the topic of lecture 46, 47 and question-answer
Lecture- 49	Introduction to Adam's Report	
Lecture -50	First report of Adam	
Lecture-51	Second report of Adam	
Lecture- 52	Third report of Adam	
Lecture –53	Impact of Adam's report in Indian education system	
Lecture-54		Summary of the topic of lecture 49, 50, 51, 52, 53 and question-answer
Lecture -55	Introduction to Wood's Despatch-1854.	
Lecture -56	Aims of education in wood's despatch	
Lecture- 57	Recommendations of Wood's Despatch	
Lecture- 58	Significance of Wood's Despatch	
Lecture -59	Criticism of Wood's Despatch	
Lecture -60		Quiz on unit 2

<p style="text-align: center;">Unit – III</p> <p>● Recommendations of Indian Education Commission (1882), ● Educational reforms of Lord Curzon, ● National Education Movement, ● Gokhale’s compulsory primary education bill</p>		
<p style="text-align: center;">Objectives</p> <p>Students will be able to</p> <ul style="list-style-type: none"> <li>Specify the recommendations of Indian Education Commission (1882)</li> <li>State Lord Curzon’s policy.</li> <li>Reflect on National Education Movement.</li> <li>Discuss on Gokhale’s compulsory primary education bill.</li> </ul>		
Serial no. of lecture	Topic of Lecture	Remarks
Lecture – 61	Introduction to Indian Education Commission (1882)	
Lecture- 62	Hunter commission’s report	
Lecture -63	Significance of Hunter commission	
Lecture -64	Criticism of Hunter commission	
Lecture -65		Summary of the topic of lecture 61, 62, 63, 64 and question-answer
Lecture -66	Lord Curzon’s arrival in India	
Lecture -67	Lord Curzon and Indian university act	
Lecture -68	Significance of Lord Curzon’s policy	
Lecture -69	Criticism of Lord Curzon’s policy	
Lecture- 70		Summary of the topic of lecture 66, 67, 68, 69 and question-answer
Lecture- 71	Introduction to National Education Movement	
Lecture-72	Significance of National Education Movement	
Lecture-73	Criticism of National Education Movement	
Lecture-74		Summary of the topic of lecture 71, 72, 73 and question-answer
Lecture- 75	Introduction to Gokhale’s compulsory primary education bill	
Lecture- 76	Significance of Gokhale’s compulsory primary education bill	

<b>Serial no. of lecture</b>	<b>Topic of Lecture</b>	<b>Remarks</b>
Lecture-77	Criticism of Gokhale's compulsory primary education bill	
Lecture-78		Summary of the topic of lecture 75, 76, 77 and question-answer
Lecture-79		Quiz on unit 3

<p style="text-align: center;">Unit – IV</p> <p style="text-align: center;">Calcutta University Commission (1917-1919), • Education under Diarchy, • Hartog Committee Report (1929), • Education under Provincial autonomy, • Abbot Wood Report, • Gandhiji's Basic Education, • Sargeant Report (1944)</p>		
<p style="text-align: center;">Objectives</p> <p>Students will be able to</p> <ul style="list-style-type: none"> <li>• State the recommendations of Calcutta University Commission (1917-1919)</li> <li>• Discuss on Education under Diarchy.</li> <li>• Specify the recommendations of Hartog Committee Report (1929)</li> <li>• Know about Education under Provincial autonomy</li> <li>• State the recommendations of Abbot Wood Report</li> <li>• Reflect on Gandhiji's Basic Education</li> <li>• Specify the recommendations of Sargeant Report (1944)</li> </ul>		
Serial no. of lecture	Topic of Lecture	Remarks
Lecture- 80	Calcutta University Commission (1917-1919) and its recommendations	
Lecture – 81	Significance of Calcutta university commission	
Lecture- 82	Education under Diarchy	
Lecture- 83	Hartog Committee Report (1929)	
Lecture -84	Significance of Hartog Committee Report (1929)	
Lecture-85	Education under Provincial autonomy	
Lecture -86	Abbot Wood Report	
Lecture -87	Gandhiji's Basic Education	
Lecture -88	Sargeant Report (1944)	
Lecture- 89	Significance of Sargeant Report 1944	
Lecture- 90		Quiz on unit 4

<p style="text-align: center;">Government General Degree College, Kalna –I  Department of Education  Lesson Plan  for  B.A. 1<sup>st</sup> Semester ( Hons) Courses Under CBCS  Subject :  Education  Course code : SEC-1  Course title : Value Education</p>		
<p style="text-align: center;">Unit – I  Value Education: Meaning and Concept, ● Needs of Value Education</p>		
<p style="text-align: center;">Objectives</p> <p>After completion of the lesson students will be able to</p> <ul style="list-style-type: none"> <li>*define value education</li> <li>*state the need of value education</li> </ul>		
Serial no. of lecture	Topic of Lecture	Remarks
Lecture - 1	Definition and concept of value	
Lecture -2	Place of value in philosophy	
Lecture -3	Concept of value education	
Lecture -4	Different types of values in value education	
Lecture -5	Place of value in curriculum	
Lecture -6	Need of value education	
Lecture -7	Unit end Assignment	MCQ
<p style="text-align: center;">Unit – II  Values in a Pluralist Society, ● Morality: Concept, ●Needs of Morality, ● Morality &amp; Value, ● Role of Parents to Facilitate Children’s Moral Development</p>		
<p style="text-align: center;">Objectives</p> <p>After completion of the lesson students will be able to</p> <ul style="list-style-type: none"> <li>● Define morality</li> <li>● State the relation between morality and value</li> </ul>		
Lecture -8	Definition and concept of pluralist society	
Lecture -9	Values in pluralist society	
Lecture -10	Definition and concept of morality	
Lecture -11	Need of morality	
Lecture -12	Relation between morality and value	
Lecture -13	Role of parents to facilitate children’s moral development	
Lecture -14	Unit end assessment	Viva
<p style="text-align: center;">Unit – III  Values in the Classroom, ● Value from the pupil’s perspective, ● Inculcation of Values among the students, ● Role of the teachers to facilitate moral development among the pupils</p>		
<p style="text-align: center;">Objectives</p> <p>After completion of the lesson students will be able to</p>		

<ul style="list-style-type: none"> <li>• State role of teacher in student's value inculcation</li> <li>• Explain values from the perspective of student</li> </ul>		
Lecture -15	Values in classroom – teacher	
Lecture -16	Value from the pupil's perspective	
Lecture -17	Inculcation of values among students- curricular planning	
Lecture -18	Inculcation of values among students- process	
Lecture -19	Role of the teachers to facilitate moral development among the pupils	
Lecture -20	Assessment	Project
Lecture -22	Unit end assessment for placement	MCQ
<p style="text-align: center;">Unit – IV</p> <p style="text-align: center;">Peace Education: Meanings and Aims, • Values in Peace Education, • Values and Human Rights Education</p>		
<p style="text-align: center;">Objectives</p> <p>After completion of the lesson students will be able to</p> <ul style="list-style-type: none"> <li>• Define peace education</li> <li>• State the values under peace education</li> </ul>		
Lecture -22	Definition and concept of peace	
Lecture -23	Definition and concept of peace education	
Lecture -24	Aim of peace education	
Lecture -25	Values in Peace Education	
Lecture -26	Definition and concept of human rights education	
Lecture -27	Values and Human Rights Education	
Lecture -28	Continuous and Comprehensive Evaluation Unit end Assignment	Placement according to their learning outcome preferably via MCQ mode of assessment
Lecture -29	Course end assessment – qualitative Assignment	Viva
Lecture -30	Course end assessment – quantitative Assignment	Placement according to their learning outcome preferably via MCQ mode of assessment

**Government General Degree  
College, Kalna –I  
(Department of Education)  
Lesson Plan for  
B.A. 4<sup>th</sup> Semester ( Hons) Courses Under  
CBCS  
Subject- EDUCATION  
Course Code- 08  
Course title : Educational Sociology-II**

**Unit – I**

**Socialization: Meaning, process and factors of socialization, • Role of the Parents and the Teachers in the process of socialization, • Social Control: Meaning and types of Social control, • Agencies of Social Control**

**Objectives**

Students will be able to

- understand the meaning, process and factors of socialization
- identify the role of the parents and the teachers in the process of socialization
- state the meaning and types of Social control
- specify the agencies of Social Control

<b>Serial no. of lecture</b>	<b>Topic of Lecture</b>	<b>Remarks</b>
<b>Lecture - 1</b>	Socialization : definition and concept	
<b>Lecture- 2</b>	Socialization in Indian context	
<b>Lecture -3</b>	Process of socialization : definition and concept	
<b>Lecture -4</b>	Different theories of socialization – part I	
<b>Lecture -5</b>	Different theories of socialization – part II	
<b>Lecture -6</b>	Factors of socialization – general introduction	
<b>Lecture -7</b>	Education as a factor of socialization	
<b>Lecture -8</b>	Other factors of socialization	
<b>Lecture -9</b>	How different factors are inter related in socialization	
<b>Lecture -10</b>	socialization process in home	
<b>Lecture -11</b>	Parents role in socialization process of child – infancy and childhood	
<b>Lecture- 12</b>	Parents role in socialization process of child – boyhood & teenage	
<b>Lecture -13</b>	socialization in school	
<b>Lecture -14</b>	Teacher's role in socialization –	

	classroom	
<b>Lecture- 15</b>	Teacher's role in socialization – outside classroom	
<b>Lecture – 16</b>	Social control : definition and concept	
<b>Lecture- 17</b>	Need and purpose of social control	
<b>Lecture – 18</b>	Means of Social control : Formal and informal	
<b>Lecture -19</b>	Direct and indirect social control	
<b>Lecture -20</b>	Indian perspective of social control	
<b>Lecture- 21</b>	Relation between social control and social change	
<b>Lecture -22</b>	Agencies of social control – general discussion	
<b>Lecture -23</b>	Family as an agency of social control	
<b>Lecture -24</b>	School as an agency of social control	
<b>Lecture -25</b>	State as an agency of social control	
<b>Lecture- 26</b>	Open discussion on how social control works locally	
<b>Lecture -27</b>	Debate on merits and demerits of social control	
<b>Lecture- 28</b>	Summary of the unit	
<b>Lecture -29</b>	Model Q & A discussion	
<b>Lecture -30</b>	<b>Continuous evaluation – internal</b>	<b>Quiz on the topic of Unit 1</b>

Unit – II		
• Social Mobility: Meaning, Types, • Causes and factors of Social Mobility, • Mobility in Indian Society		
Objectives		
Students will be able to <ul style="list-style-type: none"> <li>• understand the meaning and types of Social Mobility</li> <li>• identify the causes and factors of Social Mobility</li> <li>• reflect on mobility in Indian Society</li> </ul>		
Serial no. of lecture	Topic of Lecture	Remarks
Lecture - 31	Social mobility- definition and concept	

Lecture- 32	Horizontal mobility – definition, concept and example	
Lecture -33	Vertical mobility – definition, concept and example	
Lecture -34	Comparison between horizontal and vertical mobility	
Lecture -35	Modern patterns of mobility such as sponsored mobility	
Lecture -36	Society and mobility – relationship	
Lecture -37	Causes of social mobility	
Lecture -38	Theories of social mobility	
Lecture -39	Factors of social mobility – concept	
Lecture -40	Education as a factor of social mobility	
Lecture -41	Development and social mobility	
Lecture- 42	Impact of social mobility	
Lecture -43	Industrialization and social mobility	
Lecture -44	Mobility in Indian Society- introduction	
Lecture-45	Social mobility factors specific to Indian society	
Lecture-46	Latest studies on social mobility and education	
Lecture-47	Open debate on social mobility as an indicator of social development	
Lecture-48	Model Q & A discussion	
Lecture-49	Summarization of Unit-II	
Lecture-50	Continuous evaluation	Quiz on the topic of Unit II
<p style="text-align: center;"><b>Unit – III</b></p> <p>● Concept of Culture, ● Cultural Change &amp; Cultural Lag, ● Education as Cultural Determinants, ● Education for Multicultural Society</p>		
<p style="text-align: center;"><b>Objectives</b></p> <p>Students will be able to</p> <ul style="list-style-type: none"> <li>● understand the Concept of Culture</li> <li>● specify Cultural Change &amp; Cultural Lag</li> <li>● identify Education as Cultural Determinants</li> <li>● reflect on Education for Multicultural Society</li> </ul>		
<b>Serial no. of lecture</b>	<b>Topic of Lecture</b>	<b>Remarks</b>
Lecture - 51	Definition and concept of culture	
Lecture- 52	Brief discussion on development of the idea of culture	
Lecture -53	Understanding culture , civilization and heritage	

