

LESSON PLAN, DEPARTMENT OF EDUCATION

EVEN SEMESTERS

FEBRUARY 2023-JULY2023

CBCS Curriculum

SEMESTER -II

COURSE : EDCACOR03T : EDUCATIONAL SOCIOLOGY

PR.T, SM, RD

UNITS	SUB-UNITS	HOURS
PrT Unit 1	a. Educational Sociology- concept , scope	4
	b. Relationship between education and sociology	2
	c. Education as a social process - Social system, Socialization, Social groups (primary , secondary , tertiary), Social mobility	16
SM Unit 2	c. National Integration and International Understanding	2
RD Unit 2	a. Culture- concept , Relationship between education and culture, folk culture	4
	b. Unity in Diversity, cultural lag, cultural conflict, acculturation	8
Unit 3	a. Social Development in India-Sanskritization, Modernisation, Globalisation	10
	b. Education for Sustainable Development	5
Unit 4	a. Poverty	5
	b. Inclusive Education	2
	c. Child Rights and abuses	2
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	5+2+8=15
	• Total	90

COURSE : EDCACOR04T : PEDAGOGY

SD, TD

UNITS	TOPICS	HOURS
SD Unit—1	a. Pedagogy—concept, scope, relation between learning and teaching.	6
	b. Bases of Pedagogy—philosophical, sociological and psychological.	6
	c. Pedagogy vs Andragogy	4
Unit-2	a. Teaching—concept, scope, principles and functions.	8
	b. Teaching as a process- input, process and output	4
	c. Levels of teaching—autonomous, memory, understanding, reflective.	8
TD Unit 3	a . Teaching-Learning of 3 R's	4
	b. Teaching-Learning of Verbal Conditioning	4
	c. Teaching-Learning of Psychomotor Skill	4
Unit-4	a. Teaching – Learning of Principles and Concepts	4
	b. Teaching – Learning of Problem solving	4
	c. Teaching-Learning of Knowledge Construction.	4
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	7+8=15
	• Total	90

SEMESTER IV

COURSE: EDCACOR08T : EDUCATIONAL MANAGEMENT

RD, PR T

UNITS	SUB-UNITS	HOURS
RD Unit 1	a. Educational Management: concept, nature need and scope	4
	b. Educational Management: Types : centralized, decentralized, authoritarian, democratic, dynamic, laissez faire	6
	c. Supervision and Inspection- concept, scope , difference between supervision and inspection	6
Unit 2	a. Leadership in Management – concept, scope, significance, characteristics of an effective leader in education	7
	b. Total Quality in Educational Management: concept only	2
PR T Unit 3	a. Ministry of Human Resource Development	6
	b. Agencies of Education (Centre and State) : UGC, NCERT, SCERT, WBSCHE	12
Unit 4	a. Planning- Concept, need, types	8
	b. Resource Management in educational institutions- concept and aspects of resource management	6
	c. Management Information System (concept only)	3
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	8+7=15
	• Total	90

COURSE: EDCACOR09T : BASICS OF EDUCATIONAL RESEARCH AND EVALUATION

TD, SM

UNITS	SUB-UNITS	HOURS
SM Unit 1	a. Research – concept, nature, need for educational research	3
	b. Types of research – fundamental, applied, action, historical, descriptive, qualitative, quantitative (concept only)	5
	c. Research related terminologies- Data , population , sample and variable(dependent, independent, intermittent)	3
Unit 2	a. Sampling – meaning and nature	2
	b. Types of sampling- random, stratified, cluster(definition, characteristics, uses)	7
	c. Research hypothesis – meaning , nature and types	4
TD Unit 3	a. Evaluation—concept, scope, Principles and importance	7
	b. Measurement— nature, characteristics , difference between evaluation and measurement	5
	c. Scales of measurement	5
Unit 4	a. Test- educational & psychological (concept, classification), criteria of a good test	7
	b. Reliability – concept, characteristics, causes of low reliability, determination of reliability(various types)	6
	c. Validity- concept, causes of low validity, types determination of validity	6
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	7+8=15
	• Total	90

COURSE: EDCACOR10T & EDCACOR10P : STATISTICS IN EDUCATION

UNITS	SUB-UNITS	HOURS
EDCACOR10T SD Unit—1	a. Statistics—concept, scope, uses of statistics in psychology and education.	3
	b. Organization and tabulation of data	3
	c. Graphical representation of data—bar graph, frequency polygon, histogram, pie chart- ogive—drawing, uses.	7
Unit--2	a. Measures of central tendency—concept, properties, uses, calculation.	7
	b. Measures of variability—concept, types (concept), uses, calculation of SD, QD, Variance	6
	c. Normal Probability Curve—concept, characteristics, uses; skewness and kurtosis	6
Unit--3	a. PP, PR—concept, calculation, uses.	4
	b. Correlation—concept, types, significance—rank difference , product moment	5
EDCACOR10P TD Unit-1	a. Introduction to Data : Definition, types, uses	2
	b. Collection of Data	3
RD Unit-2	a. Determination of Central Tendency and Variability (Range, SD, QD)	4
	b. Graphical Representation of Data : Frequency Polygon , Ogive	5
	c. Comparison between two sets of data: Correlation- Rank Difference and Product Moment	5
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	9+3+3=15
	• Total	90

SEMESTER VI

COURSE: EDCACOR13T : CURRICULUM STUDIES

RD,TD

UNITS	SUB-UNITS	HOURS
RD Unit 1	a. Meaning, nature, scope of curriculum	6
	b. Relationship among curriculum, syllabus, content	4
	c. Types of curriculum – brief introduction(definition and example only	9
	d. Basic sources of curriculum- philosophical , socio-cultural , psychological	9
Unit 2	a. Need to form aims and objectives of curriculum	3
	b. Areas of educational objectives: Bloom’s Taxonomy (cognitive only)	6
TD Unit 3	a. UGC model of curriculum development: CBCS	5
	b. Factors of curriculum development	6
Unit 4	a. Meaning and purpose of curriculum evaluation	4
	b. Approaches of curriculum evaluation: Formative & Summative	5
	c. Scientific model of curriculum evaluation- Stenhouse’s model	3
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	7+8=15
	• Total	90

COURSE: EDCACOR14T: SPECIAL EDUCATION

PR T, SD

UNITS	SUB-UNITS	HOURS
PR T Unit 1	a. Special education- concept, nature, objectives and characteristics	12
	b. Inclusive education – concept, types. Is inclusion a viable alternative?	8
Unit 2	a. Development of special education in India	7
	b. Organization and administration of special education in India	7
Unit 3	a. Gifted children – definition , classification, identification, needs, problems, educational support for them	6
	b. Slow learners- definition, classification, identification, needs, problems, educational support for them	6
SD Unit 4	Types of exceptionality w.s.r.t. definition, characteristics, classification,causes, prevention and remedial measures :	5
	a. Visual Impairment	
	b. Auditory Impairment	
	c. Mental Retardation	5
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	11+4=15
	• Total	90

COURSE: EDCADSE05T : PEACE EDUCATION

SM

UNITS	SUB-UNITS	HOURS
SM Unit 1	a. Peace – meaning, characteristics, scope and importance	4
	b. Peace Education – concept, nature and importance	4
Unit 2	a. Psychological , Socio-Cultural, Political Barriers of Peace Education	5
	b. Preventive measures to overcome the barriers of peace education ; functions and role of UNESCO	4
Unit 3	a. Psychological , social and cultural factors responsible for disturbing individual peace	14
	b. Violence in home and educational institutions	8
Unit 4	a. Role of education to maintain peace ; approaches promoting peace among individuals	12
	b. Learning experiences in peace education through imitation, indoctrination, inculcation and internalization	9
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	15
	• Total	90

COURSE: EDCADSE06T : ENVIRONMENTAL EDUCATION

SD, RD, TD

UNITS	SUB-UNITS	HOURS
SD Unit 1	a. Environmental Education--meaning, characteristics, components and scope	7
	b. Necessities to study Environmental Education	1
Unit 2	a. Eco system-concept, types, components, inter relations of components, energy flow in Eco system	8
	b. Role of Education in Eco system	2
RD Unit 3	a. Environmental Pollution—definition , types, causes, classification, preventive and curative measures	20
	b. Role of education to combat various environmental pollution ; functions of CPCB	10
TD Unit 4	a. Concept and need for environmental awareness, role of the agencies of education in promoting environmental awareness	7
	b. Some environmental movements-Narmada Bachao Andolan, Chipko Movement, Silent Valley Movement	5
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	7+4+4=15
	• Total	90

LESSON PLAN, ODD SEMESTERS

SEPTEMBER 2022-JANUARY 2023

CBCS Curriculum

SEMESTER I

COURSE : EDCACOR01T : EDUCATIONAL PHILOSOPHY

PR.T, SM, RD

UNITS	SUB-UNITS	HOURS
RD Unit 1	a. Concept and scope of education, concept of modern education w.r.t. Delor's Commission, child-centricism.	8
	b. Concept of different forms of education – informal, formal, non-formal and open education.	6
	c. Functions of education – individual and social development, Human Resource	6
Unit 2	b. Western philosophical thoughts and their influence on education – Idealism, Naturalism, Pragmatism and Existentialism.	8
Unit 4	Contributions of great educators on philosophy of education (w.r.t. aims, curricula and methods of teaching)	4
	a. Rabindranath Tagore	4
SM Unit 2	a. Philosophy in education – philosophical bases of educational aims, knowledge, curriculum, methods of teaching, teacher and discipline.	3
	b. Indian philosophical thoughts and their influence on education – Sankhya, Yoga, Jainism, Buddhism and Islamic.	10
Unit 3	a. Values as enshrined in the Indian constitution – democracy, secularism, equality and justice.	5
	b. Educational provisions in the Indian constitution – Articles 15,17,28,30,45,46,350	2

PR T Unit 4	Contributions of great educators on philosophy of education (w.r.t. aims, curricula and methods of teaching)	
	b. Swami Vivekananda	2
	d. Bertrand Russell	2
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	7+5+3=15
	• Total	90

COURSE : EDCACOR02T : EDUCATIONAL PSYCHOLOGY

UNITS	SUB-UNITS	HOURS
SD Unit 1	a. Introduction to educational psychology, relation between education and psychology	2
	b. Introduction to neuro-physiological bases of human behavior- structure and function of human brain, neuron, synaptic transmission, endocrinal glands, sensation, perception	8
Unit 2	a. Human development-concept, principles, types and stages	3
	b. Cognitive development (Piaget) and its significance in education	4
	c. Moral development (Kohlberg) and its significance in education	3
	d. Psycho-social development (Erikson) and its significance in education	5
	e. Personality – concept, types (Jung, Adler), personality development by Freud	3
TD	a. Intelligence – concept and scope	2
	b. Theories of intelligence – Guilford, Gardener, Sternberg	6

Unit 3	c. Creativity – concept, scope and characteristics of creative person	3
	d. Relationship between intelligence, creativity and education	4
Unit 4	a. Learning – concept and scope	3
	b. Factors influencing learning – attention, maturation, motivation and emotion (concept only)	6
	c. Theories of learning: Pavlov, Skinner, Bandura and Vygotsky	8
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	8+7=15
	• Total	90

SEMESTER III

COURSE : EDCACOR05T : EDUCATION IN PRE-INDEPENDENCE INDIA

PR.T, SM

UNITS	SUB-UNITS	HOURS
PR T Unit 1	Salient features of Brahmanic, Buddhistic and Islamic education w.r.t:	
	a. Aims of education , Curriculum and method of teaching	16
	b. Centres of learning: Nabadwip, Nalanda, Agra	8
Unit 2	a. Charter Act of 1813	4
	b. Macaulay Minute	3
	c. Bengal renaissance – nature, characteristics	2
	d. Contributions of Rammohan, Derozio, Vidyasagar	6
SM Unit 3	a. Wood’s Despatch (1854)	4
	b. Hunter Commission (1882-83)	5
	c. Curzon’s Policy (1902)	4
Unit 4	a. Calcutta University Commission (1917-1919)	4

	b. Basic Education Policy	4
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	8+7=15
	• Total	90

COURSE : EDCACOR06T : EDUCATION IN POST-INDEPENDENCE INDIA

SD, TD

UNITS	SUB-UNITS	HOURS
SD Unit 1	a. University Education Commission (1948-49)	7
	b. Secondary Education Commission (1952-53)	9
Unit 2	a. Indian Education Commission (1964-66)	12
	b. National Policy on Education, 1968	4
TD Unit 3	a. National Policy on Education, 1986	10
	b. Programme of Action, 1992	8
Unit 4	a. Sarva Shiksha Mission	5
	b. Right to Education Act, 2009	5
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	8+7=15
	• Total	90

