A.K.P.C. MAHAVIDYALAYA

DEPARTMENT OF EDUCATION

**NAME OF THE PROGRAMME: B.A. (Hons.)**

**Subject-Education**

**B.A. (Hons.) 1st semester Under CBCS**

**LESSON PLAN & MODULES**

**COURSE CODE-CC-1**

**COURSE TITLE: EDUCATIONAL PHILOSOPHY I**

**Modules No 1**

| **UNIT-I**<br>Education: Meaning, Nature and Scope ● Functions of Education ● Factors of Education ●Aims of Education: Individualistic and Socialistic. | | |
|---|---|---|
| **Approximate Lecture** | **Topic of Lecture** | Remarks |
| **Lecture 1** | Education – Etymology | |
| **Lecture 2** | Definition of Education – Broad and narrow | |
| **Lecture 3** | Modern concept of education | |
| **Lecture 4** | Nature of Education – part 1 | |
| **Lecture 5** | Scope of Education | |
| **Lecture 6** | Forms of Education – Informal , Non formal , Formal Education with examples | |
| **Lecture 7** | Functions of education | |
| **Lecture 8** | Factors of Education – Student , Teacher | |
| **Lecture 9** | Factors of Education – Curriculum | |
| **Lecture 10** | Factors of Education – School/ Institute | |
| **Lecture 11** | Relationship between different factors of education | |
| **Lecture 12** | Aims of education – a general discussion on aim of education | |
| **Lecture 13** | Specific Individualistic aims of education | |
| **Lecture 14** | Specific socialistic aims of education | |
| **Lecture 15** | Comparing individualistic or socialistic aims of education to findwhich one is more relevant to education | |
| **Lecture 16** | Revision | |
| **Lecture 17** | Model question and answer | |
| **Lecture 18** | Continuous and Comprehensive Evaluation<br>Unit end Assignment | Placement according to theirlearning outcome preferably via MCQ mode of assessment |

**Modules No 2**

**Unit – II**

**Introduction to Philosophy of Education, ● Relationship of Education and Philosophy, ● Schools of Indian Philosophy-basic features with special reference to its Epistemological and Ethical aspects ● Sankhya, ● Yoga, ● Nyaya, ● Charvak, ● Buddhist, ● Jain and their educational implications**

| Approximate Lecture | Topic of Lecture | Remarks |
|---|---|---|
| **Lecture -19** | Concept of philosophy as a faculty of knowledge | |
| **Lecture -20** | Epistemology, axiology and metaphysics – brief idea | |
| **Lecture -21** | Relationship between philosophy and education | |
| **Lecture -22** | Concept of Indian Philosophy | |
| **Lecture -23** | Main ideas under Indian Philosophy i.e. Types ( astik, Nastik) Veda, Karma, Dukhyobad etc. | |
| **Lecture -24** | Samkhya – chief tenets | |
| **Lecture -25** | Purus and Prakriti – brief discussion | |
| **Lecture -26** | Educational implication of Samkhya philosophy | |
| **Lecture -27** | Yoga Philosophy- Basic tenets | |
| **Lecture -28** | Astayoga | |
| **Lecture -29** | Educational implications of Yoga philosophy | |
| **Lecture -30** | Naya philosophy – Chief characteristics | |
| **Lecture -31** | Epistemology in Naya philosophy With methods – pramana, anumana, | |
| **Lecture -32** | Concept of philosophy as a faculty of knowledge | |
| **Lecture -33** | Educational implications of Naya philosophy | |
| **Lecture -34** | Charvak- Main characteristics of Nastika philosophy | |
| **Lecture -35** | Charvak – educational implications | |
| **Lecture -36** | Jainism – Basic tenets | |
| **Lecture -37** | Educational implications of Jainism | |
| **Lecture-38** | Buddhism – historical background , aryasatya | |
| **Lecture -39** | Astangik Marga | |
| **Lecture -40** | Other basic tenets of Buddhism | |
| **Lecture -41** | Educational implications of Buddhism | |
| **Lecture -42** | Comparison among astika and nastika philosophy | |
| **Lecture -43** | Revision | |
| **Lecture -44** | Model question and answer | |
| **Lecture -45** | Continuous and Comprehensive Evaluation | Placement according to their learning outcome preferably |