Lecture -54	General characteristics of culture	
Lecture -55	Importance of culture in human life	
Lecture -56	Definition and concept of cultural change	
Lecture -57	Cultural change in Indian society	
Lecture -58	Brief discussion on cultural lag	
Lecture -59	Culture in the time of social media and virtual life	
Lecture -60	Cultural Determinants – general concept	
Lecture -61	Education as a determinant of culture	
Lecture- 62	Culture and identity	
Lecture -63	Material aspect of culture	
Lecture -64	Indian culture – open discussion	
Lecture-65	Education for Multicultural Society	
Lecture-66	Education in India as a multicultural society	
Lecture-67	Classroom in a multi cultural society	
Lecture-68	Model Q & A	
Lecture-69	Summarization of Unit-III	
Lecture-70	Continuous evaluation	Viva on the topic of Unit III
<p style="text-align: center;">Unit – IV</p> <p>● Social Institution and Agencies of Education: Family, School, State, Mass media, ● Educative role of the above social agencies.</p>		
<p style="text-align: center;">Objectives</p> <p>Students will able to</p> <ul style="list-style-type: none"> <li>understand the concept of Social Institution and Agencies of Education</li> <li>identify Family, School, State, Mass Media as social institutions and agencies</li> <li>reflect on the educative role of the above social agencies</li> </ul>		
<b>Serial no. of lecture</b>	<b>Topic of Lecture</b>	<b>Remarks</b>
Lecture - 71	Social Institution and Agencies – definition and characteristics	
Lecture- 72	Functions of social Institution and Agencies	
Lecture -73	Structure and function of family as a social institute and agency	
Lecture -74	Structure and function of school as a social institute and agency	
Lecture -75	Structure state as a social institute and agency	

Lecture -76	Function of state as a social institute and agency	
Lecture -77	Structure and function of India as a state and its role as a social institute and agency	
Lecture -78	Mass media – definition, type and function	
Lecture -79	Role of news paper as a social institute and agency	
Lecture -80	Role of radio as a social institute and agency	
Lecture -81	Role of television as a social institute and agency	
Lecture- 82	Role of internet as a social institute and agency	
Lecture -83	Inter relationship of different social institute and agencies	
Lecture -84	Educative role of Family, School, State, Mass Media- summary	
Lecture-85	Model Q & A of the unit	
Lecture-86	Brief review of the complete paper – part I	
Lecture-87	Brief review of the complete paper – part II	
Lecture-88	Continuous evaluation	Quiz on the topic of Unit IV
Lecture-89	Short project on any of the topic related with any unit	
Lecture-90	Summative evaluation for placement	Written test

<p><b>Government General Degree</b>  <b>College, Kalna –I</b>  <b>(Department of Education)</b>  <i>Lesson Plan for</i>  <i>B.A. 4<sup>th</sup> Semester ( Hons) Courses Under CBCS</i>  <b>Subject- EDUCATION</b>  <b>Course Code- 09</b>  <b>Course title : Development of Education in Post-Independence Period</b></p>		
<p><b>Unit – I</b>  <b>● University Education Commission (1948-49): Aims, Curricula, Rural University and Other Recommendations, ● Mudaliar Commission (1952-53): Aims, Structure, Curricula and Other Recommendations,</b></p>		
<p><b>Objectives</b></p> <p>Students will be able to</p> <ul style="list-style-type: none"> <li>• understand the view of University Education Commission (1948-49) on Aims, Curricula, Rural University and Other Recommendations</li> <li>• specify the view of Mudaliar Commission (1952-53) on Aims, Structure, Curricula and Other Recommendations</li> </ul>		
<b>Serial no. of lecture</b>	<b>Topic of Lecture</b>	<b>Remarks</b>
Lecture - 1	Formation of University Education Commission	
Lecture- 2	Immediate aims stated of the commission	
Lecture -3	Broader perspective of aims by the commission	
Lecture -4		Summary of the topic of lecture 1, 2, 3 and question-answer
Lecture -5	Curricula framework according to University Education Commission	
Lecture -6	Individual needs fulfilled by the curriculum	
Lecture -7	social needs fulfilled by the curriculum	
Lecture -8	Broader perspective of curriculum by the commission	
Lecture -9		Summary of the topic of lecture 5, 6, 7, 8 and question-answer
Lecture -10	Concept of rural university	
Lecture -11	Subjects in rural university	
Lecture- 12	Significance of rural university	
Lecture -13		Summary of the topic of lecture 10, 11, 12 and question-answer

Serial no. of lecture	Topic of Lecture	Remarks
Lecture-14	Some other recommendations of University Education Commission	
Lecture- 15		Summary of the topic of lecture 14 and question-answer
Lecture – 16	formation of Mudaliar Commission	
Lecture – 17	Immediate aims stated of the commission	
Lecture - 18	Broader perspective of aims by the commission	
Lecture -19		Summary of the topic of lecture 16, 17, 18 and question-answer
Lecture -20	Education structure according to Mudaliar Commission	
Lecture- 21	Benefits of the new structure	
Lecture -22	Implementation of the structure	
Lecture -23	Limitations regarding new education structure	
Lecture -24		Summary of the topic of lecture 20, 21, 22, 23 and question-answer
Lecture -25	Curricula according to Mudaliar Commission	
Lecture- 26	Needs fulfilled by the curriculum	
Lecture- 27		Summary of the topic of lecture 25, 26 and question-answer
Lecture- 28	Other recommendations of Mudaliar Commission	
Lecture -29		Summary of the topic of lecture 28 and question-answer
Lecture -30		Quiz on the topic of Unit 1

Unit – II	
<ul style="list-style-type: none"> <li>● Kothari Commission (1964-66): Objectives, Structure, Curricula, Technical and Professional Education, Recommendations on different areas of education.</li> </ul>	
Objectives	
<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• understand the view of Kothari Commission (1964-66) on Objectives, Structure, Curricula, Technical and Professional Education</li> <li>• specify the recommendations of Kothari Commission (1964-66) on different areas of</li> </ul>	

education		
Serial no. of lecture	Topic of Lecture	Remarks
Lecture - 31	Narrow Objectives of Kothari Commission	
Lecture- 32	Merits of fulfilling narrow Objectives of Kothari Commission	
Lecture -33	Broad Objectives of Kothari Commission	
Lecture -34	Merits of fulfilling broad Objectives of Kothari Commission	
Lecture -35		Summary of the topic of lecture 31, 32, 33, 34 and question-answer
Lecture -36	Education structure according to Kothari Commission	
Lecture -37	Benefits of the Education structure	
Lecture -38	Limitations of the Education structure	
Lecture -39		Summary of the topic of lecture 36, 37, 38 and question-answer
Lecture -40	Curricula according to Kothari Commission	
Lecture -41	benefits of the curriculum	
Lecture- 42	Implementation of the curriculum	
Lecture -43	Limitation of implementing the curriculum	
Lecture-44		Summary of the topic of lecture 40, 41, 42, 43 and question-answer
Lecture- 45	Technical Education according to Kothari Commission	
Lecture – 46	Professional Education according to Kothari Commission	
Lecture-47	Benefits of technical and professional education	
Lecture – 48		Summary of the topic of lecture 45, 46, 47 and question-answer
Serial no. of lecture	Topic of Lecture	Remarks
Lecture -49	State board of education	
Lecture -50	Teacher education	
Lecture- 51	Adult education	

Lecture -52	Modification of student assessment	
Lecture -53		Summary of the topic of lecture 49, 50,51, 52 and question-answer
Lecture -54	Summarization of Unit II	
Lecture- 55		Quiz on Unit II

<p style="text-align: center;"><b>Unit – III</b></p> <p style="text-align: center;">● Universal elementary education: Free, Compulsory &amp; Universal Education in India, ● Present Position of Elementary Education, ● Language Policy in Education as recommend by different Commissions&amp; Committees</p>		
<p style="text-align: center;"><b>Objectives</b></p> <p>Students will be able to</p> <ul style="list-style-type: none"> <li>• understand about Free, Compulsory &amp; Universal Education in India</li> <li>• reflect on Present Position of Elementary Education</li> <li>• state the Language Policy in Education as recommend by different Commissions&amp; Committees</li> </ul>		
<b>Serial no. of lecture</b>	<b>Topic of Lecture</b>	<b>Remarks</b>
Lecture - 56	Access of education	
Lecture- 57	Equality and equity in education	
Lecture -58	Quality education	
Lecture -59	EFA in world perspective	
Lecture -60	EFA in India	
Lecture -61	Limitation and way out	
Lecture -62		Summary of the topic of lecture 56, 57, 58, 59, 60, 61 and question-answer
Lecture -63	Concept of Elementary Education	
Lecture -64	History of Elementary Education in india	
Lecture- 65	Present status of Elementary Education in india	
Lecture -66	Access of elementary education	
Lecture-67	Equality and equity in elementary education	
Lecture- 68	Quality elementary education	
Lecture – 69		Summary of the topic of lecture 63, 64,65, 66, 67, 68

		and question-answer
Lecture-70	Language Policy in elementary Education as recommend by Radhakrishnan commission	
Lecture -71	Language Policy in secondary education as recommend by radhakrishnan commission	
Lecture -72	Language Policy in higher education as recommend by Radhakrishnan commission	
<b>Serial no. of lecture</b>	<b>Topic of Lecture</b>	<b>Remarks</b>
Lecture- 73	Language Policy in elementary Education as recommend by Mudaliar commission	
Lecture -74	Language Policy in secondary education as recommend by Mudaliar commission	
Lecture -75	Language Policy in higher education as recommend by Mudaliar commission	
Lecture- 76	Language Policy in elementary Education as recommend by Kothari commission	
Lecture -77	Language Policy in secondary education as recommend by Kothari commission	
Lecture- 78	Language Policy in higher education as recommend by Kothari commission	
Lecture- 79	Summarization of unit III	
Lecture- 80		Quiz on unit III

<p style="text-align: center;">Unit – IV</p> <p style="text-align: center;">National Policy on Education (1986), • Programme of Action (P.O.A.)-(1992), • Constitutional Reforms Relating to Education.</p>
<p style="text-align: center;">Objectives</p> <p>Students will be able to</p> <ul style="list-style-type: none"> <li>• reflect on National Policy on Education (1986)</li> <li>• understand the Programme of Action (P.O.A.)-(1992)</li> <li>• specify the Constitutional Reforms Relating to Education</li> </ul>

<b>Serial no. of lecture</b>	<b>Topic of Lecture</b>	<b>Remarks</b>
Lecture – 81	Context of National Policy on Education (1986)	
Lecture- 82	Main areas of NPE 1986	
Lecture -83		Summary of the topic of lecture 81, 82 and question-answer
Lecture -84	Context of Programme of Action (P.O.A.)-(1992)	
Lecture -85	Main areas of Programme of Action (P.O.A.)-(1992)	
Lecture -86		Summary of the topic of lecture 84, 85 and question-answer
Lecture -87	Constitutional Reforms Relating to Education	
Lecture -88	Merits of Constitutional Reforms Relating to Education	
Lecture -89		Summary of the topic of lecture 87, 88 and question-answer
Lecture- 90		Quiz on unit IV

Government General Degree College, Kalna –I  
Department of Education  
Lesson Plan  
For  
B.A. 4th Semester (Honours) Courses Under CBCS  
Subject : Education  
Course code : CC-10  
Course title : Educational Management and Administration

Unit-I

Unit –I: ● Educational Management: Meaning, nature and scope, ● Need of Educational Management in Modern Education, ● Process of Educational Management and Administration, ● Role of Educational Manager.