COURSE : EDCACOR07T : CONTEMPORARY ISSUES &

COURSE : EDCACOR07P : FIELD TOUR AND REPORT WRITING

RD

UNITS	SUB-UNITS	HOURS
RD EDCACOR07T Unit 1	a. Language problems	5
	b. Problems of technical and vocational education	7
Unit 2	a. Problems of education of backward classes	7
	b. Problems of adult and non-formal education	7
Unit 3	a. Problems of equalization of educational opportunities	7
	b. National Curricular Framework, 2009	7
EDCACOR07P Unit 1	Planning: a. Aims & Objectives of Field Study	20
	b. Selection of Place mentioning its importance.	
	c. Group formation & distribution of work.	
Unit 2	Execution of journey : a. Visit the place with proper attendance sheet.	
	b. Photo Session	
	c. Note down & Describing the special features.	
Unit 3	Reporting	
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	15
	• Total	90

SEMESTER V

COURSE : EDCACOR11T : GUIDANCE AND COUNSELLING

PR T, RD, SM

UNITS	SUB-UNITS	HOURS
PR T Unit 1	a. Guidance – meaning, definition, scope, need and importance	3
	b. Different types of guidance – educational, vocational and personal (nature, purpose and functions	6
Unit 2	a. Counselling – meaning, nature, scope, types (directive, non directive, eclectic, individual and group counselling)	10
Unit 3	a. Concept of adjustment – definition, scope, need for adjustment; criteria of good adjustment	4
RD Unit 3	b. Concept of maladjustment – types, problem behavior in adolescent stage, mental disorder (schizophrenia and paranoia)	10
SM Unit 2	b. A brief introduction to approaches of counseling – directive, authoritarian, psychoanalytic, humanistic and behavioristic	18
Unit 4	a. Basic data necessary for guidance	2
	b. Psychological testing – personality (TAT), intelligence (Stanford Binet scale), creativity (Torrance)	7
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	10+2+3=15
	• Total	90

COURSE : EDCACOR12T : EDUCATIONAL TECHNOLOGY &

COURSE : EDCACOR12P : BASIC ICT

SD, TD, SM, RD

UNITS	SUB-UNITS	HOURS
EDCACOR12T SD Unit 1	a. Concept, nature, scope and limitations of educational technology	5
	b. Approaches to educational technology – hardware, software, systems approach	4
Unit 2	a. Concept, components, classification and barriers	9
	b. One basic classroom oriented model i.e., linear and its significance in education	7
TD Unit 3	a. Mass instructional techniques – seminar, symposium, workshop, panel discussion	5
SM Unit 3	Personalized instructional techniques – programme learning (linear), microteaching, mastery learning, computer assisted instruction (CAI)	7
EDCACOR12P RD Unit 1	a. Opening and shutting down of computer: Outlook of Desktop & Laptop - Different parts of computer - Different Cables to join the ports - Power switch of UPS, CPU, & Monitor – Steps to opening & shutting down the Computer.	3
	b. Identification of different components of a computer: Basic introduction of computer – Classification – Different components – Input devices – Output devices – Storage devices – Bit & Byte Concept – Data Transfer devices (Bluetooth & Wi-Fi).	4
Unit 2	a. Typing words: Creating new file – Typing – Opening & Saving the file – Copy, Cut & Paste.	5
	b. Font: Names – Sizes – Styles (Bold, Italic & Underline).	
	c. Paragraph: Align Text (Left, Right, Centre, Justifying) – Line Spacing – Bullets formation – Numbering.	

	d. Page Set Up: Margins – Orientation – Sizes – Columns.	
	e. Insert: Tables (Drawing, Erasing, & Formatting) – Page Numbering – Adding Pictures & Symbols.	
	f. Printing: Print Set Up – Landscape & Portrait – Page Range – Zooming – Copies.	
TD	a. Introduction: Basic ideas of Data Sheets & Cells – Data Typing – Opening & Saving the file – Designing.	5
Unit 3	b. Data Editing: Sort – Filter – Insert – Functions (Sum, Average, Count, Maximum, Minimum, Mean, Standard Deviation, & Correlation).	
	c. Charts & Graphs (2D & 3D Modes): Column – Line – Pie – Bar – Area – Scatter.	
	a. Play Slide Show (at least 5 Slide for maximum 5 minutes presentation) from any Survey/Case study/Experiment or any relevant topic from syllabus.	6
Unit 4	b. Interaction (at least 2 minutes) on the topic.	
	c. Report of PPT presentation (within 500 words)	
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	15
	• Total	90

COURSE : EDCADSE02T : TEACHER EDUCATION

SD, SM

UNITS	SUB-UNITS	HOURS
SD Unit 1	a. Teacher Education-meaning, nature and scope.	5
	b. Aims and objectives of Teacher Education in Elementary, Secondary and Higher Secondary levels.	5
Unit 2	a. Functions of teacher, characteristics of an ideal teacher, role of teacher at present context.	7
	b. Definition and characteristics of teaching, teaching as a profession. Ethics of a teacher.	8
Unit 4	a. Teaching models: Advance Organizer Model, Concept Attainment Model	7
SM Unit 3	a. Development of Teacher Education in pre independent India: Wood's Despatch to Wood-Abbot Report	11
	b. Development of Teacher Education in post – independence period: Recommendations of various Commission and Committee for the development of Teacher Education.	12
Unit 4	b. Micro teaching, Simulated teaching	5
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	10+5=15
	• Total	90

COURSE : EDCADSE03T : LIFE SKILL EDUCATION

TD, RD

UNITS	SUB-UNITS	HOURS
TD Unit 1	a. Life Skills – Definition, characteristics, types (personal, inter personal, writing, numeracy).	10
	b. Life Skill Education—Meaning, nature, characteristics, types & scope. Necessities of Life-skill Education at present context	9
Unit 2	a. Role of educational institutes, parents, teachers and the Governments (central and State).	9
	b. Role of NGOs in imparting Life skill Education (with special emphasis on physical, social, emotional and cognitive development) in primary, secondary and higher education.	10
RD Unit 3	a. Problems related to life skills education- Domestic violence, juvenile delinquency in Primary and Secondary levels.	8
	b. Preparation of life skill curriculum in school and colleges.	7
Unit 4	a. POCSO (2012)	4
	b. Domestic Violence Act (2005)	3
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	8+7=15
	• Total	90

LESSON PLAN, DEPARTMENT OF EDUCATION

EVEN SEMESTERS

FEBRUARY 2022- JULY 2022

CBCS Curriculum

SEMESTER -II

COURSE : EDCACOR03T : EDUCATIONAL SOCIOLOGY

PR.T, SM, RD

UNITS	SUB-UNITS	HOURS
PrT Unit 1	a. Educational Sociology- concept , scope	4
	b. Relationship between education and sociology	2
	c. Education as a social process - Social system, Socialization, Social groups (primary , secondary , tertiary), Social mobility	16
SM Unit 2	c. National Integration and International Understanding	2
RD Unit 2	a. Culture- concept , Relationship between education and culture, folk culture	4
	b. Unity in Diversity, cultural lag, cultural conflict, acculturation	8
Unit 3	a. Social Development in India-Sanskritization, Modernisation, Globalisation	10
	b. Education for Sustainable Development	5
Unit 4	a. Poverty	5
	b. Inclusive Education	2
	c. Child Rights and abuses	2
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	5+2+8=15
	• Total	90

COURSE : EDCACOR04T : PEDAGOGY

SD, TD

UNITS	TOPICS	HOURS
SD Unit—1	a. Pedagogy—concept, scope, relation between learning and teaching.	6
	b. Bases of Pedagogy—philosophical, sociological and psychological.	6
	c. Pedagogy vs Andragogy	4
Unit-2	a. Teaching—concept, scope, principles and functions.	8
	b. Teaching as a process- input, process and output	4
	c. Levels of teaching—autonomous, memory, understanding, reflective.	8
TD Unit 3	a . Teaching-Learning of 3 R's	4
	b. Teaching-Learning of Verbal Conditioning	4
	c. Teaching-Learning of Psychomotor Skill	4
Unit-4	a. Teaching – Learning of Principles and Concepts	4
	b. Teaching – Learning of Problem solving	4
	c. Teaching-Learning of Knowledge Construction.	4
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	7+8=15
	• Total	90

SEMESTER IV

COURSE: EDCACOR08T : EDUCATIONAL MANAGEMENT

RD, PR T

UNITS	SUB-UNITS	HOURS
RD Unit 1	a. Educational Management: concept, nature need and scope	4
	b. Educational Management: Types : centralized, decentralized, authoritarian, democratic, dynamic, laissez faire	6
	c. Supervision and Inspection- concept, scope , difference between supervision and inspection	6
Unit 2	a. Leadership in Management – concept, scope, significance, characteristics of an effective leader in education	7
	b. Total Quality in Educational Management: concept only	2
PR T Unit 3	a. Ministry of Human Resource Development	6
	b. Agencies of Education (Centre and State) : UGC, NCERT, SCERT, WBSCHE	12
Unit 4	a. Planning- Concept, need, types	8
	b. Resource Management in educational institutions- concept and aspects of resource management	6
	c. Management Information System (concept only)	3
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	8+7=15
	• Total	90

COURSE: EDCACOR09T : BASICS OF EDUCATIONAL RESEARCH AND EVALUATION

TD, SM

UNITS	SUB-UNITS	HOURS
SM Unit 1	a. Research – concept, nature, need for educational research	3
	b. Types of research – fundamental, applied, action, historical, descriptive, qualitative, quantitative (concept only)	5
	c. Research related terminologies- Data , population , sample and variable(dependent, independent, intermittent)	3
Unit 2	a. Sampling – meaning and nature	2
	b. Types of sampling- random, stratified, cluster(definition, characteristics, uses)	7
	c. Research hypothesis – meaning , nature and types	4
TD Unit 3	a. Evaluation—concept, scope, Principles and importance	7
	b. Measurement— nature, characteristics , difference between evaluation and measurement	5
	c. Scales of measurement	5
Unit 4	a. Test- educational & psychological (concept, classification), criteria of a good test	7
	b. Reliability – concept, characteristics, causes of low reliability, determination of reliability(various types)	6
	c. Validity- concept, causes of low validity, types determination of validity	6
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	7+8=15
	• Total	90

COURSE: EDCACOR10T & EDCACOR10P : STATISTICS IN EDUCATION

UNITS	SUB-UNITS	HOURS
EDCACOR10T SD Unit—1	a. Statistics—concept, scope, uses of statistics in psychology and education.	3
	b. Organization and tabulation of data	3
	c. Graphical representation of data—bar graph, frequency polygon, histogram, pie chart- ogive—drawing, uses.	7
Unit--2	a. Measures of central tendency—concept, properties, uses, calculation.	7
	b. Measures of variability—concept, types (concept), uses, calculation of SD, QD, Variance	6
	c. Normal Probability Curve—concept, characteristics, uses; skewness and kurtosis	6
Unit--3	a. PP, PR—concept, calculation, uses.	4
	b. Correlation—concept, types, significance—rank difference , product moment	5
EDCACOR10P TD Unit-1	a. Introduction to Data : Definition, types, uses	2
	b. Collection of Data	3
RD Unit-2	a. Determination of Central Tendency and Variability (Range, SD, QD)	4
	b. Graphical Representation of Data : Frequency Polygon , Ogive	5
	c. Comparison between two sets of data: Correlation- Rank Difference and Product Moment	5
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	9+3+3=15
	• Total	90

SEMESTER VI

COURSE: EDCACOR13T : CURRICULUM STUDIES

RD,TD

UNITS	SUB-UNITS	HOURS
RD Unit 1	a. Meaning, nature, scope of curriculum	6
	b. Relationship among curriculum, syllabus, content	4
	c. Types of curriculum – brief introduction(definition and example only	9
	d. Basic sources of curriculum- philosophical , socio-cultural , psychological	9
Unit 2	a. Need to form aims and objectives of curriculum	3
	b. Areas of educational objectives: Bloom’s Taxonomy (cognitive only)	6
TD Unit 3	c. UGC model of curriculum development: CBCS	5
	d. Factors of curriculum development	6
Unit 4	a. Meaning and purpose of curriculum evaluation	4
	b. Approaches of curriculum evaluation: Formative & Summative	5
	c. Scientific model of curriculum evaluation- Stenhouse’s model	3
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	7+8=15
	• Total	90