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| | Unit end Assignment | via MCQ mode of assessment |

# Modules No 3

**Unit – III**

**Child Centric Education: Meaning and Characteristics, ● Aims of modern child centric education, ● Different approaches of Child-Centric Education, ● Life Centric Education: features and significance.**

| Approximate Lecture | Topic of Lecture | Remarks |
|---|---|---|
| Lecture -46 | Meaning and Characteristics of Child centric education | |
| Lecture -47 | Aims of modern child centric | |
| Lecture -48 | Different approaches of Child-Centric Education | |
| Lecture -49 | Merits of child centric education | |
| Lecture -50 | Different schools of child centric education | |
| Lecture -51 | Concept of life centric education | |
| Lecture -52 | Curriculum of life centric education | |
| Lecture -53 | Importance of life centric education | |
| Lecture -54 | Different Between Child centric & Life centric Education | |
| Lecture -55 | Life Centric Education: features and significance. | |
| Lecture -56 | Revision | |
| Lecture -57 | Model question and answer | |
| Lecture -58 | Continuous and Comprehensive Evaluation<br>Unit end Assignment | Placement according to their learning outcome preferably via MCQ mode of assessment |

# Modules No 4

**Unit – IV**

**Contributions of Great Educators to Education, ● Rammohan Roy, ● Iswar Chandra Vidyasagar, ● Swami Vivekananda, ● Rabindranath Tagore, ● Mahatma Gandhi.**

| Approximate Lecture | Topic of Lecture | Remarks |
|---|---|---|
| Lecture -59 | Time line of major events from 1800AD -1950 AD Indian history | |
| Lecture -60 | Brief life history of Rammohan Roy | |
| Lecture -61 | Educational philosophy of Rammohan | |
| Lecture -62 | Major contributions of Rammohan Roy in Indian education | |
| Lecture -63 | Brief life history of Iswar Chandra Vidyasagar | |
| Lecture -64 | Educational philosophy of Iswar Chandra Vidyasagar | |
| Lecture -65 | Major contributions of Iswar Chandra | |

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|---|---|---|
| | Vidyasagar in Indian education | |
| Lecture -66 | Brief life history of Swami Vivekananda | |
| Lecture -67 | Educational philosophy of Swami Vivekananda | |
| Lecture -68 | Major contributions of Rammohan Roy in Indian education | |
| Lecture -69 | Brief life history of Iswar Chandra Vidyasagar | |
| Lecture -70 | Educational philosophy of Iswar Chandra Vidyasagar | |
| Lecture -71 | Major contributions of Iswar Chandra Vidyasagar in Indian education | |
| Lecture -72 | Brief life history of Swami Vivekananda | |
| Lecture -73 | Educational philosophy of Swami Vivekananda | |
| Lecture -74 | Major contributions of Rammohan Roy in Indian education | |
| Lecture -75 | Continuous and Comprehensive Evaluation<br>Unit end Assignment | Placement according to their learning outcome preferably via MCQ mode of assessment |
| Lecture -76 | Course end assessment – qualitative Assignment | Viva |
| Lecture -77 | Course end assessment – quantitative Assignment | Placement according to their learning outcome preferably via MCQ mode of assessment |

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**LESSON PLAN & MODULES**

**COURSE CODE-CC-2**

**COURSE TITLE: EDUCATIONAL PSYCHOLOGY I**

**Modules No 1**

Unit –I

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

| Approximate Lecture | Topic of Lecture | Remarks |
|---|---|---|
| Lecture -1 | Concept of Psychology | |
| Lecture -2 | Etymological meaning of Psychology | |
| Lecture -3 | Definition of Psychology | |
| Lecture -4 | General discussion on different branches of psychology | |
| Lecture -5 | Concept of behaviour | |