Objectives

Students will be able to

- Understand the concepts/ meaning of Management Describe the nature of Management
- Enumerate the functions of Management
- Explain the meaning of Educational Management
- Discuss the nature and scope of Educational Management
- Enumerate the objectives of Educational Management
- Illustrate the functions of Educational Management
- Understand the evolution of management concepts in education
- Explain the meaning of Educational Administration
- Describe the functions of Educational Administration
- Describe the nature and scope of Educational Administration

Serial no. of Lecture	Topic of Lecture	Remarks
Lecture 1	Basic ideas about what is management, etymology, management as a discipline	
Lecture 2	Definitions of management, educational management	
Lecture 3	Management described according to its different functions	
Lecture 4	Meaning of educational management, nature and scope	
Lecture 5	Functions of educational management	
Lecture 6	Evolution of Concept of Management in Education	
Lecture 7	Meaning of educational administration	
Lecture 8	Relationship between	

	educational management and administration	
Lecture 9	Meaning of administration definitions	
Lecture 10	The main functions of educational administration	
Lecture 11	Continuous and Comprehensive Evaluation Assignment -I	Short answer type question to judge learning outcome on already executed part of unit
Lecture 12	Scope of educational administration	
Lecture 13	Characteristics of educational administration	
Lecture 14	Process of educational management and administration	
Lecture 15	Importance of educational management and administration	
Lecture 16	Relation between management and administration	
Lecture 17	Who are the educational managers	
Lecture 18	The role of educational managers	
Lecture 19	Skills of educational management	
Lecture 20	Continuous and Comprehensive Evaluation Unit end Assignment II	To allot place according to their learning outcome preferably via MCQ mode of assessment
<p style="text-align: center;">Unit –II:</p> <p>● Educational organization: Meaning and Principles, ● School Organization and its Principle, ● School plant, ● Buildings, ● Equipments, ● Playground, ● Workshop, ● Library, ● Computer room etc.</p>		
<p style="text-align: center;">Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Understand the concept of educational organisation its meaning and principles</li> <li>Understand the meaning of organisation</li> <li>Explain the meaning of school organisation and describe its principles</li> <li>Describe the concept of a school plant</li> <li>Explain the various components of a school plant</li> <li>Illustrate the functions of a school plant</li> <li>Explain the need and importance of a school plant</li> </ul>		
Serial no. of Lecture	Topic of Lecture	Remarks

Lecture 21	Meaning of organisation and educational organisation	
Lecture 22	How does an organisation work	
Lecture 23	Characteristics of an organisation	
Lecture 24	Principles of educational organisation	
Lecture 25	School as an organisation	
Lecture 26	Meaning of school organisation	
Lecture 27	Principles of school organisation	
Lecture 28	The meaning of a school plant	
Lecture 29	What is school plant in education	
Lecture 30	Continuous and Comprehensive Evaluation Assignment -I	Short answer type question to judge learning outcome on already executed part of unit
Lecture 31	Characteristics of a school plant	
Lecture 32	The various functions of a school plant	
Lecture 33	The need for a school plant	
Lecture 34	Discussion on components of a school plant	
Lecture 35	What are the various components of a school plant	
Lecture 36	Discussion on the various aspects of the school plant like the building, library, equipments, playground etc.	
Lecture 37	The importance of a school plant	
Lecture 38	The impact of school plant on academic performance	
Lecture 39	Does school plant affect effective teaching and learning a discussion	

	with students	
Lecture 40	Continuous and Comprehensive Evaluation Unit end Assignment II	To allot place according to their learning outcome preferably via MCQ mode of assessment

<p style="text-align: center;"><b>Unit- III</b></p> <p>● Educational Supervision: meaning, need and functions, ● Factors influencing supervision, ● Difference between inspection and supervision, ● Styles of leadership</p>		
<p style="text-align: center;"><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>● Understand the meaning of supervision</li> <li>● Describe what educational supervision is</li> <li>● Explain the need and functions of educational supervision</li> <li>● Illustrate the factors that influence supervision</li> <li>● Understand what inspection means</li> <li>● Compare inspection and supervision</li> <li>● Explain the concept of leadership</li> <li>● Illustrate the various styles of leadership</li> </ul>		
Serial no. of Lecture	Topic of Lecture	Remarks
Lecture 41	Meaning of supervision	
Lecture 42	What is educational supervision, meaning	
Lecture 43	Characteristics	
Lecture 44	Need of educational supervision	
Lecture 45	Functions of educational supervision	
Lecture 46	Why is educational supervision necessary	
Lecture 47	Factors that influence supervision	
Lecture 48	What is inspection	
Lecture 49	Characteristics of inspection	
Lecture 50	Functions of inspection	
Lecture 51	Comparison between inspection and supervision	
Lecture 52	Continuous and Comprehensive Evaluation Assignment -III	Short answer type question to judge learning outcome on already executed part of unit
Lecture 53	Concept of leadership	

Lecture 54	Importance of leadership	
Lecture 55	Effective leadership roles in educational institutions	
Lecture 56	Styles of leadership in management	
Lecture 57	Difference between the different leadership approaches	
Lecture 58	Advantages and disadvantages of using each of the leadership styles	
Lecture 59	Importance of leadership skills	
Lecture 60	Continuous and Comprehensive Evaluation Unit end Assignment IV	Placement according to their learning outcome preferably via MCQ mode of assessment
<p style="text-align: center;">Unit –IV:</p> <p>● Educational Planning: meaning, scope, and significance, ● Educational Planning: types &amp; strategies, ● Manpower Planning: meaning, nature, and characteristics, Steps and Strategies in Manpower Planning.</p>		
<p style="text-align: center;">Objectives:</p> <p>Students' will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the meaning of Planning</li> <li>• Describe the concept of educational planning</li> <li>• Explain the significance of educational planning</li> <li>• Understand the scope of educational planning</li> <li>• Illustrate the various types and strategies in educational planning</li> <li>• Explain what manpower planning means</li> <li>• Describe the characteristics, nature of manpower planning</li> <li>• Explain the various steps and strategies involved in manpower planning</li> </ul>		
Lecture 61	What is Planning	
Lecture 62	Define planning, define educational planning	
Lecture 63	Explain what educational planning is with examples	
Lecture 64	Scope of educational planning	
Lecture 65	Approaches to educational planning	
Lecture 66	Major objectives of educational planning	
Lecture 67	The significance of educational planning	
Lecture 68	Why is educational planning required	
Lecture 69	Characteristics of effective educational planning	

Lecture 70	What are the types of educational planning	
Lecture 71	Basis of different levels of planning	
Lecture 72	Different steps involved in educational planning	
Lecture 73	Strategies of educational planning	
Lecture 74	What are the main challenges facing educational planning	
Lecture 75	Continuous and Comprehensive Evaluation Assignment -V	Short answer type question to judge learning outcome on already executed part of unit
Lecture 76	What is manpower planning	
Lecture 77	Concept definitions of manpower planning	
Lecture 78	Objectives of manpower planning	
Lecture 79	Nature of manpower planning	
Lecture 80	Characteristics of manpower planning	
Lecture 81	Process of manpower planning with examples	
Lecture 82	Importance of manpower planning	
Lecture 83	Need of manpower planning	
Lecture 84	Obstacles in manpower planning	
Lecture 85	Factors to be considered for manpower planning	
Lecture 86	Manpower planning at macro, micro levels	
Lecture 87	Advantages of manpower planning	
Lecture 88	Strategies in manpower planning	
Lecture 89	Approaches for developing manpower	
Lecture 90	Continuous and Comprehensive Evaluation Unit end Assignment VI	Placement according to their learning outcome preferably via MCQ mode of assessment

<p style="text-align: center;">Government General Degree College, Kalna –I  Department of Education  Lesson Plan  for  B.A. 1<sup>st</sup> Semester ( Hons) Courses Under CBCS  Subject :Education  Course code : SEC-2  Course title : Educational thoughts and Ideas of Great Indian Educators</p>		
<p style="text-align: center;">Unit – I</p> <p style="text-align: center;">Raja Rammohan Roy (1772-1883): Philosophy of life, Activities, Ideas on Education and Women Education.  Iswar Chandra Vidyasagar (1820-1891): Educational Philosophy, Aims of Education, Method of Instruction, Activities &amp; Ideas on Women Education.</p>		
<p style="text-align: center;">Objectives</p> <p>After completion of the unit students will be able to</p> <ol style="list-style-type: none"> <li>i. know about Rammohan Roy and Iswar Chandra Vidyasagar</li> <li>ii. understand their impact of Rammohan Roy and Iswar Chandra Vidyasagar</li> <li>iii. evaluate their contribution in Indian education</li> </ol>		
Serial no. of lecture	Topic of Lecture	Remarks
Lecture - 1	Time line of major events from 1800AD -1950 AD Indian history	
Lecture -2	Brief life history of Rammohan Roy	
Lecture -3	Educational philosophy of Rammohan Roy	
Lecture -4	Major contributions of Rammohan Roy in Indian education	
Lecture -5	Brief life history of Iswar Chandra Vidyasagar	
Lecture -6	Educational philosophy of Iswar Chandra Vidyasagar	
Lecture -7	Major contributions of Iswar Chandra Vidyasagar in Indian education	
Lecture -8	Compare contribution of Rammohan Roy and Iswar Chandra Vidyasagar in woman education	
Lecture -9	Unit End Assessment	MCQ
<p style="text-align: center;">Unit – II</p> <p style="text-align: center;">Swami Vivekananda (1863-1902): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, Women Education &amp; Concept of Teacher  Sri Aurobindo (1872-1950): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, &amp; Concept of Teacher</p>		
<p>Objectives :</p> <p>After completion of the unit students will be able to</p> <ol style="list-style-type: none"> <li>i. know about Swami Vivekananda and Sri Aurobindo</li> <li>ii. understand their impact of Swami Vivekananda and Sri Aurobindo</li> <li>iii. evaluate their contribution in Indian education</li> </ol>		

Lecture -10	Brief life history of Swami Vivekananda	
Lecture -11	Educational philosophy of Swami Vivekananda	
Lecture -12	Major contributions of Swami Vivekananda in Indian education	
Lecture -13	How his ideas shaped “Ramakrishna Mission “	
Lecture -14	Brief life history of Sri Aurobindo	
Lecture -15	Educational philosophy of Sri Aurobindo	
Lecture -16	Compare the idea of teacher of Swami Vivekananda and Sri Aurobindo	
Lecture -17	Discussion on how Sri Aurobindo shaped the modern education of India	
Lecture -18	Compare notes on “ Mass education by Vivekananda” and “Integral Education of Aurobindo”	
Lecture -19	Unit End Assessment	Debate
<p style="text-align: center;"><b>Unit – III</b></p> <p>Rabindranath Tagore (1861-1941): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, &amp; Santiniketan School</p> <p>Mahatma Gandhi (1869-1948): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, &amp; Basic Education</p>		
<p><b>Objectives :</b></p> <p>After completion of the unit students will be able to</p> <ol style="list-style-type: none"> <li>know about Rabindranath Tagore and Mahatma Gandhi</li> <li>understand their impact of Rabindranath Tagore and Mahatma Gandhi</li> <li>evaluate their contribution in Indian education</li> </ol>		
Lecture -20	Brief life history of Rabindranath Tagore	
Lecture -21	Educational philosophy of Rabindranath Tagore	
Lecture -22	Major contributions of Rabindranath Tagore in Indian education	
Lecture -23	Brief life history of Mahatma Gandhi	
Lecture -24	Educational philosophy of Mahatma Gandhi	
Lecture -25	Major contributions of Mahatma Gandhi in Indian education	
Lecture -26	A comparative account of their educational principles & philosophy	
Lecture -27	Discussion on basic education	
Lecture -28	Discussion on Shantiniketan	
Lecture -29	Unit end assessment	Mini Project
Lecture -30	Course End Assessment	Short answer type question