COURSE: EDCACOR14T: SPECIAL EDUCATION

PR T, SD

UNITS	SUB-UNITS	HOURS
PR T	a. Special education- concept, nature, objectives and characteristics	12
Unit 1	b. Inclusive education – concept, types. Is inclusion a viable alternative?	8
Unit 2	a. Development of special education in India	7
	b. Organization and administration of special education in India	7
Unit 3	a. Gifted children – definition , classification, identification, needs, problems, educational support for them	6
	b. Slow learners- definition, classification, identification, needs, problems, educational support for them	6
SD Unit 4	Types of exceptionality w.s.r.t. definition, characteristics, classification,causes, prevention and remedial measures :	5
	a. Visual Impairment	
	b. Auditory Impairment	
	c. Mental Retardation	5
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	11+4=15
	• Total	90

COURSE: EDCADSE05T : PEACE EDUCATION

SM

UNITS	SUB-UNITS	HOURS
SM Unit 1	a. Peace – meaning, characteristics, scope and importance	4
	b. Peace Education – concept, nature and importance	4
Unit 2	a. Psychological , Socio-Cultural, Political Barriers of Peace Education	5
	b. Preventive measures to overcome the barriers of peace education ; functions and role of UNESCO	4
Unit 3	a. Psychological , social and cultural factors responsible for disturbing individual peace	14
	b. Violence in home and educational institutions	8
Unit 4	a. Role of education to maintain peace ; approaches promoting peace among individuals	12
	b. Learning experiences in peace education through imitation, indoctrination, inculcation and internalization	9
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	15
	• Total	90

COURSE: EDCADSE06T : ENVIRONMENTAL EDUCATION

SD, RD, TD

UNITS	SUB-UNITS	HOURS
SD Unit 1	a. Environmental Education--meaning, characteristics, components and scope	7
	b. Necessities to study Environmental Education	1
Unit 2	a. Eco system-concept, types, components, inter relations of components, energy flow in Eco system	8
	b. Role of Education in Eco system	2
RD Unit 3	a. Environmental Pollution—definition , types, causes, classification, preventive and curative measures	20
	b. Role of education to combat various environmental pollution ; functions of CPCB	10
TD Unit 4	a. Concept and need for environmental awareness, role of the agencies of education in promoting environmental awareness	7
	b. Some environmental movements-Narmada Bachao Andolan, Chipko Movement, Silent Valley Movement	5
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	7+4+4=15
	• Total	90

LESSON PLAN, ODD SEMESTERS

OCTOBER 2021- JANUARY 2022

CBCS Curriculum

SEMESTER I

COURSE : EDCACOR01T : EDUCATIONAL PHILOSOPHY

PR.T, SM, RD

UNITS	SUB-UNITS	HOURS
RD Unit 1	a. Concept and scope of education, concept of modern education w.r.t. Delor's Commission, child-centricism.	8
	b. Concept of different forms of education – informal, formal, non-formal and open education.	6
	c. Functions of education – individual and social development, Human Resource	6
Unit 2	b. Western philosophical thoughts and their influence on education – Idealism, Naturalism, Pragmatism and Existentialism.	8
Unit 4	Contributions of great educators on philosophy of education (w.r.t. aims, curricula and methods of teaching) b. Rabindranath Tagore	4
	c. John Dewey	4
SM Unit 2	b. Philosophy in education – philosophical bases of educational aims, knowledge, curriculum, methods of teaching, teacher and discipline.	3
	b. Indian philosophical thoughts and their influence on education – Sankhya, Yoga, Jainism, Buddhism and Islamic.	10
Unit 3	a. Values as enshrined in the Indian constitution – democracy, secularism, equality and justice.	5

	b. Educational provisions in the Indian constitution – Articles 15,17,28,30,45,46,350	2
PR T	Contributions of great educators on philosophy of education (w.r.t. aims, curricula and methods of teaching)	
Unit 4	b. Swami Vivekananda	2
	d. Bertrand Russell	2
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	7+5+3=15
	• Total	90

COURSE : EDCACOR02T : EDUCATIONAL PSYCHOLOGY

SD,TD

UNITS	SUB-UNITS	HOURS
SD	a. Introduction to educational psychology, relation between education and psychology	2
Unit 1	b. Introduction to neuro-physiological bases of human behavior- structure and function of human brain, neuron, synaptic transmission, endocrinal glands, sensation, perception	8
Unit 2	a. Human development-concept, principles, types and stages	3
	b. Cognitive development (Piaget) and its significance in education	4
	c. Moral development (Kohlberg) and its significance in education	3
	d. Psycho-social development (Erikson) and its significance in education	5
	e. Personality – concept, types (Jung, Adler), personality development by Freud	3

TD Unit 3	b. Intelligence – concept and scope	2
	b. Theories of intelligence – Guilford, Gardener, Sternberg	6
	c. Creativity – concept, scope and characteristics of creative person	3
	d. Relationship between intelligence, creativity and education	4
Unit 4	a. Learning – concept and scope	3
	b. Factors influencing learning – attention, maturation, motivation and emotion (concept only)	6
	c. Theories of learning: Pavlov, Skinner, Bandura and Vygotsky	8
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	8+7=15
	• Total	90

SEMESTER III

COURSE : EDCACOR05T : EDUCATION IN PRE-INDEPENDENCE INDIA

PR.T, SM

UNITS	SUB-UNITS	HOURS
PR T Unit 1	Salient features of Brahmanic, Buddhistic and Islamic education w.r.t:	
	a. Aims of education , Curriculum and method of teaching	16
	b. Centres of learning: Nabadwip, Nalanda, Agra	8
Unit 2	a. Charter Act of 1813	4
	b. Macaulay Minute	3
	c. Bengal renaissance – nature, characteristics	2
	d. Contributions of Rammohan, Derozio, Vidyasagar	6
SM Unit 3	a. Wood’s Despatch (1854)	4
	b. Hunter Commission (1882-83)	5

	c. Curzon's Policy (1902)	4
Unit 4	a. Calcutta University Commission (1917-1919)	4
	b. Basic Education Policy	4
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	8+7=15
	• Total	90

COURSE : EDCACOR06T : EDUCATION IN POST-INDEPENDENCE INDIA

SD, TD

UNITS	SUB-UNITS	HOURS
SD Unit 1	a. University Education Commission (1948-49)	7
	b. Secondary Education Commission (1952-53)	9
Unit 2	a. Indian Education Commission (1964-66)	12
	b. National Policy on Education, 1968	4
TD Unit 3	a. National Policy on Education, 1986	10
	b. Programme of Action, 1992	8
Unit 4	a. Sarva Shiksha Mission	5
	b. Right to Education Act, 2009	5
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	8+7=15
	• Total	90

COURSE : EDCACOR07T : CONTEMPORARY ISSUES &
COURSE : EDCACOR07P : FIELD TOUR AND REPORT WRITING

RD

UNITS	SUB-UNITS	HOURS
RD EDCACOR07T Unit 1	a. Language problems	5
	b. Problems of technical and vocational education	7
Unit 2	a. Problems of education of backward classes	7
	b. Problems of adult and non-formal education	7
Unit 3	a. Problems of equalization of educational opportunities	7
	b. National Curricular Framework, 2009	7
EDCACOR07P Unit 1	Planning: a. Aims & Objectives of Field Study	20
	b. Selection of Place mentioning its importance.	
	c. Group formation & distribution of work.	
Unit 2	Execution of journey : a. Visit the place with proper attendance sheet.	
	b. Photo Session	
	c. Note down & Describing the special features.	
Unit 3	Reporting	
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	15
	• Total	90

SEMESTER V

COURSE : EDCACOR11T : GUIDANCE AND COUNSELLING

PR T, RD, SM

UNITS	SUB-UNITS	HOURS
PR T Unit 1	a. Guidance – meaning, definition, scope, need and importance	3
	b. Different types of guidance – educational, vocational and personal (nature, purpose and functions	6
Unit 2	a. Counselling – meaning, nature, scope, types (directive, non directive, eclectic, individual and group counselling)	10
Unit 3	a. Concept of adjustment – definition, scope, need for adjustment; criteria of good adjustment	4
RD Unit 3	b. Concept of maladjustment – types, problem behavior in adolescent stage, mental disorder (schizophrenia and paranoia)	10
SM Unit 2	b. A brief introduction to approaches of counseling – directive, authoritarian, psychoanalytic, humanistic and behavioristic	18
Unit 4	a. Basic data necessary for guidance	2
	b. Psychological testing – personality (TAT), intelligence (Stanford Binet scale), creativity (Torrance)	7
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	10+2+3=15
	• Total	90

COURSE : EDCACOR12T : EDUCATIONAL TECHNOLOGY &

COURSE : EDCACOR12P : BASIC ICT

SD, TD, SM, RD

UNITS	SUB-UNITS	HOURS
EDCACOR12T SD Unit 1	a. Concept, nature, scope and limitations of educational technology	5
	b. Approaches to educational technology – hardware, software, systems approach	4
Unit 2	a. Concept, components, classification and barriers	9
	b. One basic classroom oriented model i.e., linear and its significance in education	7
TD Unit 3	a. Mass instructional techniques – seminar, symposium, workshop, panel discussion	5
SM Unit 3	Personalized instructional techniques – programme learning (linear), microteaching, mastery learning, computer assisted instruction (CAI)	7
EDCACOR12P RD Unit 1	a. Opening and shutting down of computer: Outlook of Desktop & Laptop - Different parts of computer - Different Cables to join the ports - Power switch of UPS, CPU, & Monitor – Steps to opening & shutting down the Computer.	3
	b. Identification of different components of a computer: Basic introduction of computer – Classification – Different components – Input devices – Output devices – Storage devices – Bit & Byte Concept – Data Transfer devices (Bluetooth & Wi-Fi).	4
	a. Typing words: Creating new file – Typing – Opening & Saving the file – Copy, Cut & Paste.	
	b. Font: Names – Sizes – Styles (Bold, Italic & Underline).	

Unit 2	c. Paragraph: Align Text (Left, Right, Centre, Justifying) – Line Spacing – Bullets formation – Numbering.	5
	d. Page Set Up: Margins – Orientation – Sizes – Columns.	
	e. Insert: Tables (Drawing, Erasing, & Formatting) – Page Numbering – Adding Pictures & Symbols.	
	f. Printing: Print Set Up – Landscape & Portrait – Page Range – Zooming – Copies.	
TD Unit 3	a. Introduction: Basic ideas of Data Sheets & Cells – Data Typing – Opening & Saving the file – Designing.	5
	b. Data Editing: Sort – Filter – Insert – Functions (Sum, Average, Count, Maximum, Minimum, Mean, Standard Deviation, & Correlation).	
	c. Charts & Graphs (2D & 3D Modes): Column – Line – Pie – Bar – Area – Scatter.	
Unit 4	a. Play Slide Show (at least 5 Slide for maximum 5 minutes presentation) from any Survey/Case study/Experiment or any relevant topic from syllabus.	6
	b. Interaction (at least 2 minutes) on the topic.	
	c. Report of PPT presentation (within 500 words)	
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	15
	• Total	90

COURSE : EDCADSE02T : TEACHER EDUCATION

SD, SM

UNITS	SUB-UNITS	HOURS
SD Unit 1	a. Teacher Education-meaning, nature and scope.	5
	b. Aims and objectives of Teacher Education in Elementary, Secondary and Higher Secondary levels.	5
Unit 2	a. Functions of teacher, characteristics of an ideal teacher, role of teacher at present context.	7
	b. Definition and characteristics of teaching, teaching as a profession. Ethics of a teacher.	8
Unit 4	a. Teaching models: Advance Organizer Model, Concept Attainment Model	7
SM Unit 3	a. Development of Teacher Education in pre independent India: Wood's Despatch to Wood-Abbot Report	11
	b. Development of Teacher Education in post – independence period: Recommendations of various Commission and Committee for the development of Teacher Education.	12
Unit 4	b. Micro teaching, Simulated teaching	5
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	10+5=15
	• Total	90

COURSE : EDCADSE03T : LIFE SKILL EDUCATION

TD, RD

UNITS	SUB-UNITS	HOURS
TD Unit 1	a. Life Skills – Definition, characteristics, types (personal, inter personal, writing, numeracy).	10
	b. Life Skill Education—Meaning, nature, characteristics, types & scope. Necessities of Life-skill Education at present context	9
Unit 2	a. Role of educational institutes, parents, teachers and the Governments (central and State).	9
	b. Role of NGOs in imparting Life skill Education (with special emphasis on physical, social, emotional and cognitive development) in primary, secondary and higher education.	10
RD Unit 3	a. Problems related to life skills education- Domestic violence, juvenile delinquency in Primary and Secondary levels.	8
	b. Preparation of life skill curriculum in school and colleges.	7
Unit 4	a. POCSO (2012)	4
	b. Domestic Violence Act (2005)	3
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	8+7=15
	• Total	90