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| Lecture -6 | Discussion on some eminent psychologist with their school of psychology | |
| Lecture -7 | Nature of psychology | |
| Lecture -8 | Scope of Psychology | |
| Lecture -9 | Concept of Educational psychology | |
| Lecture -10 | Nature of Educational psychology | |
| Lecture -11 | Aims of educational psychology | |
| Lecture -12 | Scope of Educational Psychology | |
| Lecture -13 | Relationship between Education and Psychology | |
| Lecture -14 | Theoretical aspect of educational psychology | |
| Lecture -15 | Practical aspects of educational psychology | |
| Lecture -16 | Methods of educational psychology - introspection method | |
| Lecture -17 | Discussion on Educational psychology is an applied science | |
| Lecture -18 | Role of educational psychology in education | |
| Lecture -19 | Continuous and Comprehensive Evaluation Unit end | Short answer type question |

**Modules No 2**

Unit –II

- Growth and Development: Meaning and Concepts,
- Determinants of Development- Heredity and Environment,
- Principles of Development,
- Stages of Physical Development,
- Characteristics of different stages,
- Areas of development: Emotional, Intellectual and Social,
- Individual differences: concept, types, and educational implications

| **Approximate Lecture** | **Topic of Lecture** | **Remarks** |
|---|---|---|
| Lecture -20 | Concept of growth | |
| Lecture -21 | Characteristics of growth | |
| Lecture -22 | Concept of development | |
| Lecture -23 | Characteristics of development | |
| Lecture -24 | Concept of development | |
| Lecture -25 | Characteristics of development | |
| Lecture -26 | Principles of development | |
| Lecture -27 | Concept of development | |
| Lecture -28 | Characteristics of development | |
| Lecture -29 | Principles of development | |
| Lecture -30 | Concept of Physical Development | |
| Lecture -31 | Stages of Physical Development | |
| Lecture -32 | Different characteristics of childhood | |

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| | period of life | |
| Lecture -33 | Need of childhood period of life | |
| Lecture -34 | Characteristics of adolescent period of life | |
| Lecture -35 | Need of adolescent period of life | |
| Lecture -36 | Problem of adolescent boys and girls. | |
| Lecture -37 | Concept of emotional development | |
| Lecture -38 | Age wise Characteristics of emotional development | |
| Lecture -39 | Concept of cognitive development | |
| Lecture -40 | age wise characteristics of cognitive development | |
| Lecture -41 | Concept of social development | |
| Lecture -42 | Age wise characteristics of social development | |
| Lecture -43 | Concept of individual differences | |
| Lecture -44 | Nature of individual differences | |
| Lecture -45 | Different types of individual differences | |
| Lecture -46 | Role of heredity in individual differences | |
| Lecture -47 | Role of environment in individual differences | |
| Lecture -48 | Educational implication of individual differences | |
| Lecture -49 | Continuous and Comprehensive Evaluation Unit end | Short answer type question |

**Modules No 3**

Unit –III

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

| **Approximate Lecture** | **Topic of Lecture** | **Remarks** |
|---|---|---|
| Lecture -50 | Concept of learning | |
| Lecture -51 | Definition of learning | |
| Lecture -52 | Difference between learning and teaching | |
| Lecture -56 | Nature of learning | |
| Lecture -54 | Principle of learning | |
| Lecture -55 | Factor influencing learning | |
| Lecture -56 | Discussion on learning as a process | |
| Lecture -57 | Name of Some theories of learning | |
| Lecture -58 | Classical conditioning theory of learning part 1 | |

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| Lecture -59 | Educational implication of classical conditioning learning theory | |
| Lecture -60 | Concept of trial and error | |
| Lecture -61 | Trial and error learning theory of thorndike part 1 | |
| Lecture -62 | Educational implication of trial and error learning theory of thorndike | |
| Lecture -63 | Concept of Operant conditioning | |
| Lecture -64 | Operant conditioning theory of Skinner part 1 | |
| Lecture -65 | Educational implication of operant conditioning theory of Skinner | |
| Lecture -66 | difference between classical conditioning and operant conditioning learning theory | |
| Lecture -67 | Gestalt theory of learning | |
| Lecture -68 | Educational implication of gestalt theory of learning | |
| Lecture -69 | Discussion on insightful learning | |
| Lecture -70 | Basic discussion on Gange theory of learning | |
| Lecture -71 | Continuous and Comprehensive Evaluation Unit end | |