<p align="center"> <b>Government General Degree College, Kalna –I (Department of Education)</b>  <i>Lesson Plan for B.A 5<sup>th</sup> Semester (Hons) Courses Under CBCS</i>  <b>Subject- EDUCATION</b>  <b>Course Code- 11</b>  <b>Course title : Educational Guidance and Counselling</b> </p>		
<p align="center">Unit – I</p> <p align="center">● Educational Guidance: Meaning, Definition Concept, Scope, Needs and Importance of Guidance, ● Essentials of good Guidance programme</p>		
<p align="center">Objectives</p> <p>Students will able to</p> <ul style="list-style-type: none"> <li>understand the meaning, definition, concept, scope, needs and importance of guidance</li> <li>specify the essentials of good guidance programme</li> </ul>		
Serial no. of lecture	Topic of Lecture	Remarks
Lecture - 1	Meaning and concept of guidance	
Lecture- 2	Different perspectives and definition of guidance	
Lecture -3	History of guidance	
Lecture -4	Scope of Guidance	
Lecture -5	Scope of guidance for students in India	
Lecture -6	Psychological need of guidance	
Lecture -7	Social importance of guidance	
Lecture -8		Summary of the topic of lecture 1, 2, 3, 4, 5, 6, 7 and question-answer
Lecture -9	Essentials of guidance programme	
Lecture -10	Role of teachers in guidance	
Lecture -11	Role of students in guidance	
Lecture- 12	Role of parents/guardians in guidance	
Lecture -13	Conducting good guidance	
Lecture -14	Criticism in conducting guidance	
Lecture- 15		Summary of the topic of lecture 9, 10, 11,12,13,14 and question-answer
Lecture-16		Quiz on unit 1

Unit – II		
Different forms of Guidance: Educational, Vocational and Personal, • Organization of Guidance service at different levels of education, • Basic data necessary for guidance: data about pupils, courses, vocations, • Tools and techniques of Guidance		
Objectives		
Students will able to <ul style="list-style-type: none"> <li>• understand the different forms of guidance</li> <li>• specify the organization of guidance service at different levels of education</li> <li>• state about basic data necessary for guidance</li> <li>• reflect on tools and techniques of guidance</li> </ul>		
Serial no. of lecture	Topic of Lecture	Remarks
Lecture - 17	Concept of Educational guidance	
Lecture- 18	Conducting educational guidance	
Lecture -19	Importance of educational guidance	
Lecture -20	Problems in Conducting educational guidance and way out	
Lecture -21		Summary of the topic of lecture 17, 18, 19, 20 and question-answer
Lecture -22	Concept of vocational guidance	
Lecture -23	Conducting vocational guidance	
Lecture -24	Importance of vocational guidance	
Lecture -25	Problems in Conducting vocational guidance and way out	
Lecture -26		Summary of the topic of lecture 22, 23, 24, 25 and question-answer
Lecture -27	Concept of vocational guidance	
Lecture- 28	Conducting vocational guidance	
Lecture -29	Importance of vocational guidance	
Lecture -30	Problems in Conducting vocational guidance and way out	
Lecture- 31		Summary of the topic of lecture 27, 28, 29, 30 and question-answer
Lecture-32	Concept of vocational guidance	
Lecture-33	Conducting vocational guidance	
Lecture-34	Importance of vocational guidance	
Lecture-35	Problems in Conducting vocational guidance and way out	
Lecture-36		Summary of the topic of lecture 32, 33, 34, 35 and question-answer

<b>Serial no. of lecture</b>	<b>Topic of Lecture</b>	<b>Remarks</b>
Lecture-37	Organization of Guidance service at primary level	
Lecture-38	Organization of Guidance service at secondary and higher secondary level	
Lecture-39	Organization of Guidance service at college and university level	
Lecture-40		Summary of the topic of lecture 37, 38, 39 and question-answer
Lecture- 41	Pupils data needed for guidance	
Lecture-42	Courses data needed for guidance	
Lecture-43	Vocations data needed for guidance	
Lecture-44		Summary of the topic of lecture 41, 42, 43 and question-answer
Lecture-45		Quiz on unit 2

Unit – III Counselling: Meaning, Nature, & Scope, • Types of counselling, • Tools and techniques of Counselling.		
Objectives  Students will able to <ul style="list-style-type: none"> <li>• understand meaning, nature and scope of counselling</li> <li>• specify the types of counselling</li> <li>• state about tools and techniques of counselling</li> </ul>		
Serial no. of lecture	Topic of Lecture	Remarks
Lecture – 46	Meaning and concept of counselling	
Lecture- 47	Different perspectives and definition of counselling	
Lecture -48	History of counselling	
Lecture -49	Scope of counselling	
Lecture -50	Scope of counselling for students in India	
Lecture -51	Psychological need of counselling	
Lecture -52	Social need of counselling	
Lecture -53		Summary of the topic of lecture 46, 47, 48, 49, 50, 51, 52 and question-answer
Lecture -54	Directive counselling	
Lecture -55	Non directive counselling	
Lecture -56	Eclectic counselling	
Lecture- 57		Summary of the topic of lecture 54, 55, 56 and question-answer
Lecture -58	Interview as tool of counselling	
Lecture -59	observation as tool of counselling	
Lecture- 60	Anecdote as tool of counselling	
Lecture-61	Cumulative record	
Lecture-62	sociometry	
Lecture-63	Personality test	
Lecture-64	Psychoanalysis and its criticisms	
Lecture-65		Summary of the topic of lecture 58, 59, 60, 61, 62, 63, 64 and question-answer
Lecture-66		Quiz on unit 3

Unit – IV		
Difference between Guidance and Counselling, ● Counselling process-relationships & its characteristics, ● Role of parent, teacher & counselor in guidance programme		
<p style="text-align: center;">Objectives</p> <p>Students will able to</p> <ul style="list-style-type: none"> <li>• understand difference between guidance and counselling</li> <li>• reflect on different counselling process</li> <li>• discuss the role of parent, teacher &amp; counselor in guidance programme</li> </ul>		
Serial no. of lecture	Topic of Lecture	Remarks
Lecture – 67	Similarities between guidance and counselling	
Lecture- 68	dissimilarities between guidance and counselling	
Lecture -69		Summary of the topic of lecture 67, 68, 69 and question-answer
Lecture -70	Conducting directive counselling	
Lecture -71	Steps of directive counselling	
Lecture -72	Significance of directive counselling	
Lecture -73	Problems of conducting directive counselling and way out	
Lecture -74		Summary of the topic of lecture 70, 71, 72, 73 and question-answer
Lecture -75	Conducting non-directive counselling	
Lecture -76	Steps of non-directive counselling	
Lecture -77	Significance of non-directive counselling	
Lecture- 78	Problems of conducting non-directive counselling and way out	
Lecture -79		Summary of the topic of lecture 75, 76, 77, 78 and question-answer
Lecture -80	Conducting eclectic counselling	
Lecture- 81	Steps of eclectic counselling	
Lecture-82	Significance of eclectic counselling	
Lecture-83	Problems of conducting eclectic counselling and way out	
Lecture-84		Summary of the topic of lecture 80, 81, 82, 83 and question-answer
Lecture-85	Role of parents in guidance	
Lecture-86	Role of teachers in guidance	
Lecture-87	Role of counselor in guidance	

<b>Serial no. of lecture</b>	<b>Topic of Lecture</b>	<b>Remarks</b>
Lecture-88		Summary of the topic of lecture 85, 86, 87 and question-answer
Lecture-89	Status of students' guidance and counselling in India	
Lecture-90		Quiz on unit 4

**Government General Degree College, at Kalna –I**  
**Department of Education**  
**Lesson Plan**  
**For**  
**B.A. 5th Semester (Honours) Courses Under CBCS**  
**Subject : Education**  
**Course code : CC-12**  
**Course title : Educational Technology**

**Unit-I**

- Educational Technology: concept and meaning, ● Educational Technology: nature, scope, needs and limitations, ● Components of Educational Technology-Hardware & Software.

**Objectives**

Students will be able to

- Understand the concepts/ meaning of Educational Technology
- Describe the nature and scope of Educational technology
- Explain the functions of Educational Technology
- Enumerate the objectives of Educational Technology
- Explain the need of Educational Technology
- Explain the limitations of Educational Technology
- Describe the components of Educational Technology

Serial no. of Lecture	Topic of Lecture	Remarks
Lecture 1	Basic ideas about what is technology, etymology, educational technology as a discipline	
Lecture 2	Definitions of technology, educational technology	
Lecture 3	Educational technology described according to its different functions	
Lecture 4	Meaning of educational technology	
Lecture 5	The nature and scope of educational technology	
Lecture 6	Technology in education and technology of education	
Lecture 7	Functions of educational technology	
Lecture 8	Evolution of Concept of Technology in Education	
Lecture 9	Needs of educational technology	
Lecture 10	Relationship between	

	educationa and technology	
Lecture11	Limitations of educational technology	
Lecture 12	Continuous and Comprehensive Evaluation Assignment -I	Short answer type question to judge learning outcome on already executed part of unit
Lecture 13	21 <sup>st</sup> century classroom	
Lecture 14	Components of educational technology	
Lecture 15	Hardware and software	
Lecture 16	Hardware and software instructional aids	
Lecture 17	Educational technology and instructional technology	
Lecture 18	Importance/significance of educational technology	
Lecture 19	Continuous and Comprehensive Evaluation Unit end Assignment II	To allot place according to their learning outcome preferably via MCQ mode of assessment
<p style="text-align: center;">Unit –II:</p> <p>● System approach: concept and characteristics, ● Components of instructional system, ● Uses and limitation of system approach, ● Programmed Learning: concept, nature and scope of programmed learning, Principles of programming.</p>		
<p style="text-align: center;">Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Understand the concept, meaning of system approach</li> <li>● Explain the characteristics of system approach</li> <li>● Describe the concept of instructional system</li> <li>● Analyse the various components of instructional system</li> <li>● Illustrate the uses and limitations of system approach</li> <li>● Explain programmed learning concept, nature and scope</li> <li>● Explain the principles of programming</li> </ul>		
Serial no. of Lecture	Topic of Lecture	Remarks
Lecture 20	Concept of system approach	
Lecture 21	Definitions of system analysis	
Lecture 22	System approach in Education	

Lecture 23	Process steps in systems approach	
Lecture 24	Characteristics of system approach	
Lecture 25	Advantages of system approach	
Lecture 26	Disadvantages of system approach	
Lecture 27	Components of instructional system	
Lecture 28	Role of teacher in system approach	
Lecture 29	Continuous and Comprehensive Evaluation Assignment -I	Short answer type question to judge learning outcome on already executed part of unit
Lecture 30	What is programmed learning its origin	
Lecture 31	Definitions of programmed learning	
Lecture 32	Concept and nature of programmed learning	
Lecture 33	Scope of programmed learning	
Lecture 34	Advantages of programmed learning	
Lecture 35	Disadvantages of programmed learning	
Lecture 36	Characteristics of programmed learning	
Lecture 37	Steps in programming	
Lecture 38	Types of programmed learning	
Lecture 39	Principles of programmed learning	
Lecture 40	Continuous and Comprehensive Evaluation Unit end Assignment II	To allot place according to their learning outcome preferably via MCQ mode of assessment

### Unit- III

- Communication: meaning, nature, types and process, ● Barriers of Communication, ● Significance of Communication, ● Components of communication process, ● Communication in teaching-learning situation.