LESSON PLAN, DEPARTMENT OF EDUCATION

EVEN SEMESTERS

DECEMBER 2020-JULY2021

CBCS Curriculum

SEMESTER -II

COURSE : EDCACOR03T : EDUCATIONAL SOCIOLOGY

PR.T, SM, RD

UNITS	SUB-UNITS	HOURS
PrT Unit 1	a. Educational Sociology- concept , scope	4
	b. Relationship between education and sociology	2
	c. Education as a social process - Social system, Socialization, Social groups (primary , secondary , tertiary), Social mobility	16
SM Unit 2	c. National Integration and International Understanding	2
RD Unit 2	a. Culture- concept , Relationship between education and culture, folk culture	4
	b. Unity in Diversity, cultural lag, cultural conflict, acculturation	8
Unit 3	a. Social Development in India-Sanskritization, Modernisation, Globalisation	10
	b. Education for Sustainable Development	5
Unit 4	a. Poverty	5
	b. Inclusive Education	2
	c. Child Rights and abuses	2
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	5+2+8=15
	• Total	90

COURSE : EDCACOR04T : PEDAGOGY

SD, TD

UNITS	TOPICS	HOURS
SD Unit—1	a. Pedagogy—concept, scope, relation between learning and teaching.	6
	b. Bases of Pedagogy—philosophical, sociological and psychological.	6
	c. Pedagogy vs Andragogy	4
Unit-2	a. Teaching—concept, scope, principles and functions.	8
	b. Teaching as a process- input, process and output	4
	c. Levels of teaching—autonomous, memory, understanding, reflective.	8
TD Unit 3	a . Teaching-Learning of 3 R's	4
	b. Teaching-Learning of Verbal Conditioning	4
	c. Teaching-Learning of Psychomotor Skill	4
Unit-4	a. Teaching – Learning of Principles and Concepts	4
	b. Teaching – Learning of Problem solving	4
	c. Teaching-Learning of Knowledge Construction.	4
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	7+8=15
	• Total	90

SEMESTER IV

COURSE: EDCACOR08T : EDUCATIONAL MANAGEMENT

RD, PR T

UNITS	SUB-UNITS	HOURS
RD Unit 1	a. Educational Management: concept, nature need and scope	4
	b. Educational Management: Types : centralized, decentralized, authoritarian, democratic, dynamic, laissez faire	6
	c. Supervision and Inspection- concept, scope , difference between supervision and inspection	6
Unit 2	a. Leadership in Management – concept, scope, significance, characteristics of an effective leader in education	7
	b. Total Quality in Educational Management: concept only	2
PR T Unit 3	a. Ministry of Human Resource Development	6
	b. Agencies of Education (Centre and State) : UGC, NCERT, SCERT, WBSCHE	12
Unit 4	a. Planning- Concept, need, types	8
	b. Resource Management in educational institutions- concept and aspects of resource management	6
	c. Management Information System (concept only)	3
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	8+7=15
	• Total	90

COURSE: EDCACOR09T : BASICS OF EDUCATIONAL RESEARCH AND EVALUATION

TD, SM

UNITS	SUB-UNITS	HOURS
SM Unit 1	a. Research – concept, nature, need for educational research	3
	b. Types of research – fundamental, applied, action, historical, descriptive, qualitative, quantitative (concept only)	5
	c. Research related terminologies- Data , population , sample and variable(dependent, independent, intermittent)	3
Unit 2	a. Sampling – meaning and nature	2
	b. Types of sampling- random, stratified, cluster(definition, characteristics, uses)	7
	c. Research hypothesis – meaning , nature and types	4
TD Unit 3	a. Evaluation—concept, scope, Principles and importance	7
	b. Measurement— nature, characteristics , difference between evaluation and measurement	5
	c. Scales of measurement	5
Unit 4	a. Test- educational & psychological (concept, classification), criteria of a good test	7
	b. Reliability – concept, characteristics, causes of low reliability, determination of reliability(various types)	6
	c. Validity- concept, causes of low validity, types determination of validity	6
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	7+8=15
	• Total	90

COURSE: EDCACOR10T & EDCACOR10P : STATISTICS IN EDUCATION

UNITS	SUB-UNITS	HOURS
EDCACOR10T SD Unit—1	a. Statistics—concept, scope, uses of statistics in psychology and education.	3
	b. Organization and tabulation of data	3
	c. Graphical representation of data—bar graph, frequency polygon, histogram, pie chart- ogive—drawing, uses.	7
Unit--2	a.Measures of central tendency—concept, properties, uses, calculation.	7
	b. Measures of variability—concept, types (concept), uses, calculation of SD, QD, Variance	6
	c. Normal Probability Curve—concept, characteristics, uses; skewness and kurtosis	6
Unit--3	a. PP, PR—concept, calculation, uses.	4
	b. Correlation—concept, types, significance—rank difference , product moment	5
EDCACOR10P TD Unit-1	a. Introduction to Data : Definition, types, uses	2
	b. Collection of Data	3
RD Unit-2	a. Determination of Central Tendency and Variability (Range, SD, QD)	4
	b. Graphical Representation of Data : Frequency Polygon , Ogive	5
	c. Comparison between two sets of data: Correlation- Rank Difference and Product Moment	5
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	9+3+3=15
	• Total	90

SEMESTER VI

COURSE: EDCACOR13T : CURRICULUM STUDIES

RD,TD

UNITS	SUB-UNITS	HOURS
RD Unit 1	a. Meaning, nature, scope of curriculum	6
	b. Relationship among curriculum, syllabus, content	4
	c. Types of curriculum – brief introduction(definition and example only	9
	d. Basic sources of curriculum- philosophical , socio-cultural , psychological	9
Unit 2	a. Need to form aims and objectives of curriculum	3
	b. Areas of educational objectives: Bloom’s Taxonomy (cognitive only)	6
TD Unit 3	e. UGC model of curriculum development: CBCS	5
	f. Factors of curriculum development	6
Unit 4	a. Meaning and purpose of curriculum evaluation	4
	b. Approaches of curriculum evaluation: Formative & Summative	5
	c. Scientific model of curriculum evaluation- Stenhouse’s model	3
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	7+8=15
	• Total	90

COURSE: EDCACOR14T: SPECIAL EDUCATION

PR T, SD

UNITS	SUB-UNITS	HOURS
PR T	a. Special education- concept, nature, objectives and characteristics	12
Unit 1	b. Inclusive education – concept, types. Is inclusion a viable alternative?	8
Unit 2	a. Development of special education in India	7
	b. Organization and administration of special education in India	7
Unit 3	a. Gifted children – definition , classification, identification, needs, problems, educational support for them	6
	b. Slow learners- definition, classification, identification, needs, problems, educational support for them	6
SD Unit 4	Types of exceptionality w.s.r.t. definition, characteristics, classification,causes, prevention and remedial measures :	5
	a. Visual Impairment	
	b. Auditory Impairment	
	c. Mental Retardation	5
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	11+4=15
	• Total	90

COURSE: EDCADSE05T : PEACE EDUCATION

SM

UNITS	SUB-UNITS	HOURS
SM Unit 1	a. Peace – meaning, characteristics, scope and importance	4
	b. Peace Education – concept, nature and importance	4
Unit 2	a. Psychological , Socio-Cultural, Political Barriers of Peace Education	5
	b. Preventive measures to overcome the barriers of peace education ; functions and role of UNESCO	4
Unit 3	a. Psychological , social and cultural factors responsible for disturbing individual peace	14
	b. Violence in home and educational institutions	8
Unit 4	a. Role of education to maintain peace ; approaches promoting peace among individuals	12
	b. Learning experiences in peace education through imitation, indoctrination, inculcation and internalization	9
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	15
	• Total	90

COURSE: EDCADSE06T : ENVIRONMENTAL EDUCATION

SD, RD, TD

UNITS	SUB-UNITS	HOURS
SD Unit 1	a. Environmental Education--meaning, characteristics, components and scope	7
	b. Necessities to study Environmental Education	1
Unit 2	a. Eco system-concept, types, components, inter relations of components, energy flow in Eco system	8
	b. Role of Education in Eco system	2
RD Unit 3	a. Environmental Pollution—definition , types, causes, classification, preventive and curative measures	20
	b. Role of education to combat various environmental pollution ; functions of CPCB	10
TD Unit 4	a. Concept and need for environmental awareness, role of the agencies of education in promoting environmental awareness	7
	b. Some environmental movements-Narmada Bachao Andolan, Chipko Movement, Silent Valley Movement	5
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	7+4+4=15
	• Total	90

LESSON PLAN, ODD SEMESTERS

AUGUST 2020-DECEMBER 2020

CBCS Curriculum

SEMESTER I

COURSE : EDCACOR01T : EDUCATIONAL PHILOSOPHY

PR.T, SM, RD

UNITS	SUB-UNITS	HOURS
RD Unit 1	a. Concept and scope of education, concept of modern education w.r.t. Delor's Commission, child-centricism.	8
	b. Concept of different forms of education – informal, formal, non-formal and open education.	6
	c. Functions of education – individual and social development, Human Resource	6
Unit 2	b. Western philosophical thoughts and their influence on education – Idealism, Naturalism, Pragmatism and Existentialism.	8
Unit 4	Contributions of great educators on philosophy of education (w.r.t. aims, curricula and methods of teaching) c. Rabindranath Tagore	4
	c. John Dewey	4
SM Unit 2	c. Philosophy in education – philosophical bases of educational aims, knowledge, curriculum, methods of teaching, teacher and discipline.	3
	b. Indian philosophical thoughts and their influence on education – Sankhya, Yoga, Jainism, Buddhism and Islamic.	10
Unit 3	a. Values as enshrined in the Indian constitution – democracy, secularism, equality and justice.	5

	b. Educational provisions in the Indian constitution – Articles 15,17,28,30,45,46,350	2
PR T	Contributions of great educators on philosophy of education (w.r.t. aims, curricula and methods of teaching)	
Unit 4	b. Swami Vivekananda	2
	d. Bertrand Russell	2
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	7+5+3=15
	• Total	90

COURSE : EDCACOR02T : EDUCATIONAL PSYCHOLOGY

SD,TD

UNITS	SUB-UNITS	HOURS
SD	a. Introduction to educational psychology, relation between education and psychology	2
Unit 1	b. Introduction to neuro-physiological bases of human behavior- structure and function of human brain, neuron, synaptic transmission, endocrinal glands, sensation, perception	8
Unit 2	a. Human development-concept, principles, types and stages	3
	b. Cognitive development (Piaget) and its significance in education	4
	c. Moral development (Kohlberg) and its significance in education	3
	d. Psycho-social development (Erikson) and its significance in education	5
	e. Personality – concept, types (Jung, Adler), personality development by Freud	3

TD Unit 3	c. Intelligence – concept and scope	2
	b. Theories of intelligence – Guilford, Gardener, Sternberg	6
	c. Creativity – concept, scope and characteristics of creative person	3
	d. Relationship between intelligence, creativity and education	4
Unit 4	a. Learning – concept and scope	3
	b. Factors influencing learning – attention, maturation, motivation and emotion (concept only)	6
	c. Theories of learning: Pavlov, Skinner, Bandura and Vygotsky	8
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	8+7=15
	• Total	90

SEMESTER III

COURSE : EDCACOR05T : EDUCATION IN PRE-INDEPENDENCE INDIA

PR.T, SM

UNITS	SUB-UNITS	HOURS
PR T Unit 1	Salient features of Brahmanic, Buddhistic and Islamic education w.r.t:	
	a. Aims of education , Curriculum and method of teaching	16
	b. Centres of learning: Nabadwip, Nalanda, Agra	8
Unit 2	a. Charter Act of 1813	4
	b. Macaulay Minute	3
	c. Bengal renaissance – nature, characteristics	2
	d. Contributions of Rammohan, Derozio, Vidyasagar	6
SM Unit 3	a. Wood’s Despatch (1854)	4
	b. Hunter Commission (1882-83)	5

	c. Curzon's Policy (1902)	4
Unit 4	a. Calcutta University Commission (1917-1919)	4
	b. Basic Education Policy	4
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	8+7=15
	• Total	90

COURSE : EDCACOR06T : EDUCATION IN POST-INDEPENDENCE INDIA

SD, TD

UNITS	SUB-UNITS	HOURS
SD Unit 1	a. University Education Commission (1948-49)	7
	b. Secondary Education Commission (1952-53)	9
Unit 2	a. Indian Education Commission (1964-66)	12
	b. National Policy on Education, 1968	4
TD Unit 3	a. National Policy on Education, 1986	10
	b. Programme of Action, 1992	8
Unit 4	a. Sarva Shiksha Mission	5
	b. Right to Education Act, 2009	5
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	8+7=15
	• Total	90