**Modules No 4**

| Unit –IV<br><br>Transfer of Learning: Concept, Theories and Educational Application. | | |
|---|---|---|
| **Approximate Lecture** | **Topic of Lecture** | **Remarks** |
| Lecture -72 | Concept of transfer of learning | |
| Lecture -73 | Types of transfer of learning | |
| Lecture -74 | Theory of identical elements transfer of learning | |
| Lecture -75 | Theory of generalization, Gestalt theory of transfer of learning | |
| Lecture -76 | Educational implication of transfer of learning | |
| Lecture -77 | Continuous and Comprehensive Evaluation Unit end | Short answer type question |

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**LESSON PLAN & MODULES**

**COURSE CODE-CC-3**

**COURSE TITLE: EDUCATIONAL PHILOSOPHY II**

**Modules No 1**

| **Unit – I**<br>**Western Schools of Philosophy and their Educational Implication, ● Idealism, ● Naturalism, ● Realism and ● Pragmatism; Their contribution to present day education.** | | |
|---|---|---|
| **Approximate Lecture** | **Topic of Lecture** | **Remarks** |
| Lecture -1 | Basic idea about western philosophy highlighting its nature ( Metaphysics, epistemology, axiology) | |
| Lecture -2 | Differences between Western philosophy and eastern ( Indian ) philosophy | |
| Lecture -3 | Idealism – time, philosophers and metaphysics | |
| Lecture -4 | Epistemology & Axiology of idealism | |
| Lecture -5 | Educational implication of idealistic philosophy – educational aims and curriculum | |
| Lecture -6 | Educational implication of idealistic philosophy – educational method, discipline , concept of teacher and school . | |
| Lecture -7 | Naturalism – background , philosophers and metaphysics | |
| Lecture -8 | Epistemology & Axiology of naturalism | |
| Lecture -9 | Educational implication of naturalism philosophy – educational aims and curriculum | |
| Lecture -10 | Educational implication of naturalism educational method, discipline , concept of teacher and school | |
| Lecture -11 | Rationalism – time, philosophers and metaphysics | |
| Lecture -12 | Epistemology & Axiology of rationalism | |
| Lecture -13 | Educational implication of rationalistic philosophy – educational | |

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| | aims and curriculum | |
| Lecture -14 | Educational implication of rationalistic philosophy – educationalmethod, discipline, concept of teacher and school. | |
| Lecture -15 | Pragmatism – time, philosophers and metaphysics | |
| Lecture -16 | Epistemology & Axiology of pragmatism | |
| Lecture -17 | Educational implication of pragmatism – educational aims and curriculum | |
| Lecture -18 | Educational implication of pragmatism – educational method,discipline , concept of teacher and school . | |
| Lecture -19 | Continuous and Comprehensive Evaluation<br>Unit end Assignment II | To allot place according to their learning outcome preferably via MCQ mode of assessment |

**Modules No 2**

| **Unit – II**<br>**Contribution of Great Educators to Education, ● Rousseau, ● Pestalozzi, ● Froebel, ● Dewey, ● Montessori** | | |
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| **Approximate Lecture** | **Topic of Lecture** | **Remarks** |
| Lecture -1 | Explain the importance of great educators with familiar examples | |
| Lecture -2 | Timeline of Rousseau with brief life history | |
| Lecture -3 | Rousseau - Philosophy of life | |
| Lecture -4 | Rousseau - Educational Philosophy & contribution : Educational aim and methods | |
| Lecture-5 | Rousseau - Educational Philosophy & contribution : curriculum , Discipline | |
| Lecture -6 | Rousseau -Educational Philosophy & contribution : Concept of teacher & books. Relevance in brief | |
| Lecture-7 | Timeline of Pestalozzi with brief life history | |
| Lecture -8 | Pestalozzi - Philosophy of life | |
| Lecture -9 | Rousseau - Educational Philosophy & contribution : Educational aim and methods | |
| Lecture-10 | Rousseau - Educational Philosophy & contribution : curriculum , Discipline | |
| Lecture-11 | Rousseau -Educational Philosophy & contribution : Concept of teacher & books. Relevance in brief | |