Objectives:

The students will be able to:

- Understand the meaning, nature of communication
- Describe what are the barriers in communication
- Explain the types and process of communication
- Illustrate the significance of communication
- Explain the components of communication
- Understand the communication process in teaching and learning

Serial no. of Lecture	Topic of Lecture	Remarks
Lecture 41	What communication means	
Lecture 42	Concept of communication	
Lecture 43	Definitions of communication	
Lecture 44	Theories of communication	
Lecture 45	Assumptions and models relating to communication	
Lecture 46	Nature of communication	
Lecture 47	Types of communication	
Lecture 48	Process of communication	
Lecture 49	Barriers of communication	
Lecture 50	Communication cycle	
Lecture 51	Components of communication	
Lecture 52	Why is feedback an important component in communication?	
Lecture 53	Continuous and Comprehensive Evaluation Assignment -III	Short answer type question to judge learning outcome on already executed part of unit
Lecture 54	Significance of communication	
Lecture 55	Classroom communication	

Lecture 56	Factors affecting communication in teaching-learning	
Lecture 57	Communication pattern of teacher	
Lecture 58	Better communication in classroom	
Lecture 59	Continuous and Comprehensive Evaluation Unit end Assignment IV	Placement according to their learning outcome preferably via MCQ mode of assessment
<p style="text-align: center;">Unit –IV:</p> <p>● Multimedia approach in educational technology, ● Visual, audio and audio-visual types and their uses in education, ● Computer and its role in education, ● Personalized Instructional Techniques, ● Mass Instructional Techniques</p>		
<p style="text-align: center;">Objectives:</p> <p>Students' will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the meaning of multimedia approach</li> <li>• Describe the uses of visual, audio and audio-visual multimedia in education</li> <li>• Explain the role of computer in education</li> <li>• Understand the scope of multimedia approach</li> <li>• Illustrate the various types of personalized instructional techniques</li> <li>• Explain the various steps and strategies involved in mass instructional techniques</li> </ul>		
Lecture 60	What is multimedia approach in educational technology	
Lecture 61	Audio-visual aids meaning definitions	
Lecture 62	Significance and advantages of audio-visual aids	
Lecture 63	Characteristics of audio-visual aids	
Lecture 64	Principles of audio-visual aids	
Lecture 65	Classification of audio-visual aids	
Lecture 66	Audio aids meaning definitions	
Lecture 67	Significance and advantages of audio aids	

Lecture 68	Characteristics of audio aids	
Lecture 69	How do these aids influence teaching-learning	
Lecture 70	Uses of visual, audio, audio-visual aids in education	
Lecture 71	Problems of new technologies	
Lecture 72	Computer its background	
Lecture 73	Concept of using computers in education	
Lecture 74	Continuous and Comprehensive Evaluation Assignment -V	Short answer type question to judge learning outcome on already executed part of unit
Lecture 75	Role of computers in education	
Lecture 76	Importance of computers in education	
Lecture 77	Uses of computers in education	
Lecture 78	Computer as a teaching aid	
Lecture 79	Types of instructional methods	
Lecture 80	Instructional techniques meaning	
Lecture 81	What is personalized instructional technique?	
Lecture 82	Characteristics of personalized instructional techniques	
Lecture 83	Mass instructional techniques	
Lecture 84	Characteristics of mass instructional techniques	
Lecture 85	Comparison of personalized and mass instructional techniques	
Lecture 86	How instructional techniques can improve learning	

Lecture 87	Suggestion for implementing these techniques in our educational system	
Lecture 88	Discussion on emerging trends in educational technology	
Lecture 89	Continuous and Comprehensive Evaluation Unit end Assignment VI	Placement according to their learning outcome preferably via MCQ mode of assessment

Government General Degree College, Kalna –I  
Department of Education  
Lesson Plan  
For  
B.A. 5th Semester (Honours) Courses Under CBCS  
Subject : Education  
Course code : DSE 1  
Course title : Current Issues in Indian Education

**Unit –I:**

- Constitutional provision in education, ● Development of Education under Five Year Plans – Pre-Primary Education, ● Primary Education, ● Secondary Education, ● Higher Education, and ● Women Education [last two five years plans]

**Objectives**

Students will be able to

- Understand the concept of constitutional provisions in education
- Specify the relevance of education and the progress of our country
- Explain the five year plans and its provisions
- Discuss the provisions on pre-primary, primary, secondary and higher education
- Explain the various provisions for education of women

Serial no. of Lecture	Topic of Lecture	Remarks
Lecture 1	Introduction to the Constitution of our country	
Lecture 2	Basic ideas of education and its importance , need	
Lecture 3	Constitutional provision in education	
Lecture 4	Challenges of education in India	
Lecture 5	Development of education in India	
Lecture 6	Five year plans origin	
	Five year plans targets/goals	
Lecture 7	Problems in pre-primary, primary, secondary education	
Lecture 8	Challenges in higher and women education	
Lecture 9	Last two five year plans and provisions for pre-primary, primary, secondary, higher and women education	
Lecture 10	Continuation of lecture 9	

Lecture 11	Relevance of education of women	
Lecture 12	Educational opportunities in our country	
Lecture 13	Right to education enshrined in the Constitution	
Lecture 14	Continuous and Comprehensive Evaluation Assignment -I	Short answer type question to judge learning outcome on already executed part of unit
Lecture 15	Measures for promoting primary education	
Lecture 16	Measures for promoting secondary education	
Lecture 17	Measures for promoting higher education	
Lecture 18	Measures for promoting women education	
Lecture 19	Education and women empowerment	
Lecture 20	Education as a fundamental right in our country	
Lecture 21	Five year plans and expansion of higher education	
Lecture 22	Discuss the various Five years plans and its achievements	
Lecture 23	The current educational plan and its provisions	
Lecture 24	Continuous and Comprehensive Evaluation Unit end Assignment II	To allot place according to their learning outcome preferably via MCQ mode of assessment
<p style="text-align: center;">Unit –II:</p> <p>● Equal opportunity in Education: OBC, SC, ST, Women and Minorities, ● Education for all and Sarva Siksha Mission.</p>		
<p style="text-align: center;">Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Understand the concept of equal opportunity of education</li> <li>Explain the significance of equality of educational opportunity</li> <li>Explain the importance of education for all</li> <li>Understand the concept of Sarva Siksha Mission</li> <li>Explain the issues related to equality of educational opportunities OBC, SC,ST women and minorities</li> </ul>		

Serial no. of Lecture	Topic of Lecture	Remarks
Lecture 25	Importance of education	
Lecture 26	Need for equal opportunity in education	
Lecture 27	What is equalization of educational opportunity	
Lecture 28	Significance of equalization of educational opportunities	
Lecture 29	What is equality of educational opportunity in our Constitution	
Lecture 30	Problems of equality of educational opportunity	
Lecture 31	Education of schedule caste, schedule tribe and other backward sections	
Lecture 32	The role of teachers	
Lecture 33	Promoting Education of the women and minorities	
Lecture 34	Role of teachers	
Lecture 35	Continuous and Comprehensive Evaluation Assignment -II	Short answer type question to judge learning outcome on already executed part of unit
Lecture 36	Major Interventions	
Lecture 37	What is meant by educational for all or EFA	
Lecture 38	Why education for all is important	
Lecture 39	The goals of education for all	
Lecture 40	Challenges in EFA	
Lecture 41	EFA in India	
Lecture 42	What is Sarva Siksha Mission	
Lecture 43	What is the aim of Sarva Siksha Mission	
Lecture 44	Features of SSM	
Lecture 45	Objectives of SSM	
Lecture 46	Initiatives under the SSM	
Lecture 47	Continuous and Comprehensive	To allot place according to their learning outcome preferably via MCQ

	Evaluation Unit end Assignment III	mode of assessment
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Unit- III		
<p>● Functions of following Educational Organizations: UGC, NAAC, NCERT, NUEPA, NCTE, DIET, SCERT</p>		
<p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>Understand the nature of organizations like UGC, NAAC, NCERT, NUEPA, NCTE, DIET, SCERT</li> <li>Explain the importance of these educational organizations</li> <li>Explain the role of the various educational organizations</li> <li>Discuss the functions of educational organizations like UGC, NAAC, NUEPA, NCTE, DIET, SCERT</li> </ul>		
Serial no. of Lecture	Topic of Lecture	Remarks
Lecture 48	Educational organizations background	
Lecture 49	Significance of educational organizations	
Lecture 50	Needs of educational organizations	
Lecture 51	Important educational organizations in our country	
Lecture 52	Nature and functions of UGC, NAAC	
Lecture 53	Nature and functions of NCERT	
Lecture 54	Nature and functions of NUEPA	
Lecture 55	Nature and functions of NCTE	
Lecture 56	Nature and functions of DIET	
Lecture 57	Nature and functions of SCERT	
Lecture 58	Responsibilities of the educational organizations	
Lecture 59	Role of the educational organizations	

	in the development of education	
Lecture 60	Continuous and Comprehensive Evaluation Assignment -III	Short answer type question to judge learning outcome on already executed part of unit
Lecture 61	Structure, organisation of UGC	
Lecture 62	Structure organisation of NCERT, NUEPA	
Lecture 63	Structure organisation of NCTE, SCERT	
Lecture 64	Structure and organisation of DIET	
Lecture 65	Need of educational organisations	
Lecture 66	Recommendations of each	
Lecture 67	Teacher education and educational organizations like NCTE, NCERT, SCERT, DIET	
Lecture 68	Role of educational organizations in educational administration	
Lecture 69	Continuous and Comprehensive Evaluation Unit end Assignment IV	Placement according to their learning outcome preferably via MCQ mode of assessment
<p style="text-align: center;">Unit –IV:</p> <p>● Modern Trends and Contemporary Issues in Education, ●Privatization in Education, ● Globalization and its impact on Education, ● Education as a Human Right, ● Adult and Non-formal Education</p> <p style="text-align: center;">Objectives:</p> <p>Students' will be able to:</p> <ul style="list-style-type: none"> <li>● Understand the issues and challenges in education</li> <li>● Explain the impact of globalization on education</li> <li>● Describe the various non-governmental activities in the field of education</li> <li>● Explain education as a human right</li> <li>● Explain the importance and need of adult and non-formal education</li> </ul>		
Lecture 70	Discussion on the contemporary trends in education	
Lecture 71	Historical background of education	

Lecture 72	Issues in contemporary education	
Lecture 73	Internationalization of education	
Lecture 74	Privatisation of education, Factors affecting privatisation	
Lecture 75	Need for privatisation	
Lecture 76	Advantages and limitations of privatisation	
Lecture 77	Privatisation policies and programmes in education initiatives in India	
Lecture 78	Concept of globalization	
Lecture 79	Education in a global world	
Lecture 80	Continuous and Comprehensive Evaluation Assignment -III	Short answer type question to judge learning outcome on already executed part of unit
Lecture 81	Impact of globalization in education	
Lecture 82	Human rights education	
Lecture 83	Meaning and significance of human rights and duties	
Lecture 84	Characteristics education as a human right	
Lecture 85	Prospects and challenges	
Lecture 86	Features of non-formal education	
Lecture 87	Adult education brief history	
Lecture 88	Principles of curricular framework	
Lecture 89	Various policies and programmes including NAEP	
Lecture 90	Continuous and Comprehensive Evaluation Unit end Assignment V	Short answer type question to judge learning outcome on already executed part of unit

Government General Degree College, Kalna –I  
Department of Education  
Lesson Plan for  
B.A. 1st Semester ( Hons) Courses Under CBCS  
Subject : Education  
Course code : DSE-2  
Course title : Teacher Education

Unit –I

- Meaning and Scope of Teacher Education,
- Need for Education of the Teachers,
- Aims and Objectives of Teacher Education: Elementary, Secondary and Higher Secondary levels

Course Objectives

After completion of this course the learners will be able to –

- Explain the concept of Teacher Education
- Describe importance of teacher education
- Explain objectives of teacher education

Sl. No. of lecture	Topic of lecture	Remarks
Lecture 1	Concept of teaching and different terms related to teaching	
Lecture 2	History of teacher education in India	
Lecture 3	Concept of teacher education	
Lecture 4	Some definition of teacher education	
Lecture 5	Teaching skill with classroom management, communication skill	
Lecture 6	Professional skill with pedagogical theory in relation to teacher education	
Lecture 7	Nature of teacher education part 1	