COURSE : EDCACOR07T : CONTEMPORARY ISSUES &

COURSE : EDCACOR07P : FIELD TOUR AND REPORT WRITING

RD

UNITS	SUB-UNITS	HOURS
RD EDCACOR07T Unit 1	a. Language problems	5
	b. Problems of technical and vocational education	7
Unit 2	a. Problems of education of backward classes	7
	b. Problems of adult and non-formal education	7
Unit 3	a. Problems of equalization of educational opportunities	7
	b. National Curricular Framework, 2009	7
EDCACOR07P Unit 1	Planning: a. Aims & Objectives of Field Study	20
	b. Selection of Place mentioning its importance.	
	c. Group formation & distribution of work.	
Unit 2	Execution of journey : a. Visit the place with proper attendance sheet.	
	b. Photo Session	
	c. Note down & Describing the special features.	
Unit 3	Reporting	
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	15
	• Total	90

SEMESTER V

COURSE : EDCACOR11T : GUIDANCE AND COUNSELLING

PR T, RD, SM

UNITS	SUB-UNITS	HOURS
PR T Unit 1	a. Guidance – meaning, definition, scope, need and importance	3
	b. Different types of guidance – educational, vocational and personal (nature, purpose and functions	6
Unit 2	a. Counselling – meaning, nature, scope, types (directive, non directive, eclectic, individual and group counselling)	10
Unit 3	a. Concept of adjustment – definition, scope, need for adjustment; criteria of good adjustment	4
RD Unit 3	b. Concept of maladjustment – types, problem behavior in adolescent stage, mental disorder (schizophrenia and paranoia)	10
SM Unit 2	b. A brief introduction to approaches of counseling – directive, authoritarian, psychoanalytic, humanistic and behavioristic	18
Unit 4	a. Basic data necessary for guidance	2
	b. Psychological testing – personality (TAT), intelligence (Stanford Binet scale), creativity (Torrance)	7
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	10+2+3=15
	• Total	90

COURSE : EDCACOR12T : EDUCATIONAL TECHNOLOGY &

COURSE : EDCACOR12P : BASIC ICT

SD, TD, SM, RD

UNITS	SUB-UNITS	HOURS
EDCACOR12T SD Unit 1	a. Concept, nature, scope and limitations of educational technology	5
	b. Approaches to educational technology – hardware, software, systems approach	4
Unit 2	a. Concept, components, classification and barriers	9
	b. One basic classroom oriented model i.e., linear and its significance in education	7
TD Unit 3	a. Mass instructional techniques – seminar, symposium, workshop, panel discussion	5
SM Unit 3	Personalized instructional techniques – programme learning (linear), microteaching, mastery learning, computer assisted instruction (CAI)	7
EDCACOR12P RD Unit 1	a. Opening and shutting down of computer: Outlook of Desktop & Laptop - Different parts of computer - Different Cables to join the ports - Power switch of UPS, CPU, & Monitor – Steps to opening & shutting down the Computer.	3
	b. Identification of different components of a computer: Basic introduction of computer – Classification – Different components – Input devices – Output devices – Storage devices – Bit & Byte Concept – Data Transfer devices (Bluetooth & Wi-Fi).	4
Unit 2	a. Typing words: Creating new file – Typing – Opening & Saving the file – Copy, Cut & Paste.	5
	b. Font: Names – Sizes – Styles (Bold, Italic & Underline).	
	c. Paragraph: Align Text (Left, Right, Centre, Justifying) – Line Spacing – Bullets formation – Numbering.	

	d. Page Set Up: Margins – Orientation – Sizes – Columns.	
	e. Insert: Tables (Drawing, Erasing, & Formatting) – Page Numbering – Adding Pictures & Symbols.	
	f. Printing: Print Set Up – Landscape & Portrait – Page Range – Zooming – Copies.	
TD	a. Introduction: Basic ideas of Data Sheets & Cells – Data Typing – Opening & Saving the file – Designing.	5
Unit 3	b. Data Editing: Sort – Filter – Insert – Functions (Sum, Average, Count, Maximum, Minimum, Mean, Standard Deviation, & Correlation).	
	c. Charts & Graphs (2D & 3D Modes): Column – Line – Pie – Bar – Area – Scatter.	
	a. Play Slide Show (at least 5 Slide for maximum 5 minutes presentation) from any Survey/Case study/Experiment or any relevant topic from syllabus.	6
Unit 4	b. Interaction (at least 2 minutes) on the topic.	
	c. Report of PPT presentation (within 500 words)	
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	15
	• Total	90

COURSE : EDCADSE02T : TEACHER EDUCATION

SD, SM

UNITS	SUB-UNITS	HOURS
SD Unit 1	a. Teacher Education-meaning, nature and scope.	5
	b. Aims and objectives of Teacher Education in Elementary, Secondary and Higher Secondary levels.	5
Unit 2	a. Functions of teacher, characteristics of an ideal teacher, role of teacher at present context.	7
	b. Definition and characteristics of teaching, teaching as a profession. Ethics of a teacher.	8
Unit 4	a. Teaching models: Advance Organizer Model, Concept Attainment Model	7
SM Unit 3	a. Development of Teacher Education in pre independent India: Wood's Despatch to Wood-Abbot Report	11
	b. Development of Teacher Education in post – independence period: Recommendations of various Commission and Committee for the development of Teacher Education.	12
Unit 4	b. Micro teaching, Simulated teaching	5
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	10+5=15
	• Total	90

COURSE : EDCADSE03T : LIFE SKILL EDUCATION

TD, RD

UNITS	SUB-UNITS	HOURS
TD Unit 1	a. Life Skills – Definition, characteristics, types (personal, inter personal, writing, numeracy).	10
	b. Life Skill Education—Meaning, nature, characteristics, types & scope. Necessities of Life-skill Education at present context	9
Unit 2	a. Role of educational institutes, parents, teachers and the Governments (central and State).	9
	b. Role of NGOs in imparting Life skill Education (with special emphasis on physical, social, emotional and cognitive development) in primary, secondary and higher education.	10
RD Unit 3	a. Problems related to life skills education- Domestic violence, juvenile delinquency in Primary and Secondary levels.	8
	b. Preparation of life skill curriculum in school and colleges.	7
Unit 4	a. POCSO (2012)	4
	b. Domestic Violence Act (2005)	3
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	8+7=15
	• Total	90

LESSON PLAN, DEPARTMENT OF EDUCATION

EVEN SEMESTERS

DECEMBER 19-JULY2020

CBCS Curriculum

SEMESTER -II

COURSE : EDCACOR03T : EDUCATIONAL SOCIOLOGY

PR.T, SM, RD

UNITS	SUB-UNITS	HOURS
PrT Unit 1	a. Educational Sociology- concept , scope	4
	b. Relationship between education and sociology	2
	c. Education as a social process - Social system, Socialization, Social groups (primary , secondary , tertiary), Social mobility	16
SM Unit 2	c. National Integration and International Understanding	2
RD Unit 2	a. Culture- concept , Relationship between education and culture, folk culture	4
	b. Unity in Diversity, cultural lag, cultural conflict, acculturation	8
Unit 3	a. Social Development in India-Sanskritization, Modernisation, Globalisation	10
	b. Education for Sustainable Development	5
Unit 4	a. Poverty	5
	b. Inclusive Education	2
	c. Child Rights and abuses	2
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	5+2+8=15
	• Total	90

COURSE : EDCACOR04T : PEDAGOGY

SD, TD

UNITS	TOPICS	HOURS
SD Unit—1	a. Pedagogy—concept, scope, relation between learning and teaching.	6
	b. Bases of Pedagogy—philosophical, sociological and psychological.	6
	c. Pedagogy vs Andragogy	4
Unit-2	a. Teaching—concept, scope, principles and functions.	8
	b. Teaching as a process- input, process and output	4
	c. Levels of teaching—autonomous, memory, understanding, reflective.	8
TD Unit 3	a . Teaching-Learning of 3 R's	4
	b. Teaching-Learning of Verbal Conditioning	4
	c. Teaching-Learning of Psychomotor Skill	4
Unit-4	a. Teaching – Learning of Principles and Concepts	4
	b. Teaching – Learning of Problem solving	4
	c. Teaching-Learning of Knowledge Construction.	4
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	7+8=15
	• Total	90

SEMESTER IV

COURSE: EDCACOR08T : EDUCATIONAL MANAGEMENT

RD, PR T

UNITS	SUB-UNITS	HOURS
RD Unit 1	a. Educational Management: concept, nature need and scope	4
	b. Educational Management: Types : centralized, decentralized, authoritarian, democratic, dynamic, laissez faire	6
	c. Supervision and Inspection- concept, scope , difference between supervision and inspection	6
Unit 2	a. Leadership in Management – concept, scope, significance, characteristics of an effective leader in education	7
	b. Total Quality in Educational Management: concept only	2
PR T Unit 3	a. Ministry of Human Resource Development	6
	b. Agencies of Education (Centre and State) : UGC, NCERT, SCERT, WBSCHE	12
Unit 4	a. Planning- Concept, need, types	8
	b. Resource Management in educational institutions- concept and aspects of resource management	6
	c. Management Information System (concept only)	3
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	8+7=15
	• Total	90

COURSE: EDCACOR09T : BASICS OF EDUCATIONAL RESEARCH AND EVALUATION

TD, SM

UNITS	SUB-UNITS	HOURS
SM Unit 1	a. Research – concept, nature, need for educational research	3
	b. Types of research – fundamental, applied, action, historical, descriptive, qualitative, quantitative (concept only)	5
	c. Research related terminologies- Data , population , sample and variable(dependent, independent, intermittent)	3
Unit 2	a. Sampling – meaning and nature	2
	b. Types of sampling- random, stratified, cluster(definition, characteristics, uses)	7
	c. Research hypothesis – meaning , nature and types	4
TD Unit 3	a. Evaluation—concept, scope, Principles and importance	7
	b. Measurement— nature, characteristics , difference between evaluation and measurement	5
	c. Scales of measurement	5
Unit 4	a. Test- educational & psychological (concept, classification), criteria of a good test	7
	b. Reliability – concept, characteristics, causes of low reliability, determination of reliability(various types)	6
	c. Validity- concept, causes of low validity, types determination of validity	6
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	7+8=15
	• Total	90

COURSE: EDCACOR10T & EDCACOR10P : STATISTICS IN EDUCATION

UNITS	SUB-UNITS	HOURS
EDCACOR10T SD Unit—1	a. Statistics—concept, scope, uses of statistics in psychology and education.	3
	b. Organization and tabulation of data	3
	c. Graphical representation of data—bar graph, frequency polygon, histogram, pie chart- ogive—drawing, uses.	7
Unit--2	a.Measures of central tendency—concept, properties, uses, calculation.	7
	b. Measures of variability—concept, types (concept), uses, calculation of SD, QD, Variance	6
	c. Normal Probability Curve—concept, characteristics, uses; skewness and kurtosis	6
Unit--3	a. PP, PR—concept, calculation, uses.	4
	b. Correlation—concept, types, significance—rank difference , product moment	5
EDCACOR10P TD Unit-1	a. Introduction to Data : Definition, types, uses	2
	b. Collection of Data	3
RD Unit-2	a. Determination of Central Tendency and Variability (Range, SD, QD)	4
	b. Graphical Representation of Data : Frequency Polygon , Ogive	5
	c. Comparison between two sets of data: Correlation- Rank Difference and Product Moment	5
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	9+3+3=15
	• Total	90

SEMESTER VI

COURSE: EDCACOR13T : CURRICULUM STUDIES

RD,TD

UNITS	SUB-UNITS	HOURS
RD Unit 1	a. Meaning, nature, scope of curriculum	6
	b. Relationship among curriculum, syllabus, content	4
	c. Types of curriculum – brief introduction(definition and example only	9
	d. Basic sources of curriculum- philosophical , socio-cultural , psychological	9
Unit 2	a. Need to form aims and objectives of curriculum	3
	b. Areas of educational objectives: Bloom’s Taxonomy (cognitive only)	6
TD Unit 3	g. UGC model of curriculum development: CBCS	5
	h. Factors of curriculum development	6
Unit 4	a. Meaning and purpose of curriculum evaluation	4
	b. Approaches of curriculum evaluation: Formative & Summative	5
	c. Scientific model of curriculum evaluation- Stenhouse’s model	3
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	7+8=15
	• Total	90

COURSE: EDCACOR14T: SPECIAL EDUCATION

PR T, SD

UNITS	SUB-UNITS	HOURS
PR T	a. Special education- concept, nature, objectives and characteristics	12
Unit 1	b. Inclusive education – concept, types. Is inclusion a viable alternative?	8
Unit 2	a. Development of special education in India	7
	b. Organization and administration of special education in India	7
Unit 3	a. Gifted children – definition , classification, identification, needs, problems, educational support for them	6
	b. Slow learners- definition, classification, identification, needs, problems, educational support for them	6
SD Unit 4	Types of exceptionality w.s.r.t. definition, characteristics, classification,causes, prevention and remedial measures :	5
	a. Visual Impairment	
	b. Auditory Impairment	
	c. Mental Retardation	5
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	11+4=15
	• Total	90