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| Lecture-12 | Timeline of Pestalozzi with brief life history | |
| Lecture -13 | Pestalozzi - Philosophy of life | |
| Lecture-14 | Rousseau - Educational Philosophy & contribution : Educational aim and methods | |
| Lecture-15 | Continuous and Comprehensive Evaluation<br>Assignment –III | Short answer type question to judge learning outcome on already executed part of unit |
| Lecture-16 | Timeline of Dewey with brief life history | |
| Lecture-17 | Dewey - Philosophy of life | |
| Lecture -18 | Dewey - Educational Philosophy & contribution : Educational aim and methods | |
| Lecture-19 | Dewey - Educational Philosophy & contribution : curriculum , Discipline. Relevance in brief | |
| Lecture-20 | Dewey – Problem solving method and implications | |
| Lecture-21 | Timeline of Montessori with brief life history | |
| Lecture-22 | Montessori - Philosophy of life | |
| Lecture-23 | Montessori - Educational Philosophy & contribution : Educational aim and methods | |
| Lecture-24 | Montessori - Educational Philosophy& contribution : curriculum ,<br>Discipline. Relevance in brief | |
| Lecture-25 | Comparison between Kindergarten method and Montessori method | |
| Lecture -26 | A comparative discussion among five philosophers – part 1 | |
| Lecture-27 | A comparative discussion among five philosophers – part 2 | |
| Lecture-28 | Continuous and Comprehensive Evaluation<br>Unit end Assignment IV | Placement according to their learning outcome preferably via MCQ mode of assessment |

**Modules No 3**

| **Unit – III**<br>**Current issues in Education: Education for Democracy,**<br>**● Education for NationalIntegration, ●Education for International Understanding,** | | |
|---|---|---|
| **Approximate Lecture** | **Topic of Lecture** | **Remarks** |
| **Lecture-29** | Explain why learning about current issues of education is important with known examples | |
| **Lecture-30** | Define democracy . different | |

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| | definition and their differences | |
| **Lecture-31** | Why the idea of democracy is important in education | |
| **Lecture-32** | What are the ways to inculcate democratic values among students | |
| **Lecture-33** | Challenges of education for democracy | |
| **Lecture-34** | Student organization / association – relevance in democracy | |
| **Lecture-35** | National Integration – definition and explanation | |
| **Lecture-36** | National integration in India – nature and scope | |
| **Lecture-37** | Education for national integration | |
| **Lecture-38** | Practices to inculcate the value of national integration among students | |
| **Lecture-39** | Challenges of national integration and how education helps to overcome those | |
| **Lecture-40** | International Understanding – definition and explanation | |
| **Lecture-41** | International Understanding in India – nature and scope | |
| **Lecture-42** | Education for International Understanding | |
| **Lecture-43** | Practices to inculcate the value of International Understanding among students | |
| **Lecture-44** | Challenges of International Understanding and how education helps to overcome those | |
| **Lecture-45** | Agencies working on international understanding. UN/ UNESCO/ WHO etc. | |
| **Lecture-46** | Continuous and Comprehensive Evaluation<br>Unit end Assignment | Placement according to their learning outcome preferably via MCQ mode of assessment |

**Modules No 4**

| **Unit – IV**<br>**Education for empowerment of Deferent Categories of People, Education for Peace,Education for Leisure** | | |
|---|---|---|
| **Approximate Lecture** | **Topic of Lecture** | **Remarks** |
| **Lecture-47** | Idea of empowerment | |
| **Lecture-48** | Identifying different categories in need of empowerment | |
| **Lecture-49** | Woman empowerment – nature and scope | |
| **Lecture-50** | Empowerment of disadvantageous groups | |
| **Lecture-51** | Constitutional provisions for | |