Lecture 8	Nature of teacher education part 2	
Lecture 9	Teaching is arts or science	
Lecture 10	teaching is called dynamic process- Elaboration	
Lecture 11	Scope of teacher education	
Lecture 12	Aims and objectives of teacher education	
Lecture 13	Aims and objectives of teacher education in elementary level	
Lecture 14	Aims and objectives of teacher education in secondary level	
Lecture 15	Aims and objectives of teacher education in higher secondary level	
Lecture 16	Pre service teacher education in India	
Lecture 17	In service teacher education in India	
Lecture 18	Importance of teacher education part 1	
Lecture 19	Importance of teacher education part 2	
Lecture 20	Teachers training and teachers education	
Lecture 21	Need of teacher education for teachers	
Lecture 22	Problems of teacher education in India	
Lecture 23	Remedies of problems in teacher education in India	
Lecture 24	Continuous and Comprehensive Evaluation Unit end	Group Discussion
Unit –II		
<ul style="list-style-type: none"> <li>• Development of Teacher Education in India before and after independence,</li> <li>• Agencies of Teacher Education - NCTE, NCERT, SCERT, DIET</li> </ul>		
Course Objectives		

After completion of this course the learners will be able to –

- Explain teacher education system of pre independence era.
- **Explain different agencies in relation to Education**

Sl. No. of lecture	Topic of lecture	Remarks
Lecture 25	Teacher education in pre independence period	
Lecture 26	Teacher education in ancient Vedic period	
Lecture 27	Teacher education in Buddhist period	
Lecture 28	Teacher education in Islamic period	
Lecture 29	Teacher education in post independence period	
Lecture 30	Radhakrishnan Commission (1948-49) and Teacher Education	
Lecture 31	Secondary Education Commission (1952-53) and Teacher education	
Lecture 32	Ford foundation team 1953 e and teacher education	
Lecture 33	Peris committee (1956) and teacher education	
Lecture 34	Kothari Commission (1964-66) and teacher education	
Lecture 35	National policy on education 1986 and teacher education	
Lecture 36	Formation of NCTE	
Lecture 37	Objectives of NCTE	
Lecture 38	Functions of NCTE	
Lecture 39	Educational planning of NCTE	
Lecture 40	Formation of NCERT	
Lecture 41	Objectives of NCERT	
Lecture 42	Structure of NCERT	
Lecture 43	Functions of NCERT	
Lecture 44	Formation of SCERT	
Lecture 45	Objectives of SCERT	
Lecture 46	Structure of SCERT	
Lecture 47	Functions of SCERT	

Lecture 48	Formation of DIET	
Lecture 49	Objectives of DIET	
Lecture 50	Functions of DIET	
Lecture 51	Continuous and Comprehensive Evaluation Unit end	Viva
Unit –III		
<ul style="list-style-type: none"> <li>• Role of student teaching in Teacher Education programme, Organization of Student Teaching</li> </ul> Various Patterns: Internship, Teaching Practice, Supervision and Evaluation of Student Teaching		
Course Objectives		
After completion of this course the learners will be able to – <ul style="list-style-type: none"> <li>• <b>Explain different teacher education programme</b></li> <li>• <b>Define internship</b></li> <li>• <b>Describe supervision</b></li> </ul>		
Sl. No. of lecture	Topic of lecture	Remarks
Lecture 52	Role of Students in teacher education programme	
Lecture 53	Different programmes in relation to Teacher Education	
Lecture 53	Different dimension of teacher education programme	
Lecture 54	Concept of internship	
Lecture 55	Discussion on school internship	
Lecture 56	Organisation and principle of internship	
Lecture 57	Concept of micro teaching	
Lecture 58	Characteristics of micro teaching	
Lecture 59	Merits and demerits of micro teaching	
Lecture 60	Phases of microteaching	
Lecture 61	Concepts of practice teaching	
	Process of practice teaching	
Lecture 62	Difference between practice teaching and micro teaching	
Lecture 63	Concept of inspection	
Lecture 64	Concept of supervision	
Lecture 65	Difference between inspection	

	and supervision	
Lecture 66	Characteristics of supervision	
Lecture 67	Functions of supervision	
Lecture 68	Concept of evaluation	
Lecture 69	Evaluation in the level of teachers training teachers education	
Lecture 70	Curriculum of teacher education	
Lecture 71	Continuous and Comprehensive Evaluation Unit end	Project

#### Unit –IV

- Teaching as a professional ethics of a teacher,
- Characteristics of a Good Teacher,
- Professional Organizations for various levels and their roles,

#### Course Objectives

After completion of this course the learners will be able to –

- Explain the concept of profession
- **Describe good qualities of teacher**
- **Explore professional organisations**

Sl No of Lecture	Topic of Lecture	Remarks
Lecture 72	Concept of ethics	
Lecture 73	Concept of profession and professional teacher	
Lecture 74	Teaching as a profession	
Lecture 75	Principle of ethics in relation to teaching	
Lecture 76	Code of professional ethics for Indian teacher	
Lecture 77	Teacher the role model of students	
Lecture 78	Role of teachers organisation in fostering professionalism	
Lecture 79	Characteristics of a good teacher	
Lecture 80	different types and levels of teachers organisation	
Lecture 81	Teachers organisation at international level	

Lecture 82	Teachers organisation at National level	
Lecture 83	all India federation of educational association (features of organisation in India)	
Lecture 84	Special teachers organisation and role in Teacher Education	
Lecture 85	National Commission on Teachers 1983 on the demands of teachers association in India	
Lecture 86	Continuous and Comprehensive Evaluation Unit end assessment	MCQ
<b>Lecture 87</b>	Course end assessment	Short answer type question

<p align="center"> <b>Government General Degree College, Kalna –I</b>  <b>Department of Education</b>  <b>Lesson Plan</b>  <b>for</b>  <b>B.A. 6<sup>th</sup> Semester ( Hons) Courses Under CBCS</b>  <b>Subject :Education</b>  <b>Course code : CC-13</b>  <b>Course title : Educational Measurement and Evaluation</b> </p>		
<p align="center"><b>Unit – I</b></p> <p align="center"> <b>• Concept of Measurement and Evaluation, • Difference between Measurement and Evaluation, • Types of Evaluation: Formative &amp; Summative, • Norm referenced &amp; Criterion referenced</b> </p>		
<p align="center"><b>Objectives</b></p> <p>After completion of the unit students will be able to</p> <ul style="list-style-type: none"> <li>• Define Measurement , Assessment and Evaluation</li> <li>• State the difference among Measurement , Assessment and Evaluation</li> <li>• Understand the importance of Measurement , Assessment and Evaluation in education</li> <li>• Differentiate between formative and summative evaluation</li> <li>• Differentiate between Norm referenced &amp; Criterion referenced test</li> </ul>		
<b>Serial no. of lecture</b>	<b>Topic of Lecture</b>	<b>Remarks</b>
<b>Lecture – 1</b>	What is examination? Why is it important in education?	
<b>Lecture -2</b>	What is measurement? Examples from real life.	
<b>Lecture -3</b>	How measurement is related with education?	
<b>Lecture -4</b>	Why measurement is not enough for educational process? What should be done?	
<b>Lecture -5</b>	What is assessment and evaluation?	
<b>Lecture -6</b>	State the difference among Measurement, Assessment and Evaluation.	
<b>Lecture -7</b>	What is the importance of Measurement?	
<b>Lecture -8</b>	What is the importance of Assessment?	
<b>Lecture -9</b>	What is the importance of Evaluation in education?	
<b>Lecture -10</b>	Concept of formative evaluation.	
<b>Lecture -11</b>	Concept of summative evaluation .	
<b>Lecture -12</b>	Differentiate between formative and summative evaluation.	
<b>Lecture -13</b>	What is Norm Referenced test(NRT)?	
<b>Lecture -14</b>	What is Criterion Referenced test(CRT)?	
<b>Lecture -15</b>	Differentiate between Norm referenced & Criterion referenced test	

<b>Lecture -16</b>	Evaluation triangle – concept	
<b>Lecture -17</b>	Relation between Evaluation and Educational Aim	
<b>Lecture -18</b>	Relationship between Learning Experience and Evaluation.	
<b>Lecture -19</b>	Overall discussion on Unit –I	
<b>Lecture -20</b>	Unit End Assessment	MCQ
<p style="text-align: center;"><b>Unit – II</b></p> <p style="text-align: center;">❑ Different Tools and Techniques of Assessment: Tests, Observation, Assignment, and Project, ❑ General principles of test construction and standardization, ❑ Teacher Made test and Standardized test.</p>		
<p style="text-align: center;"><b>Objectives</b></p> <p>After completion of the unit students will be able to</p> <ol style="list-style-type: none"> <li>i. Mention different tools of assessment</li> <li>ii. State the difference and uses of various tools and techniques of measurement</li> <li>iii. Compare among teacher made test and standardized test</li> <li>iv. Construct and standardize tools for assessment</li> </ol>		
<b>Lecture -21</b>	Concept of Tools and Techniques in real life	
<b>Lecture -22</b>	Why educational evaluation need tools and technique	
<b>Lecture -23</b>	Define test and discussion on concept of test	
<b>Lecture -24</b>	Purpose of test in educational evaluation	
<b>Lecture -25</b>	Different types of test in educational evaluation	
<b>Lecture -26</b>	Achievement test- general discussion involving definition , concept and properties . Part I	
<b>Lecture -27</b>	Achievement test- general discussion involving definition, concept and properties. Part II	
<b>Lecture -28</b>	Assignment – Concept and types	
<b>Lecture -29</b>	Assignment- importance in continuous and comprehensive evaluation	
<b>Lecture -30</b>	Project - Concept and types	
<b>Lecture -31</b>	Project- importance in continuous and comprehensive evaluation	
<b>Lecture -32</b>	Define standardization of test and its purpose	
<b>Lecture -33</b>	Steps of constructing standardized test Part-I	

Lecture -34	Steps of constructing standardized test Part-II	
Lecture -35	Steps of constructing standardized test Part-III	
Lecture -36	What is teacher made test?	
Lecture -37	How is teacher made test is different from standardized test?	
Lecture -38	Importance of teacher made test	
Lecture -39	Analyzing what was learnt in the Unit II	
Lecture -40	What are the current trends in this area of research ?	
Lecture - 41	Overall discussion on Unit II	
Lecture -42	Unit End test	Mini-project on construction and application of project
<b>Unit – III</b> <b>☐ Characteristics of a good test, ☐ Reliability: Concept, and Methods of determination, ☐ Validity – concept and methods of determination</b>		
<b>Objective</b> <b>After completion of the unit students will be able to</b> <ol style="list-style-type: none"> <li>Characterize a good test</li> <li>Understand the importance of reliability and validity in a test</li> <li>Measure reliability and validity of a test</li> </ol>		
Lecture – 43	What is meant by good test?	
Lecture -44	Characteristics of good test	
Lecture -45	Definition of Reliability. Reliability of test.	
Lecture -46	Concept of error. Error score	
Lecture -47	Types of error	
Lecture -48	Measuring reliability. Types of measurement	
Lecture -49	Split half method	
Lecture -50	Parallel forms method	
Lecture -51	Test-retest method	
Lecture -52	Internal reliability	
Lecture -53	Validity definition and basic concept	
Lecture -54	Internal validity	
Lecture -55	Types of validity	
Lecture -56	Measuring validity	
Lecture -57	How to improve reliability and validity of a test	
Lecture -58	Concept of objectivity in a good test	
Lecture -59	General discussion on Unit - III	
Lecture -60	Unit end assessment	viva