COURSE: EDCADSE05T : PEACE EDUCATION

SM

UNITS	SUB-UNITS	HOURS
SM Unit 1	a. Peace – meaning, characteristics, scope and importance	4
	b. Peace Education – concept, nature and importance	4
Unit 2	a. Psychological , Socio-Cultural, Political Barriers of Peace Education	5
	b. Preventive measures to overcome the barriers of peace education ; functions and role of UNESCO	4
Unit 3	a. Psychological , social and cultural factors responsible for disturbing individual peace	14
	b. Violence in home and educational institutions	8
Unit 4	a. Role of education to maintain peace ; approaches promoting peace among individuals	12
	b. Learning experiences in peace education through imitation, indoctrination, inculcation and internalization	9
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	15
	• Total	90

COURSE: EDCADSE06T : ENVIRONMENTAL EDUCATION

SD, RD, TD

UNITS	SUB-UNITS	HOURS
SD Unit 1	a. Environmental Education--meaning, characteristics, components and scope	7
	b. Necessities to study Environmental Education	1
Unit 2	a. Eco system-concept, types, components, inter relations of components, energy flow in Eco system	8
	b. Role of Education in Eco system	2
RD Unit 3	a. Environmental Pollution—definition , types, causes, classification, preventive and curative measures	20
	b. Role of education to combat various environmental pollution ; functions of CPCB	10
TD Unit 4	a. Concept and need for environmental awareness, role of the agencies of education in promoting environmental awareness	7
	b. Some environmental movements-Narmada Bachao Andolan, Chipko Movement, Silent Valley Movement	5
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	7+4+4=15
	• Total	90

LESSON PLAN, ODD SEMESTERS

JULY2019-NOVEMBER 19

CBCS Curriculum

SEMESTER I

COURSE : EDCACOR01T : EDUCATIONAL PHILOSOPHY

PR.T, SM, RD

UNITS	SUB-UNITS	HOURS
RD Unit 1	a. Concept and scope of education, concept of modern education w.r.t. Delor's Commission, child-centricism.	8
	b. Concept of different forms of education – informal, formal, non-formal and open education.	6
	c. Functions of education – individual and social development, Human Resource	6
Unit 2	b. Western philosophical thoughts and their influence on education – Idealism, Naturalism, Pragmatism and Existentialism.	8
Unit 4	Contributions of great educators on philosophy of education (w.r.t. aims, curricula and methods of teaching)	4
	d. Rabindranath Tagore	
	c. John Dewey	4
SM Unit 2	d. Philosophy in education – philosophical bases of educational aims, knowledge, curriculum, methods of teaching, teacher and discipline.	3
	b. Indian philosophical thoughts and their influence on education – Sankhya, Yoga, Jainism, Buddhism and Islamic.	10
Unit 3	a. Values as enshrined in the Indian constitution – democracy, secularism, equality and justice.	5
	b. Educational provisions in the Indian constitution – Articles 15,17,28,30,45,46,350	2

PR T Unit 4	Contributions of great educators on philosophy of education (w.r.t. aims, curricula and methods of teaching)	
	b. Swami Vivekananda	2
	d. Bertrand Russell	2
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	7+5+3=15
	• Total	90

COURSE : EDCACOR02T : EDUCATIONAL PSYCHOLOGY

SD,TD

UNITS	SUB-UNITS	HOURS
SD Unit 1	a. Introduction to educational psychology, relation between education and psychology	2
	b. Introduction to neuro-physiological bases of human behavior- structure and function of human brain, neuron, synaptic transmission, endocrinal glands, sensation, perception	8
Unit 2	a. Human development-concept, principles, types and stages	3
	b. Cognitive development (Piaget) and its significance in education	4
	c. Moral development (Kohlberg) and its significance in education	3
	d. Psycho-social development (Erikson) and its significance in education	5
	e. Personality – concept, types (Jung, Adler), personality development by Freud	3
TD	d. Intelligence – concept and scope	2

Unit 3	b. Theories of intelligence – Guilford, Gardener, Sternberg	6
	c. Creativity – concept, scope and characteristics of creative person	3
	d. Relationship between intelligence, creativity and education	4
Unit 4	a. Learning – concept and scope	3
	b. Factors influencing learning – attention, maturation, motivation and emotion (concept only)	6
	c. Theories of learning: Pavlov, Skinner, Bandura and Vygotsky	8
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	8+7=15
	• Total	90

SEMESTER III

COURSE : EDCACOR05T : EDUCATION IN PRE-INDEPENDENCE INDIA

PR.T, SM

UNITS	SUB-UNITS	HOURS
PR T Unit 1	Salient features of Brahmanic, Buddhistic and Islamic education w.r.t:	
	a. Aims of education , Curriculum and method of teaching	16
	b. Centres of learning: Nabadwip, Nalanda, Agra	8
Unit 2	a. Charter Act of 1813	4
	b. Macaulay Minute	3
	c. Bengal renaissance – nature, characteristics	2
	d. Contributions of Rammohan, Derozio, Vidyasagar	6
SM Unit 3	a. Wood’s Despatch (1854)	4
	b. Hunter Commission (1882-83)	5
	c. Curzon’s Policy (1902)	4

Unit 4	a. Calcutta University Commission (1917-1919)	4
	b. Basic Education Policy	4
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	8+7=15
	• Total	90

COURSE : EDCACOR06T : EDUCATION IN POST-INDEPENDENCE INDIA

SD, TD

UNITS	SUB-UNITS	HOURS
SD Unit 1	a. University Education Commission (1948-49)	7
	b. Secondary Education Commission (1952-53)	9
Unit 2	a. Indian Education Commission (1964-66)	12
	b. National Policy on Education, 1968	4
TD Unit 3	a. National Policy on Education, 1986	10
	b. Programme of Action, 1992	8
Unit 4	a. Sarva Shiksha Mission	5
	b. Right to Education Act, 2009	5
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	8+7=15
	• Total	90

COURSE : EDCACOR07T : CONTEMPORARY ISSUES &
COURSE : EDCACOR07P : FIELD TOUR AND REPORT WRITING

RD

UNITS	SUB-UNITS	HOURS
RD EDCACOR07T Unit 1	a. Language problems	5
	b. Problems of technical and vocational education	7
Unit 2	a. Problems of education of backward classes	7
	b. Problems of adult and non-formal education	7
Unit 3	a. Problems of equalization of educational opportunities	7
	b. National Curricular Framework, 2009	7
EDCACOR07P Unit 1	Planning: a. Aims & Objectives of Field Study	20
	b. Selection of Place mentioning its importance.	
	c. Group formation & distribution of work.	
Unit 2	Execution of journey : a. Visit the place with proper attendance sheet.	
	b. Photo Session	
	c. Note down & Describing the special features.	
Unit 3	Reporting	
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	15
	• Total	90

SEMESTER V

COURSE : EDCACOR11T : GUIDANCE AND COUNSELLING

PR T, RD, SM

UNITS	SUB-UNITS	HOURS
PR T Unit 1	a. Guidance – meaning, definition, scope, need and importance	3
	b. Different types of guidance – educational, vocational and personal (nature, purpose and functions	6
Unit 2	a. Counselling – meaning, nature, scope, types (directive, non directive, eclectic, individual and group counselling)	10
Unit 3	a. Concept of adjustment – definition, scope, need for adjustment; criteria of good adjustment	4
RD Unit 3	b. Concept of maladjustment – types, problem behavior in adolescent stage, mental disorder (schizophrenia and paranoia)	10
SM Unit 2	b. A brief introduction to approaches of counseling – directive, authoritarian, psychoanalytic, humanistic and behavioristic	18
Unit 4	a. Basic data necessary for guidance	2
	b. Psychological testing – personality (TAT), intelligence (Stanford Binet scale), creativity (Torrance)	7
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	10+2+3=15
	• Total	90

COURSE : EDCACOR12T : EDUCATIONAL TECHNOLOGY &

COURSE : EDCACOR12P : BASIC ICT

SD, TD, SM, RD

UNITS	SUB-UNITS	HOURS
EDCACOR12T SD Unit 1	a. Concept, nature, scope and limitations of educational technology	5
	b. Approaches to educational technology – hardware, software, systems approach	4
Unit 2	a. Concept, components, classification and barriers	9
	b. One basic classroom oriented model i.e., linear and its significance in education	7
TD Unit 3	a. Mass instructional techniques – seminar, symposium, workshop, panel discussion	5
SM Unit 3	Personalized instructional techniques – programme learning (linear), microteaching, mastery learning, computer assisted instruction (CAI)	7
EDCACOR12P RD Unit 1	a. Opening and shutting down of computer: Outlook of Desktop & Laptop - Different parts of computer - Different Cables to join the ports - Power switch of UPS, CPU, & Monitor – Steps to opening & shutting down the Computer.	3
	b. Identification of different components of a computer: Basic introduction of computer – Classification – Different components – Input devices – Output devices – Storage devices – Bit & Byte Concept – Data Transfer devices (Bluetooth & Wi-Fi).	4
	a. Typing words: Creating new file – Typing – Opening & Saving the file – Copy, Cut & Paste.	
	b. Font: Names – Sizes – Styles (Bold, Italic & Underline).	

Unit 2	c. Paragraph: Align Text (Left, Right, Centre, Justifying) – Line Spacing – Bullets formation – Numbering.	5
	d. Page Set Up: Margins – Orientation – Sizes – Columns.	
	e. Insert: Tables (Drawing, Erasing, & Formatting) – Page Numbering – Adding Pictures & Symbols.	
	f. Printing: Print Set Up – Landscape & Portrait – Page Range – Zooming – Copies.	
TD Unit 3	a. Introduction: Basic ideas of Data Sheets & Cells – Data Typing – Opening & Saving the file – Designing.	5
	b. Data Editing: Sort – Filter – Insert – Functions (Sum, Average, Count, Maximum, Minimum, Mean, Standard Deviation, & Correlation).	
	c. Charts & Graphs (2D & 3D Modes): Column – Line – Pie – Bar – Area – Scatter.	
Unit 4	a. Play Slide Show (at least 5 Slide for maximum 5 minutes presentation) from any Survey/Case study/Experiment or any relevant topic from syllabus.	6
	b. Interaction (at least 2 minutes) on the topic.	
	c. Report of PPT presentation (within 500 words)	
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	15
	• Total	90

COURSE : EDCADSE02T : TEACHER EDUCATION

SD, SM

UNITS	SUB-UNITS	HOURS
SD Unit 1	a. Teacher Education-meaning, nature and scope.	5
	b. Aims and objectives of Teacher Education in Elementary, Secondary and Higher Secondary levels.	5
Unit 2	a. Functions of teacher, characteristics of an ideal teacher, role of teacher at present context.	7
	b. Definition and characteristics of teaching, teaching as a profession. Ethics of a teacher.	8
Unit 4	a. Teaching models: Advance Organizer Model, Concept Attainment Model	7
SM Unit 3	a. Development of Teacher Education in pre independent India: Wood's Despatch to Wood-Abbot Report	11
	b. Development of Teacher Education in post – independence period: Recommendations of various Commission and Committee for the development of Teacher Education.	12
Unit 4	b. Micro teaching, Simulated teaching	5
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	10+5=15
	• Total	90

COURSE : EDCADSE03T : LIFE SKILL EDUCATION

TD, RD

UNITS	SUB-UNITS	HOURS
TD Unit 1	a. Life Skills – Definition, characteristics, types (personal, inter personal, writing, numeracy).	10
	b. Life Skill Education—Meaning, nature, characteristics, types & scope. Necessities of Life-skill Education at present context	9
Unit 2	a. Role of educational institutes, parents, teachers and the Governments (central and State).	9
	b. Role of NGOs in imparting Life skill Education (with special emphasis on physical, social, emotional and cognitive development) in primary, secondary and higher education.	10
RD Unit 3	a. Problems related to life skills education- Domestic violence, juvenile delinquency in Primary and Secondary levels.	8
	b. Preparation of life skill curriculum in school and colleges.	7
Unit 4	a. POCSO (2012)	4
	b. Domestic Violence Act (2005)	3
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	8+7=15
	• Total	90