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| | empowerment | |
| **Lecture-52** | How education empowers people | |
| **Lecture-53** | Barriers of empowerment | |
| **Lecture-54** | Define peace with various examples | |
| **Lecture-55** | Philosophical position of peace ( with special emphasis on Indian philosophy | |
| **Lecture-56** | | |
| **Lecture-57** | Peace and violence – a juxtaposition study in brief | |
| **Lecture-58** | Education as a tool for peace | |
| **Lecture-59** | Practices to achieve peace education | |
| **Lecture-60** | Define leisure | |
| **Lecture-61** | Philosophical position of leisure | |
| **Lecture-62** | How leisure is related with the idea of education | |
| **Lecture-63** | Education for Leisure – Rabindranath Thakur | |
| **Lecture-64** | Practices in modern education for leisure | |
| **Lecture-65** | Continuous and Comprehensive Evaluation<br>Unit end Assignment VI | Placement according to their learning outcome preferably via MCQ mode of assessment |
| **Lecture-66** | Course end assessment – qualitative<br>Assignment VII | Viva |

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**LESSON PLAN & MODULES**

**COURSE CODE-CC-4**

**COURSE TITLE: EDUCATIONAL PSYCHOLOGY II**

**Modules No 1**

**Unit – I**

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

| Approximate Lecture | Topic of Lecture | Remarks |
|---|---|---|
| **Lecture-1** | General discussion on Intelligence | |
| **Lecture-2** | Definition of Intelligence and elaboration different terms from definition. | |
| **Lecture-3** | Discuss on some intelligent person with their contribution to our society. | |

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| **Lecture-4** | Nature of Intelligence | |
| **Lecture-5** | Discussion on Charles Spearman and his research on intelligence | |
| **Lecture-6** | Concept and nature of G factor from Spearman's Two factors theory. | |
| **Lecture-7** | Concept and nature of S factor from Spearman's Two factors theory. | |
| **Lecture-8** | Tetrad Equation of Spearman's Two factors theory. | |
| **Lecture-9** | General discussion on Intelligence | |
| **Lecture-10** | Definition of Intelligence and elaboration different terms from definition. | |
| **Lecture-11** | Discuss on some intelligent person with their contribution to our society. | |
| **Lecture-12** | Nature of Intelligence | |
| **Lecture-13** | Discussion on Charles Spearman and his research on intelligence | |
| **Lecture-14** | Concept and nature of G factor from Spearman's Two factors theory. | |
| **Lecture-15** | Concept and nature of S factor from Spearman's Two factors theory. | |
| **Lecture-16** | Tetrad Equation of Spearman's Two factors theory. | |
| **Lecture-17** | Contribution of Guilford's theory on educational field. | |
| **Lecture-18** | Basic concept of test and intelligence test | |
| **Lecture-19** | Nature of intelligence test | |
| **Lecture-20** | Define types of intelligence test | |
| **Lecture-21** | Uses of intelligence test | |
| **Lecture-22** | Difference between verbal and nonverbal intelligence test | |
| **Lecture-23** | Meaning and definition of creativity. | |
| **Lecture-24** | Nature of creativity. | |
| **Lecture-25** | Characteristics of creative person | |
| **Lecture-26** | Continuous and Comprehensive Evaluation Unit end | Short answer type question |

**Modules No 2**

**Unit – II**

- Personality: Meaning and Nature,
- Development of Personality,
- Personality: Types and Traits, Psychoanalytical theory of Personality,
- Humanistic approach of Personality,
- Assessment of Personality.

| **Approximate Lecture** | **Topic of Lecture** | **Remarks** |
|---|---|---|
| **Lecture-27** | Discussion on etymological meaning of personality | |
| **Lecture-28** | Concept and Definition of Personality | |

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| | along with elaborate different terms from definition of personality. | |
| **Lecture-29** | Nature of Personality | |
| **Lecture-30** | Development of Personality | |
| **Lecture-31** | Concept of type theory of Personality | |
| **Lecture-32** | Nature of type theory. | |
| **Lecture-33** | Concept of trait theory of personality | |
| **Lecture-34** | Nature of traits theory | |
| **Lecture-35** | Psychoanalytical Theory- ID EGO SUPEREGO | |
| **Lecture-36** | Psychoanalytical Theory- level of consciousness | |
| **Lecture-37** | Psychoanalytical Theory- Different level of fixation | |
| **Lecture-38** | Contribution of Psychoanalytical Theory on educational field | |
| **Lecture-39** | Humanistic theory of personality- different dimension | |
| **Lecture-40** | Educational Contribution of humanistic theory of personality | |
| **Lecture-41** | Assessment of personality | |
| **Lecture-42** | Continuous and Comprehensive Evaluation Unit end | Short answer type question |