<b>Unit – IV</b> <b>Types of Educational data; Collection and processing of data; Tabulation of data, Graphical representation of data; Frequency Polygon, Histogram, Bar Diagram, Pie chart, Ogive: Computation of diagrams and Uses</b>		
<b>Objective</b> <b>After completion of the unit students will be able to</b> <ol style="list-style-type: none"> <li>Know about educational data</li> <li>Understand how to tabulate data</li> <li>Construct graphical representation of data</li> </ol>		
Lecture -61	What is educational data?	
Lecture -62	Types of educational data	
Lecture -63	Collection of educational data	
Lecture -64	What is raw data? Why to process raw data?	
Lecture -65	Explaining tabulation with real life example	
Lecture -66	Practice tabulation	
Lecture -67	What is graphical representation? Types.	
Lecture -68	Frequency polygon concept and practice	
Lecture – 69	Histogram : concept and practice	
Lecture -70	Bar diagram : concept and application	
Lecture -71	Pie chart: concept and practice	
Lecture -72	Ogive: definition and use	
Lecture -73	How to draw ogive?	
Lecture -74	Comparing graphical representation mentioning differences	
Lecture -75	General discussion on Unit IV	
Lecture -76	Unit end assessment	Math test
<b>Unit V</b> <b>Measures of Central tendency and its uses, Measures of Variability and its uses, Correlation, Computation of Correlation Co-efficient by Product moment and Rank difference Methods and interpretation of results</b>		
<b>Objective</b> <b>After completion of the unit students will be able to</b> <ol style="list-style-type: none"> <li>Measure central tendency</li> <li>Measure variability</li> <li>Use correlation for interpretation of result</li> </ol>		
Lecture -77	What is central tendency? Why is this important in educational measurement?	
Lecture -78	Measure of Mean and application	

<b>Lecture -79</b>	Measure of median and application	
<b>Lecture -80</b>	Measure of mode and application	
<b>Lecture -81</b>	Comparing Mean , Median and Mode	
<b>Lecture -82</b>	What is measure of variability? What are its uses?	
<b>Lecture -83</b>	Idea of range and its uses	
<b>Lecture -84</b>	Idea of variance and its uses	
<b>Lecture -85</b>	Idea of standard deviance and its uses	
<b>Lecture -86</b>	Practicing SD	
<b>Lecture -87</b>	Product moment method: concept and practice	
<b>Lecture -88</b>	Rank difference methods: concept and practice	
<b>Lecture -89</b>	Overall discussion on Unit V	
<b>Lecture -90</b>	Course end assessment	test

**Government General Degree College, Kalna –I**  
**Department of Education**  
**Lesson Plan**  
**for**  
**B.A. 1<sup>st</sup> Semester ( Hons) Courses Under CBCS**  
**Subject :**  
**Education**  
**Course code : CC-14**  
**Course title : Comparative Education**

**Unit – I**

**Comparative Education-Meaning and Concept, Scope and Objectives, • Factors of Comparative Education - Geographical, Economic, Cultural, Philosophical, Sociological, Linguistic**

**Objectives: after completion of the unit student will be able to**

- a. State the meaning of comparative education
- b. Understand the importance of comparative education
- c. Differentiate among various factors of comparative education

Serial no. of lecture	Topic of Lecture	Remarks
Lecture - 1	Origin of comparative education	
Lecture -2	Definition of comparative education	
Lecture -3	Nature of comparative education	
Lecture -4	Scope of comparative education	
Lecture -5	Aims and objectives of comparative education	
Lecture -6	Function of comparative education	
Lecture -7	Limitation of comparative education	
Lecture -8	Challenges of comparative education	
Lecture -9	Application of comparative education	
Lecture -10	Mini project on application of comparative education	Continuous evaluation
Lecture -11	Factors of comparative education	
Lecture -12	Geographical factors of comparative education	
Lecture -13	Economic factors of comparative education	
Lecture -14	Cultural factors of comparative education	
Lecture -15	Philosophical factors of comparative education	
Lecture -16	Sociological factors of comparative education	
Lecture -17	Linguistic factors of comparative education	
Lecture -18	Critical discussion on factors of comparative education	

Lecture -19	Summary of Unit -I	
Lecture -20	Unit end Assessment	Viva
<b>Unit – II</b>		
<b>Study in Comparative Education • Descriptive, • Historical, • Sociological, • Analytical and • Synthetic</b>		
<b>Objectives: after completion of the unit students will be able to</b> <ol style="list-style-type: none"> <li>Know various studies of comparative education</li> <li>Differentiate among them</li> <li>Understand the importance of all these studies</li> </ol>		
Lecture -21	Meaning of study of comparative education Part-I	
Lecture -22	Meaning of study of comparative education Part-II	
Lecture -23	What is Descriptive study ?	
Lecture -24	Nature of descriptive study in general	
Lecture -25	Descriptive study in comparative education – Concept	
Lecture -26	Descriptive study in comparative education- Nature	
Lecture -27	Descriptive study in comparative education-Application	
Lecture -28	What is Historical study ?	
Lecture -29	Nature of Historical study in general	
Lecture -30	Historical study in comparative education – Concept	
Lecture -31	Historical study in comparative education- Nature	
Lecture -32	Historical study in comparative education-Application	
Lecture -33	What is Sociological study ?	
Lecture -34	Nature of Sociological study in general	
Lecture -35	Sociological study in comparative education – Concept	
Lecture -36	Sociological study in comparative education- Nature	
Lecture -37	Sociological study in comparative education-Application	
Lecture -38	Nature of Analytical study in general	
Lecture -39	Analytical study in comparative education – Concept	
Lecture -40	Analytical study in comparative education- Nature	
Lecture – 41	Analytical study in comparative	

	education-Application	
<b>Lecture -42</b>	Nature of d Synthetic study in general	
<b>Lecture – 43</b>	Synthetic study in comparative education – Concept	
<b>Lecture -44</b>	Synthetic study in comparative education- Nature	
<b>Lecture -45</b>	Synthetic study in comparative education- Application	
<b>Lecture -46</b>	Critically Discussion on study of comparative education	
<b>Lecture -47</b>	Summary of Unit II	
<b>Lecture -48</b>	Unit end Assessment	Viva
<b>Unit – III</b>		
<b>Basic structure of the Formal Education System of • U.S.A, • U.K and • India</b>		
<b>Objectives: after completion of the lesson students will be able to</b> <ol style="list-style-type: none"> <li>Know the basic structures of formal education in USA, UK and India</li> <li>Compare among basic structures of formal education in USA, UK and India</li> <li>Evaluate India’s position among the other two countries</li> <li>Suggest some developmental planning for the formal education in India</li> </ol>		
<b>Lecture -49</b>	Indian education- a brief history	
<b>Lecture -50</b>	Major characteristics of Indian education	
<b>Lecture -51</b>	Aims and objectives of education of Indian education	
<b>Lecture -52</b>	Concept of higher education in Indian education	
<b>Lecture -53</b>	Woman education and adult education of Indian education	
<b>Lecture -54</b>	Other structures of Indian education	
<b>Lecture -55</b>	UK education- a brief history	
<b>Lecture -56</b>	Major characteristics of UK education	
<b>Lecture -57</b>	Aims and objectives of education of UK education	
<b>Lecture -58</b>	Concept of higher education in UK education	
<b>Lecture -59</b>	Woman education and adult education etc. in UK education	
<b>Lecture -60</b>	USA education- a brief history	
<b>Lecture -61</b>	Major characteristics of USA education	
<b>Lecture -62</b>	Aims and objectives of education of USA education	
<b>Lecture -63</b>	Concept of higher education in USA education	
<b>Lecture -64</b>	Woman education and adult education etc. in USA education	

Lecture -65	Comparison among UK,USA and Indian education	
Lecture -66	Critically analyze three type of education	
Lecture -67	Summary of Unit-III	
Lecture -68	Unit end Assessment	Debate
<b>Unit – IV</b>		
<b>Educational Objectives and curriculum of Primary &amp; Secondary Education of • U.S.A, • UK and • India</b>		
<b>Objectives :</b> After completion of the unit students will be able to <ol style="list-style-type: none"> <li>State the educational objectives of UK,USA and India</li> <li>Know the curriculum of primary and secondary education in USA,UK and India</li> <li>Compare among curriculum of primary and secondary education in USA,UK and India</li> </ol>		
Lecture – 69	Indian education – summary of Unit III	
Lecture -70	Major characteristics of Indian Primary education	
Lecture -71	Aims and objectives of Primary education of Indian education	
Lecture -72	Concept of Secondary education in Indian education	
Lecture -73	Structure of Secondary education of Indian education	
Lecture -74	Curriculum of primary and secondary education in Indian education	
Lecture -75	UK education – summary of Unit -III	
Lecture -76	Major characteristics of UK Primary education	
Lecture -77	Aims and objectives of primary education of UK education	
Lecture -78	Structure of Secondary education of UK education	
Lecture -79	Curriculum of primary and secondary education in UK education	
Lecture -80	USA education – summary of Unit -III	
Lecture -81	Major characteristics of USA Primary education	
Lecture -82	Aims and objectives of primary education of USA education	
Lecture -83	Structure of Secondary education of USA education	
Lecture -84	Curriculum of primary and secondary education in USA education	
Lecture -85	Comparison among UK,USA and Indian education	
Lecture -86	Critically analyze three type of education	
Lecture -87	Suggestion from students on how to	

	better Indian Education	
<b>Lecture -88</b>	Summary of Unit-IV	
<b>Lecture -89</b>	Unit end Assessment	Group Discussion
<b>Lecture -90</b>	Course end Assessment	MCQ

**Government General Degree College, Kalna –I**  
**Department of Education**  
**Lesson Plan**  
**For**  
**B.A. 6th Semester (Honours) Courses Under CBCS**  
**Subject : Education**  
**Course code : DSE 3**  
**Course title : Educational Thoughts and Ideas of Great Western Educators**

**Unit –I:**

- Jean Jacques Rousseau (1712-1778): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction & Negative Education
- Johann Heinrich Pestalozzi (1748-1827): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction & Concept of Teacher

**Objectives**

Students will be able to

- Understand the concept of philosophy
- Specify the relevance of philosophy in education
- State the important contributions of great personalities in the field of education
- Explain the differences in the educational thoughts of great educators
- The impact on curriculum, aims of education in the development of education
- Compare different schools of thought

Serial no. of Lecture	Topic of Lecture	Remarks
Lecture 1	Meaning of philosophy	
Lecture 2	Basic ideas of western philosophy its nature	
Lecture 3	Explain the importance of great educators with examples	
Lecture 4	Timeline of Rousseau with brief life sketch	
Lecture 5	Rousseau's philosophy of life	
Lecture 6	Educational philosophy and contribution of Rousseau	
Lecture 7	Rousseau and child centric education	
Lecture 8	Educational aim and methods of J.J. Rousseau	
Lecture 9	Curriculum and discipline: contribution of Rousseau	
Lecture 10	What is punishment by	

	natural consequences its relevance	
Lecture 11	Concept of teacher its relevance	
Lecture 12	Negative Education	
	Rousseau Nature vs. Nurture	
Lecture 13	Continuous and Comprehensive Evaluation Assignment -I	Short answer type question to judge learning outcome on already executed part of unit
Lecture 14	Timeline of Pestalozzi with brief life history	
Lecture 15	Pestalozzi and his philosophy of life	
Lecture 16	Educational philosophy and his contribution in brief	
Lecture 17	Contribution of Pestalozzi: educational aims and methods	
Lecture 18	Contribution of Pestalozzi in curriculum	
Lecture 19	Contribution of Pestalozzi: Discipline	
Lecture 20	Meaning of psychological tendency	
Lecture 21	Role of teachers' in the process of education	
Lecture 22	Comparison among the educational thoughts of Rousseau and Pestalozzi	
Lecture 23	Continuous and Comprehensive Evaluation Unit end Assignment II	To allot place according to their learning outcome preferably via MCQ mode of assessment
<p style="text-align: center;">Unit –II:</p> <ul style="list-style-type: none"> <li>• F.W. August Froebel (1782-1852): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction &amp; Kindergarten</li> <li>• Herbert Spencer (1820-1903): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction &amp; Concept of Teacher</li> </ul>		