LESSON PLAN, DEPARTMENT OF EDUCATION

EVEN SEMESTERS

DECEMBER 18 – MAY 19

CBCS Curriculum

SEMESTER -II

COURSE : EDCACOR03T : EDUCATIONAL SOCIOLOGY

PR.T, SM, RD

UNITS	SUB-UNITS	HOURS
PrT Unit 1	a. Educational Sociology- concept , scope	4
	b. Relationship between education and sociology	2
	c. Education as a social process - Social system, Socialization, Social groups (primary , secondary , tertiary), Social mobility	16
SM Unit 2	c. National Integration and International Understanding	2
RD Unit 2	a. Culture- concept , Relationship between education and culture, folk culture	4
	b. Unity in Diversity, cultural lag, cultural conflict, acculturation	8
Unit 3	a. Social Development in India-Sanskritization, Modernisation, Globalisation	10
	b. Education for Sustainable Development	5
Unit 4	a. Poverty	5
	b. Inclusive Education	2
	c. Child Rights and abuses	2
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	5+2+8=15
	• Total	90

COURSE : EDCACOR04T : PEDAGOGY

SD, TD

UNITS	TOPICS	HOURS
SD Unit—1	a. Pedagogy—concept, scope, relation between learning and teaching.	6
	b. Bases of Pedagogy—philosophical, sociological and psychological.	6
	c. Pedagogy vs Andragogy	4
Unit-2	a. Teaching—concept, scope, principles and functions.	8
	b. Teaching as a process- input, process and output	4
	c. Levels of teaching—autonomous, memory, understanding, reflective.	8
TD Unit 3	a . Teaching-Learning of 3 R's	4
	b. Teaching-Learning of Verbal Conditioning	4
	c. Teaching-Learning of Psychomotor Skill	4
Unit-4	a. Teaching – Learning of Principles and Concepts	4
	b. Teaching – Learning of Problem solving	4
	c. Teaching-Learning of Knowledge Construction.	4
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	7+8=15
	• Total	90

SEMESTER IV

COURSE: EDCACOR08T : EDUCATIONAL MANAGEMENT

RD, PR T

UNITS	SUB-UNITS	HOURS
RD Unit 1	a. Educational Management: concept, nature need and scope	4
	b. Educational Management: Types : centralized, decentralized, authoritarian, democratic, dynamic, laissez faire	6
	c. Supervision and Inspection- concept, scope , difference between supervision and inspection	6
Unit 2	a. Leadership in Management – concept, scope, significance, characteristics of an effective leader in education	7
	b. Total Quality in Educational Management: concept only	2
PR T Unit 3	a. Ministry of Human Resource Development	6
	b. Agencies of Education (Centre and State) : UGC, NCERT, SCERT, WBSCHE	12
Unit 4	a. Planning- Concept, need, types	8
	b. Resource Management in educational institutions- concept and aspects of resource management	6
	c. Management Information System (concept only)	3
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	8+7=15
	• Total	90

COURSE: EDCACOR09T : BASICS OF EDUCATIONAL RESEARCH AND EVALUATION

TD, SM

UNITS	SUB-UNITS	HOURS
SM Unit 1	a. Research – concept, nature, need for educational research	3
	b. Types of research – fundamental, applied, action, historical, descriptive, qualitative, quantitative (concept only)	5
	c. Research related terminologies- Data , population , sample and variable(dependent, independent, intermittent)	3
Unit 2	a. Sampling – meaning and nature	2
	b. Types of sampling- random, stratified, cluster(definition, characteristics, uses)	7
	c. Research hypothesis – meaning , nature and types	4
TD Unit 3	a. Evaluation—concept, scope, Principles and importance	7
	b. Measurement— nature, characteristics , difference between evaluation and measurement	5
	c. Scales of measurement	5
Unit 4	a. Test- educational & psychological (concept, classification), criteria of a good test	7
	b. Reliability – concept, characteristics, causes of low reliability, determination of reliability(various types)	6
	c. Validity- concept, causes of low validity, types determination of validity	6
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	7+8=15
	• Total	90

COURSE: EDCACOR10T & EDCACOR10P : STATISTICS IN EDUCATION

UNITS	SUB-UNITS	HOURS
EDCACOR10T SD Unit—1	a. Statistics—concept, scope, uses of statistics in psychology and education.	3
	b. Organization and tabulation of data	3
	c. Graphical representation of data—bar graph, frequency polygon, histogram, pie chart- ogive—drawing, uses.	7
Unit--2	a. Measures of central tendency—concept, properties, uses, calculation.	7
	b. Measures of variability—concept, types (concept), uses, calculation of SD, QD, Variance	6
	c. Normal Probability Curve—concept, characteristics, uses; skewness and kurtosis	6
Unit--3	a. PP, PR—concept, calculation, uses.	4
	b. Correlation—concept, types, significance—rank difference , product moment	5
EDCACOR10P TD Unit-1	a. Introduction to Data : Definition, types, uses	2
	b. Collection of Data	3
RD Unit-2	a. Determination of Central Tendency and Variability (Range, SD, QD)	4
	b. Graphical Representation of Data : Frequency Polygon , Ogive	5
	c. Comparison between two sets of data: Correlation- Rank Difference and Product Moment	5
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	9+3+3=15
	• Total	90

SEMESTER VI

COURSE: EDCACOR13T : CURRICULUM STUDIES

RD,TD

UNITS	SUB-UNITS	HOURS
RD Unit 1	a. Meaning, nature, scope of curriculum	6
	b. Relationship among curriculum, syllabus, content	4
	c. Types of curriculum – brief introduction(definition and example only	9
	d. Basic sources of curriculum- philosophical , socio-cultural , psychological	9
Unit 2	a. Need to form aims and objectives of curriculum	3
	b. Areas of educational objectives: Bloom’s Taxonomy (cognitive only)	6
TD Unit 3	i. UGC model of curriculum development: CBCS	5
	j. Factors of curriculum development	6
Unit 4	a. Meaning and purpose of curriculum evaluation	4
	b. Approaches of curriculum evaluation: Formative & Summative	5
	c. Scientific model of curriculum evaluation- Stenhouse’s model	3
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	7+8=15
	• Total	90

COURSE: EDCACOR14T: SPECIAL EDUCATION

PR T, SD

UNITS	SUB-UNITS	HOURS
PR T	a. Special education- concept, nature, objectives and characteristics	12
Unit 1	b. Inclusive education – concept, types. Is inclusion a viable alternative?	8
Unit 2	a. Development of special education in India	7
	b. Organization and administration of special education in India	7
Unit 3	a. Gifted children – definition , classification, identification, needs, problems, educational support for them	6
	b. Slow learners- definition, classification, identification, needs, problems, educational support for them	6
SD Unit 4	Types of exceptionality w.s.r.t. definition, characteristics, classification,causes, prevention and remedial measures :	5
	a. Visual Impairment	
	b. Auditory Impairment	
	c. Mental Retardation	5
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	11+4=15
	• Total	90

COURSE: EDCADSE05T : PEACE EDUCATION

SM

UNITS	SUB-UNITS	HOURS
SM Unit 1	a. Peace – meaning, characteristics, scope and importance	4
	b. Peace Education – concept, nature and importance	4
Unit 2	a. Psychological , Socio-Cultural, Political Barriers of Peace Education	5
	b. Preventive measures to overcome the barriers of peace education ; functions and role of UNESCO	4
Unit 3	a. Psychological , social and cultural factors responsible for disturbing individual peace	14
	b. Violence in home and educational institutions	8
Unit 4	a. Role of education to maintain peace ; approaches promoting peace among individuals	12
	b. Learning experiences in peace education through imitation, indoctrination, inculcation and internalization	9
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	15
	• Total	90

COURSE: EDCADSE06T : ENVIRONMENTAL EDUCATION

SD, RD, TD

UNITS	SUB-UNITS	HOURS
SD Unit 1	a. Environmental Education--meaning, characteristics, components and scope	7
	b. Necessities to study Environmental Education	1
Unit 2	a. Eco system-concept, types, components, inter relations of components, energy flow in Eco system	8
	b. Role of Education in Eco system	2
RD Unit 3	a. Environmental Pollution—definition , types, causes, classification, preventive and curative measures	20
	b. Role of education to combat various environmental pollution ; functions of CPCB	10
TD Unit 4	a. Concept and need for environmental awareness, role of the agencies of education in promoting environmental awareness	7
	b. Some environmental movements-Narmada Bachao Andolan, Chipko Movement, Silent Valley Movement	5
	• Direct Teaching	60
	• Student & Departmental Activities	15
	• Tutorial	7+4+4=15
	• Total	90

LESSON PLAN, ODD SEMESTERS

JULY 2018-NOVEMBER 2018

CBCS Curriculum

SEMESTER I

COURSE : EDCACOR01T : EDUCATIONAL PHILOSOPHY

PR.T, SM, RD

UNITS	SUB-UNITS	HOURS
RD Unit 1	a. Concept and scope of education, concept of modern education w.r.t. Delor's Commission, child-centricism.	8
	b. Concept of different forms of education – informal, formal, non-formal and open education.	6
	c. Functions of education – individual and social development, Human Resource	6
Unit 2	b. Western philosophical thoughts and their influence on education – Idealism, Naturalism, Pragmatism and Existentialism.	8
Unit 4	Contributions of great educators on philosophy of education (w.r.t. aims, curricula and methods of teaching) e. Rabindranath Tagore	4
	c. John Dewey	4
SM Unit 2	e. Philosophy in education – philosophical bases of educational aims, knowledge, curriculum, methods of teaching, teacher and discipline.	3
	b. Indian philosophical thoughts and their influence on education – Sankhya, Yoga, Jainism, Buddhism and Islamic.	10
Unit 3	a. Values as enshrined in the Indian constitution – democracy, secularism, equality and justice.	5
	b. Educational provisions in the Indian constitution – Articles 15,17,28,30,45,46,350	2

PR T Unit 4	Contributions of great educators on philosophy of education (w.r.t. aims, curricula and methods of teaching)	
	b. Swami Vivekananda	2
	d. Bertrand Russell	2
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	7+5+3=15
	• Total	90

COURSE : EDCACOR02T : EDUCATIONAL PSYCHOLOGY

UNITS	SUB-UNITS	HOURS
SD Unit 1	a. Introduction to educational psychology, relation between education and psychology	2
	b. Introduction to neuro-physiological bases of human behavior- structure and function of human brain, neuron, synaptic transmission, endocrinal glands, sensation, perception	8
Unit 2	a. Human development-concept, principles, types and stages	3
	b. Cognitive development (Piaget) and its significance in education	4
	c. Moral development (Kohlberg) and its significance in education	3
	d. Psycho-social development (Erikson) and its significance in education	5
	e. Personality – concept, types (Jung, Adler), personality development by Freud	3
TD Unit 3	e. Intelligence – concept and scope	2
	b. Theories of intelligence – Guilford, Gardener, Sternberg	6
	c. Creativity – concept, scope and characteristics of creative person	3

	d. Relationship between intelligence, creativity and education	4
Unit 4	a. Learning – concept and scope	3
	b. Factors influencing learning – attention, maturation, motivation and emotion (concept only)	6
	c. Theories of learning: Pavlov, Skinner, Bandura and Vygotsky	8
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	8+7=15
	• Total	90

SEMESTER III

COURSE : EDCACOR05T : EDUCATION IN PRE-INDEPENDENCE INDIA

PR.T, SM

UNITS	SUB-UNITS	HOURS
PR T Unit 1	Salient features of Brahmanic, Buddhistic and Islamic education w.r.t:	
	a. Aims of education , Curriculum and method of teaching	16
	b. Centres of learning: Nabadwip, Nalanda, Agra	8
Unit 2	a. Charter Act of 1813	4
	b. Macaulay Minute	3
	c. Bengal renaissance – nature, characteristics	2
	d. Contributions of Rammohan, Derozio, Vidyasagar	6
SM Unit 3	a. Wood’s Despatch (1854)	4
	b. Hunter Commission (1882-83)	5
	c. Curzon’s Policy (1902)	4
Unit 4	a. Calcutta University Commission (1917-1919)	4
	b. Basic Education Policy	4
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	8+7=15
	• Total	90

COURSE : EDCACOR06T : EDUCATION IN POST-INDEPENDENCE INDIA

SD, TD

UNITS	SUB-UNITS	HOURS
SD Unit 1	a. University Education Commission (1948-49)	7
	b. Secondary Education Commission (1952-53)	9
Unit 2	a. Indian Education Commission (1964-66)	12
	b. National Policy on Education, 1968	4
TD Unit 3	a. National Policy on Education, 1986	10
	b. Programme of Action, 1992	8
Unit 4	a. Sarva Shiksha Mission	5
	b. Right to Education Act, 2009	5
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	8+7=15
	• Total	90