**Modules No 3**

**Unit – III**

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

| Approximate Lecture | Topic of Lecture | Remarks |
|---|---|---|
| **Lecture-43** | Topic of lecture | |
| **Lecture-44** | Definition of memory and elaboration different terms from memory. | |
| **Lecture-45** | Discussion on nature of Memory | |
| **Lecture-46** | Discussion on processing of memory different elements or component of memory with examples | |
| **Lecture-47** | Discussion on different types of memory | |
| **Lecture-48** | Discussion on short term memory | |
| **Lecture-49** | Discussion on long term memory | |
| **Lecture-50** | Discussion on working memory | |
| **Lecture-51** | Symptom of good memory | |
| **Lecture-52** | Encoding of Memory | |
| **Lecture-53** | Training of Memory | |
| **Lecture-54** | Information processing theory of | |

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| | memory | |
| **Lecture-55** | Educational implication of information processing theory | |
| **Lecture-56** | Strategies for effective memorization | |
| **Lecture-57** | Concept and definition of forgetting with realistic example | |
| **Lecture-58** | Causes of forgetting | |
| **Lecture-59** | Continuous and Comprehensive Evaluation Unit end | |

**Modules No 3**

Unit –IV

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

| **Approximate Lecture** | **Topic of Lecture** | **Remarks** |
|---|---|---|
| **Lecture-60** | Concept of growth and development | |
| **Lecture-61** | Nature of Development | |
| **Lecture-62** | Concept of cognitive development and characteristics | |
| **Lecture-63** | General discussion on Jean Piaget | |
| **Lecture-64** | Basic Assumptions on Piaget's theory - cognition | |
| **Lecture-65** | Basic Assumptions on Piaget's theory - Adaptation (assimilation and accommodation) | |
| **Lecture-66** | Educational implication of cognitive development theory by piaget. | |
| **Lecture-67** | Discuss about Jerome Bruner | |
| **Lecture-68** | Concept of Discovery Learning | |
| **Lecture-69** | Enactive stage of Bruner's theory | |
| **Lecture-70** | Iconic stage of Bruner's theory | |
| **Lecture-71** | Symbolic stage of Bruner's theory | |
| **Lecture-72** | Concept of spiral curriculum | |
| **Lecture-73** | Educational implication of Bruner's theory | |
| **Lecture-74** | General discussion on Vygotsky | |
| **Lecture-75** | Concept of constructivism | |
| **Lecture-76** | Concept of Social constructivism | |
| **Lecture-77** | Zone of Actual Development | |
| **Lecture-78** | Concept of zone of proximal or potential development ZPD | |
| **Lecture-79** | Concept of Scaffolding in relation to Vygotsky's theory | |
| **Lecture-80** | Language and thought of Vygotsky's theory | |
| **Lecture-81** | Educational implication of Vygotsky's theory | |
| **Lecture-82** | Continuous and Comprehensive Evaluation Unit end | Short answer type question |