Objectives		
Students will be able to: <ul style="list-style-type: none"> <li>• Understand the concept of educational philosophies of Froebel</li> <li>• State the contribution of Froebel, Herbert Spencer</li> <li>• Explain the concept of the role of teacher</li> <li>• Compare their philosophical dispositions</li> <li>• Identify areas where contribution of philosophers are still relevant</li> </ul>		
Serial no. of Lecture	Topic of Lecture	Remarks
Lecture 24	How does philosophy influence education	
Lecture 25	Timeline of F.W. August Froebel with brief life sketch	
Lecture 26	Froebel's philosophy of life	
Lecture 27	Froebel educational philosophy and contribution: educational aims and methods	
Lecture 28	Froebel educational philosophy and contribution: Curriculum	
Lecture 29	Froebel's concept of discipline	
Lecture 30	Froebel educational philosophy and contribution: Kindergarten its relevance in brief	
Lecture 31	What is the role of teachers in education	
Lecture 32	Relevance of his educational philosophy in modern education	
Lecture 33	Compare the educational thought of Froebel and Rousseau	
Lecture 34	Continuous and Comprehensive Evaluation Assignment -II	Short answer type question to judge learning outcome on already executed part of unit
Lecture 35	Timeline of Herbert Spencer with a brief life sketch	

Lecture 36	Spencer's philosophy of life	
Lecture 37	Spencer and scientific tendency in education	
Lecture 38	Spencer's educational philosophy and contribution: educational aims and methods	
Lecture 39	Spencer's educational philosophy and contribution: curriculum	
Lecture 40	Spencer's educational philosophy and contribution: method of teaching	
Lecture 41	Spencer's educational philosophy and contribution moral education	
Lecture 42	What is utilitarian education according to Spencer	
Lecture 43	Relevance of his educational thoughts	
Lecture 44	Role of teachers' in education	
Lecture 45	Compare educational thoughts of Froebel and Spencer	
Lecture 46	Continuous and Comprehensive Evaluation Unit end Assignment III	To allot place according to their learning outcome preferably via MCQ mode of assessment

### Unit- III

John Dewey (1859-1952): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction, Concept of Teacher & Project Method  
• Madam Maria Montessori (1870-1952): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction, Concept of Teacher & Child Centric Education

Objectives:

The students will be able to:

- Understand the concept of educational philosophies of John Dewey, Montessori
- State the contribution of Dewey, Montessori
- Explain the concept of the role of teacher
- Compare their philosophical dispositions
- Identify areas where contribution of philosophers are still relevant
- Concept of Child centric education
- Explain project method and its relevance
- Compare Kindergarten and Montessori method

Serial no. of Lecture	Topic of Lecture	Remarks
Lecture 47	Timeline of John Dewey with brief life sketch	
Lecture 48	Dewey- philosophy of life	
Lecture 49	Dewey educational philosophy and contribution: educational aims and methods	
Lecture 50	Learning by doing in Dewey's theory	
Lecture 51	Dewey educational philosophy and contribution: curriculum, discipline	
Lecture 52	Dewey educational philosophy and contribution: problem solving method its relevance	
Lecture 53	Basic principles of project method	
Lecture 54	Role of teacher in the learning process according to John Dewey	
Lecture 55	Concept of democracy in education	
Lecture 56	How does an interdisciplinary curriculum encourage problem-solving	

Lecture 57	Compare child-centric approach to teacher centred approach to learning	
Lecture 58	Impact of Dewey's ideas on modern education	
Lecture 59	Continuous and Comprehensive Evaluation Assignment -III	Short answer type question to judge learning outcome on already executed part of unit
Lecture 60	Concept of progressive and traditional approach Dewey	
Lecture 61	Timeline of Montessori with brief life sketch	
Lecture 62	Montessori philosophy of life	
Lecture 63	Montessori educational philosophy and contribution: aims and methods	
Lecture 64	Montessori educational philosophy and contribution: curriculum	
Lecture 65	Montessori educational philosophy and contribution: discipline its relevance	
Lecture 66	What is Montessori method	
Lecture 67	Compare Kindergarten and Montessori method	
Lecture 68	Continuous and Comprehensive Evaluation Unit end Assignment IV	Placement according to their learning outcome preferably via MCQ mode of assessment
Lecture 69	Key areas of learning in Montessori environment	
Lecture 70	Methods of instruction in Montessori method	
Lecture 71	Concept of the place and role of	

	teachers' in Montessori method	
Lecture 72	Gift and occupations of Froebel and didactic materials used in Montessori method	
Lecture 73	Child-centric concept in Montessori method	
Lecture 74	Impact of Montessori method in modern education	
Lecture 75	What picture to we see in the present system of education	
Lecture 76	Exploring the merits and demerits of Montessori method	
Lecture 77	Compare the educational philosophies of Dewey and Montessori	
Lecture 78	A comparative discussion on the six philosophers – part 1	
Lecture 79	A comparative discussion on the six philosophers- part 2	
Lecture 80	Discussion on relevance of Rousseau's educational ideas in modern education	
Lecture 81	Discussion on relevance of Dewey's educational ideas in modern education	
Lecture 82	Discussion on relevance of Montessori's educational ideas in modern education	
Lecture 83	Discussion on relevance of Froebel's educational ideas in modern education	

Lecture 84	Discussion on relevance of Herbert Spencer's educational ideas in modern education	
Lecture 85	Discussion on relevance of Pestalozzi's educational ideas in modern education	
Lecture 86	Current researches on above mentioned philosophers	
Lecture 87	Continuous and Comprehensive Evaluation Unit end Assignment V	Short answer type question to judge learning outcome on already executed part of unit

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**B.A. 6th Semester (Honours) Courses Under CBCS**  
**Subject : Education**  
**Course code : DSE-4**  
**Course title : Special Education**

**Unit –I:**

- Education of Children with ● Visual Impairment and ● Hearing Impairment (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)

**Objectives**

Students will be able to

- Understand the concept of education for all
- Specify the relevance of education of children with special needs
- State the importance of special education
- Explain the different needs of special children
- Awareness regarding children with special needs and the challenges they face
- Illustrate ways the children with special needs can be identified and preventive strategies available
- Understand the concept of mainstreaming
- Identify the characteristics indicative of special needs

Serial no. of Lecture	Topic of Lecture	Remarks
Lecture 1	What is the importance of education for all	
Lecture 2	What is special education	
Lecture 3	Need for special education	
Lecture 4	What is visual impairment	
Lecture 5	The challenges faced by people with visual impairment	
Lecture 6	Nature of visual impairment	
Lecture 7	Types of visual impairment	
Lecture 8	Needs and expectations of students with visual impairment	

Lecture 9	Specialised material, equipment and technology	
Lecture 10	Identifying visual impairment	
Lecture 11	Continuous and Comprehensive Evaluation Assignment -I	Short answer type question to judge learning outcome on already executed part of unit
Lecture 12	Challenges faced	
Lecture 13	Unique curricular needs for students with visual impairment	
Lecture 14	Educational implications of visual impairment	
Lecture 15	Education for the visually impaired	
Lecture 16	Strategies for prevention	
Lecture 17	Inclusion of visually impaired children in normal classrooms	
Lecture 18	Provisions for visually impaired	
Lecture 19	Visual impairment in our country provisions challenges	
Lecture 20	What is hearing impairment	
Lecture 21	Challenges faced by hearing impaired	
Lecture 22	Identifying impairment	
Lecture 23	Types of hearing impairment	
Lecture 24	Causes, symptoms, treatments	
Lecture 25	Education for hearing impaired	
Lecture 26	Specialised equipment and technology for hearing impairment	
Lecture 27	Strategies for teaching hearing impaired in the classroom	

Lecture 28	How to accommodate hearing impaired students in the classroom	
Lecture 29	Continuous and Comprehensive Evaluation Unit end Assignment II	To allot place according to their learning outcome preferably via MCQ mode of assessment
<p style="text-align: center;">Unit –II:</p> <p>● Education of Children with ● Speech and Language Disorders and ● Learning Disabilities (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)</p>		
<p style="text-align: center;">Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the concept speech and language disorder</li> <li>• Explain the different types of language disorder</li> <li>• State the causes of language disorder, learning disability</li> <li>• Identify the difference between speech and language disorder</li> <li>• Describe what learning disability means</li> <li>• Explain the challenges faced by students with speech and language disorder</li> <li>• Illustrate different types of learning disabilities</li> <li>• Understand the need for inclusion</li> </ul>		
Serial no. of Lecture	Topic of Lecture	Remarks
Lecture 30	What is speech and language disorder	
Lecture 31	The different types of language disorder	
Lecture 32	Difference between speech and language disorder	
Lecture 33	Detecting problems with speech or language	
Lecture 34	Causes, symptoms and treatments	
Lecture 35	Diagnosis of speech and language disorder	
Lecture 36	Prevention of hearing impairment	
Lecture 37	Education for hearing impaired	
Lecture 38	Educational needs of children with hearing impairment	

Lecture 39	Strategies for teaching hearing impaired	
Lecture 40	Educational provisions for hearing impaired in India	
Lecture 41	Continuous and Comprehensive Evaluation Assignment -I	Short answer type question to judge learning outcome on already executed part of unit
Lecture 42	What is learning disability with examples	
Lecture 43	Definitions	
Lecture 44	Types of learning disabilities	
Lecture 45	Characteristics of children with learning disabilities	
Lecture 46	Causes and symptoms of learning disabilities	
Lecture 47	Detecting, treatment of learning disabilities	
Lecture 48	Are learning disabilities preventable	
Lecture 49	Can early intervention help	
Lecture 50	What is specific learning disability	
Lecture 51	Education of children with learning disabilities	
Lecture 52	Strategies for teaching children with learning disabilities	
Lecture 53	Addressing challenges faced by children with learning disability	
Lecture 54	Use of assistive technology in learning	
Lecture 55	Learning disability in India: challenges, opportunities	
Lecture 56	Continuous and Comprehensive Evaluation Unit end Assignment II	To allot place according to their learning outcome preferably via MCQ mode of assessment
Unit- III		
<ul style="list-style-type: none"> <li>● Education of Children with Multiple Disabilities (with special reference to prevalence, etiology,</li> </ul>		

identification, intervention, education and prevention of each category)

Objectives:

The students will be able to:

- Understand the concept of multiple disabilities
- Explain the causes of various disabilities
- Describe the need for early intervention
- Understand the need to identify and provide support
- State the need for education and prevention

Serial no. of Lecture	Topic of Lecture	Remarks
Lecture 57	What is multiple disability	
Lecture 58	Definitions , examples	
Lecture 59	Prevalence of multiple disabilities	
Lecture 60	Characteristics of children with multiple disabilities	
Lecture 61	Causes of multiple disabilities	
Lecture 62	Procedure assessment used to diagnose multiple disabilities	
Lecture 63	Early intervention and support	
Lecture 64	Needs of children with multiple disabilities	
Lecture 65	Challenges faced	
Lecture 66	Medical implications of multiple disabilities	
Lecture 67	How does multiple disability affect learning	

Lecture 68	Continuous and Comprehensive Evaluation Assignment -III	Short answer type question to judge learning outcome on already executed part of the unit
Lecture 69	Prevention of multiple disabilities	
Lecture 70	Instructional strategies	
Lecture 71	Educational implications of multiple disabilities	
Lecture 72	Challenges and support required	
Lecture 73	Least restrictive environment, inclusion/integration for students with multiple disabilities	
Lecture 74	Educating children with multiple disabilities	
Lecture 75	Instructional practices	
Lecture 76	Effects and adolescents and adults	
Lecture 77	Trends	
Lecture 78	A comparative discussion on different disabilities- part 1	
Lecture 79	A comparative discussion on different disabilities-part 2	
Lecture 80	Current researches on visual impairment – group discussion	
Lecture 81	Current researches on speech and language disorder	
Lecture 82	Current research trends in hearing disorder	
Lecture 83	Current research trends in multiple disability	
Lecture 84	A general discussion on knowledge	

	gap and proposed research topic	
Lecture 85	Continuous and Comprehensive Evaluation Unit end Assignment IV	Placement according to their learning outcome preferably via MCQ mode of assessment