COURSE : EDCACOR07T : CONTEMPORARY ISSUES &
COURSE : EDCACOR07P : FIELD TOUR AND REPORT WRITING

RD

UNITS	SUB-UNITS	HOURS
RD EDCACOR07T Unit 1	a. Language problems	5
	b. Problems of technical and vocational education	7
Unit 2	a. Problems of education of backward classes	7
	b. Problems of adult and non-formal education	7
Unit 3	a. Problems of equalization of educational opportunities	7
	b. National Curricular Framework, 2009	7
EDCACOR07P Unit 1	Planning: a. Aims & Objectives of Field Study	20
	b. Selection of Place mentioning its importance.	
	c. Group formation & distribution of work.	
Unit 2	Execution of journey : a. Visit the place with proper attendance sheet.	
	b. Photo Session	
	c. Note down & Describing the special features.	
Unit 3	Reporting	
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	15
	• Total	90

SEMESTER V

COURSE : EDCACOR11T : GUIDANCE AND COUNSELLING

PR T, RD, SM

UNITS	SUB-UNITS	HOURS
PR T Unit 1	a. Guidance – meaning, definition, scope, need and importance	3
	b. Different types of guidance – educational, vocational and personal (nature, purpose and functions)	6
Unit 2	a. Counselling – meaning, nature, scope, types (directive, non directive, eclectic, individual and group counselling)	10
Unit 3	a. Concept of adjustment – definition, scope, need for adjustment; criteria of good adjustment	4
RD Unit 3	b. Concept of maladjustment – types, problem behavior in adolescent stage, mental disorder (schizophrenia and paranoia)	10
SM Unit 2	b. A brief introduction to approaches of counseling – directive, authoritarian, psychoanalytic, humanistic and behavioristic	18
Unit 4	a. Basic data necessary for guidance	2
	b. Psychological testing – personality (TAT), intelligence (Stanford Binet scale), creativity (Torrance)	7
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	10+2+3=15
	• Total	90

COURSE : EDCACOR12T : EDUCATIONAL TECHNOLOGY &

COURSE : EDCACOR12P : BASIC ICT

SD, TD, SM, RD

UNITS	SUB-UNITS	HOURS
EDCACOR12T SD Unit 1	a. Concept, nature, scope and limitations of educational technology	5
	b. Approaches to educational technology – hardware, software, systems approach	4
Unit 2	a. Concept, components, classification and barriers	9
	b. One basic classroom oriented model i.e., linear and its significance in education	7
TD Unit 3	a. Mass instructional techniques – seminar, symposium, workshop, panel discussion	5
SM Unit 3	Personalized instructional techniques – programme learning (linear), microteaching, mastery learning, computer assisted instruction (CAI)	7
EDCACOR12P RD Unit 1	a. Opening and shutting down of computer: Outlook of Desktop & Laptop - Different parts of computer - Different Cables to join the ports - Power switch of UPS, CPU, & Monitor – Steps to opening & shutting down the Computer.	3
	b. Identification of different components of a computer: Basic introduction of computer – Classification – Different components – Input devices – Output devices – Storage devices – Bit & Byte Concept – Data Transfer devices (Bluetooth & Wi-Fi).	4
Unit 2	a. Typing words: Creating new file – Typing – Opening & Saving the file – Copy, Cut & Paste.	5
	b. Font: Names – Sizes – Styles (Bold, Italic & Underline).	
	c. Paragraph: Align Text (Left, Right, Centre, Justifying) – Line Spacing – Bullets formation – Numbering.	

	d. Page Set Up: Margins – Orientation – Sizes – Columns.	
	e. Insert: Tables (Drawing, Erasing, & Formatting) – Page Numbering – Adding Pictures & Symbols.	
	f. Printing: Print Set Up – Landscape & Portrait – Page Range – Zooming – Copies.	
TD	a. Introduction: Basic ideas of Data Sheets & Cells – Data Typing – Opening & Saving the file – Designing.	5
Unit 3	b. Data Editing: Sort – Filter – Insert – Functions (Sum, Average, Count, Maximum, Minimum, Mean, Standard Deviation, & Correlation).	
	c. Charts & Graphs (2D & 3D Modes): Column – Line – Pie – Bar – Area – Scatter.	
	a. Play Slide Show (at least 5 Slide for maximum 5 minutes presentation) from any Survey/Case study/Experiment or any relevant topic from syllabus.	6
Unit 4	b. Interaction (at least 2 minutes) on the topic.	
	c. Report of PPT presentation (within 500 words)	
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	15
	• Total	90

COURSE : EDCADSE02T : TEACHER EDUCATION

SD, SM

UNITS	SUB-UNITS	HOURS
SD Unit 1	a. Teacher Education-meaning, nature and scope.	5
	b. Aims and objectives of Teacher Education in Elementary, Secondary and Higher Secondary levels.	5
Unit 2	a. Functions of teacher, characteristics of an ideal teacher, role of teacher at present context.	7
	b. Definition and characteristics of teaching, teaching as a profession. Ethics of a teacher.	8
Unit 4	a. Teaching models: Advance Organizer Model, Concept Attainment Model	7
SM Unit 3	a. Development of Teacher Education in pre independent India: Wood's Despatch to Wood-Abbot Report	11
	b. Development of Teacher Education in post – independence period: Recommendations of various Commission and Committee for the development of Teacher Education.	12
Unit 4	b. Micro teaching, Simulated teaching	5
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	10+5=15
	• Total	90

COURSE : EDCADSE03T : LIFE SKILL EDUCATION

TD, RD

UNITS	SUB-UNITS	HOURS
TD Unit 1	a. Life Skills – Definition, characteristics, types (personal, inter personal, writing, numeracy).	10
	b. Life Skill Education—Meaning, nature, characteristics, types & scope. Necessities of Life-skill Education at present context	9
Unit 2	a. Role of educational institutes, parents, teachers and the Governments (central and State).	9
	b. Role of NGOs in imparting Life skill Education (with special emphasis on physical, social, emotional and cognitive development) in primary, secondary and higher education.	10
RD Unit 3	a. Problems related to life skills education- Domestic violence, juvenile delinquency in Primary and Secondary levels.	8
	b. Preparation of life skill curriculum in school and colleges.	7
Unit 4	a. POCSO (2012)	4
	b. Domestic Violence Act (2005)	3
	• Direct Teaching	60
	• Student and Departmental Activities	15
	• Tutorial	8+7=15
	• Total	90

DEPARTMENT OF EDUCATION

LESSON PLAN

NEP Curriculum

4 YEAR UG PROGRAMME 2024-2025

SEMESTER / MAJOR/DS1

EDUCATIONAL PHILOSOPHY (EDUDSC101T)

F.M. 100	TOPIC	NUMBER OF CLASSES
RD (Unit 1 a & b) Unit1: Concept and scope of Education a. Concept of modern education w.r.t. Delor’s Commission, scope of education, Child-centricism in education, concept of life-centric education		8
b. Different forms of education – informal, formal, non-formal, open and distance learning.		7
Unit 2. C. Western philosophical thoughts and their influence on Education – Idealism, Naturalism, Pragmatism and Existentialism.		10
Unit 3 a Values as enshrined in the Indian constitution – Democracy, Secularism, Equality and Justice.		8
Unit4: Contributions of great educators on philosophy of education (w.r.t. Aims, Curriculum and Methods of teaching) a. Rabindranath Tagore		4
c. John Dewey		4

SM(Unit 1 c)	
a. Functions of education – individual and social development, Human Resource Development	6
Unit2: Philosophical bases of Education	
a. Philosophy- Concept & nature, philosophical influence on Education w.r.t. aims, knowledge, curriculum, methods of teaching, teacher and discipline.	4
c.Indian philosophical thoughts and their influence on Education – Sankhya, Yoga, Jainism, Buddhism and Islamic.	10
Unit3 : National values and role of Education	3
a. Educational provisions under the Indian constitution	
Unit 4	
b. Swami Vivekananda	4
a. Bertrand Russell	4
	60 hours
TUTORIAL1 CREDIT X 15 hours	RD 8 hours SM 7 hours
Class test/ students' activities/ext activities	15 hours
TOTAL CREDIT 5	75+ 15 hours

4 YEAR UNDERGRADUATE PROGRAMME IN EDUCATION HONOURS & HONOURS WITH RESEARCH

Lesson Plan, Semester II, 2023-24

NEP Curriculum

5 Credits (1 Credit=15 hours)

SEMESTER- II Major/DS -2 COURSE: EDUCATIONAL PSYCHOLOGY (EDUDSC202T)

Full Marks: 100 Credit: 5

Course Content:

Name of Faculty	Unit	Sub units	Hours
MM	Unit –I [Introduction to Educational Psychology]	a) Concept of Psychology, Nature and Scope of Educational Psychology	3
		b) Relation between Education and Psychology	3
		c) Introduction to Neuro-physiological bases of human behaviour- structure & function of human brain & Neuron, Concept of Synaptic transmission & endocrinal Gland	5
		d) Concept of Sensation & Perception	2
	Unit –II [Psychology of Human Development & Education]	a) Human development – concept, principles, types & stages	4
		b) Cognitive development (Piaget) & its significance in education	4
		c) Moral development (Kohlberg) & its significance in education	3
		d) Psycho-social development (Erikson) & its significance in education	3
		e) Personality- concept, types (Jung, Adler), Personality development by Freud	3
		Students' Activity	5
		Class tests	5
		Tutorial	10
		Total hours	30+20
TD	Unit –III [Intelligence & Creativity]	a) Intelligence - concept & scope.	3

		b) Theories of Intelligence - Guildford, Gardner, Sternberg	6
		c) Creativity - concept, scope & characteristics of a creative person	5
		d) Inter-relationship among intelligence, creativity and education	3
	Unit –IV [Psychology of Learning]	a) Learning- concept & scope	2
		b) Factors influencing learning – attention, maturation, motivation & emotion (concept only)	4
		c) Theories of learning: Pavlov, Skinner, Bandura & Vygotsky.	7
		Students' Activity	5
		Class tests	5
		Tutorial	10
		Total hours	30+20

a. SEC1: SKILL DEVELOPMENT FOR SOCIAL AWARENESS

3 Credit: 45 hours

	TOPIC	50 marks	NUMBER OF CLASSES
	Unit 1:		
	a. Meaning & Nature of Social Awareness, Social Backwardness & Social Advancement		5
	b. Need for Development of Social Awareness, Types of Social Awareness Programme		5
	Unit 2:		
	a. Planning & Execution of Social Awareness Programme		3
	b. Relationship among IQ, EQ & Social Awareness		5
	Unit 3:		
	a. Organization & Participation in a Social Awareness Programme conducted by NCC, NSS or by the respective college(child labour & abuse: RTE: HIV/AIDS: Traffic Awareness & Literacy programme)		10

	b. Write a report on the programme	2
	Direct teaching(theory) + Project	42
	Class test	3
	Total credit& total class hours	3 & 45 hours

4 YEAR UNDERGRADUATE PROGRAMME IN EDUCATION HONOURS & HONOURS WITH RESEARCH

Lesson Plan, Semester II, 2023-24

NEP Curriculum

5 Credits (1 Credit=15 hours)

SEMESTER- II Major/DS -2 COURSE: EDUCATIONAL PSYCHOLOGY (EDUDSC202T)

Full Marks: 100 Credit: 5

Course Content:

Name of Faculty	Unit	Sub units	Hours
MM	Unit –I [Introduction to Educational Psychology]	a) Concept of Psychology, Nature and Scope of Educational Psychology	3
		b) Relation between Education and Psychology	3
		c) Introduction to Neuro-physiological bases of human behaviour- structure & function of human brain & Neuron, Concept of Synaptic transmission & endocrinal Gland	5

		d) Concept of Sensation & Perception	2
	Unit –II [Psychology of Human Development & Education]	a) Human development – concept, principles, types & stages	4
		b) Cognitive development (Piaget) & its significance in education	4
		c) Moral development (Kohlberg) & its significance in education	3
		d) Psycho-social development (Erikson) & its significance in education	3
		e) Personality- concept, types (Jung, Adler), Personality development by Freud	3
		Students' Activity	5
		Class tests	5
		Tutorial	10
		Total hours	30+20
TD	Unit –III [Intelligence & Creativity]	a) Intelligence - concept & scope.	3
		b) Theories of Intelligence - Guildford, Gardner, Sternberg	6
		c) Creativity - concept, scope & characteristics of a creative person	5
		d) Inter-relationship among intelligence, creativity and education	3
	Unit –IV [Psychology of Learning]	a) Learning- concept & scope	2
		b) Factors influencing learning – attention, maturation, motivation & emotion (concept only)	4
		c) Theories of learning: Pavlov, Skinner, Bandura & Vygotsky.	7
		Students' Activity	5
		Class tests	5
		Tutorial	10
		Total hours	30+20