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DEPARTMENT OF EDUCATION

**NAME OF THE PROGRAMME: B.A. (Hons.)**

**Subject-Education**

**B.A. (Hons.) 3rd Semester Under CBCS**

**LESSON PLAN & MODULES**

**COURSE CODE-CC-5**

**COURSE TITLE: EDUCATIONAL SOCIOLOGY-I**

**Modules No 1**

| **Unit – I**<br>Educational Sociology: Concept, Nature and Scope, ● Sociology of Education: Concept and Nature ● Relation between Sociology and Education | | |
|---|---|---|
| **Approximate Lecture** | **Topic of Lecture** | **Remarks** |
| **Lecture-1** | Etymology and advent of sociology | |
| **Lecture-2** | Definition and meaning of sociology | |
| **Lecture-3** | Sociological foundation of education – meaning | |
| **Lecture-4** | Educational sociology and sociology of education – explain with examples | |
| **Lecture-5** | Nature of educational sociology | |
| **Lecture-6** | Scope of educational sociology | |
| **Lecture-7** | Nature of sociology of education | |
| **Lecture-8** | Scope of sociology of education | |
| **Lecture-9** | Relationship of education and sociology – part I ( effect of sociology on education ) | |
| **Lecture-10** | Relationship of education and sociology – part II ( effect of education on sociology ) | |
| **Lecture-11** | Critically assess the co-dependence of sociology and education as a faculty of knowledge | |
| **Lecture-12** | Need of sociology as a foundation of education | |
| **Lecture-13** | Why a teacher needs to have the knowledge of sociological foundation of education | |
| **Lecture-14** | Limitations of educational sociology | |
| **Lecture-15** | Model Q & A discussion | |

## Modules No 2

| Unit – II<br>Education as a social sub-system; specific characteristic, ● The Components of Education and community, ● Relation between Education and Community, ● Education for Indian Society | | |
|---|---|---|
| **Approximate Lecture** | **Topic of Lecture** | **Remarks** |
| **Lecture-16** | Concept of System | |
| **Lecture-17** | Sub-system and its components | |
| **Lecture-18** | Examples of some known sub-systems | |
| **Lecture-19** | Education as a process | |
| **Lecture-20** | Education as a product | |
| **Lecture-21** | education and its elements and function | |
| **Lecture-22** | Discussion on why education is a social sub-system | |
| **Lecture-23** | Characteristics of education as a social sub-system | |
| **Lecture-24** | Definition and concept of society | |
| **Lecture-25** | Basic factors of society and their influence on education | |
| **Lecture-26** | Idea of various social groups with characteristics | |
| **Lecture-27** | Community – meaning and definition | |
| **Lecture-28** | Significance of community participation | |
| **Lecture-29** | Examples how community plays a part in educational development | |
| **Lecture-30** | Educational institute and community partnership | |
| **Lecture-31** | Indian society- unique characteristics | |
| **Lecture-32** | Importance of education in Indian society | |
| **Lecture-33** | Influence of Indian society on education | |
| **Lecture-34** | Summary of the unit | |
| **Lecture-35** | Model Q & A | |

## Modules No 3

| Unit – III<br>Social Change: Concept and nature, ● Factors and problems of social change in India, ●Education with Special Reference to Social Change | | |
|---|---|---|
| **Approximate Lecture** | **Topic of Lecture** | **Remarks** |
| **Lecture-36** | Concept of social change | |
| **Lecture-37** | Basic characteristics of social change | |
| **Lecture-38** | Factors of social change – introduction | |
| **Lecture-39** | Demographic & cultural factors of social change | |
| **Lecture-40** | Technology as a factor of social | |

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|---|---|---|
| | change | |
| **Lecture-41** | Economic and political factors of social change | |
| **Lecture-42** | Education as a factor of social change – introduction | |
| **Lecture-43** | Goals , objectives and structural patterns of education | |
| **Lecture-44** | Education and change in society | |
| **Lecture-** | Education and economic development | |
| **Lecture-45** | Education and democracy | |
| **Lecture-46** | Social change in India – stages and characteristics | |
| **Lecture-47** | Education and social change in India | |
| **Lecture-48** | Critical evaluation of social change as seen locally and how education is related with those changes | |
| **Lecture-49** | Model Q & A | |
| **Lecture-50** | Continuous assessment | |
| | | |

**Modules No 4**

| **Unit – IV**<br>Social Stratification: Concept and Nature, ● Education with reference to social stratification, ● Social equity and equality of educational opportunities | | |
|---|---|---|
| **Approximate Lecture** | **Topic of Lecture** | **Remarks** |
| **Lecture-51** | Stratification in society – meaning & concept | |
| **Lecture-52** | Nature of social stratification | |
| **Lecture-53** | Social stratification – introduction to theories | |
| **Lecture-54** | Concept of class explained with example | |
| **Lecture-55** | Characteristics of social class | |
| **Lecture-56** | Concept of class in Indian society | |
| **Lecture-57** | Concept of Caste refereeing to Indian constitution | |
| **Lecture-58** | Characteristics of caste | |
| **Lecture-59** | Difference and inequality – a critical view | |
| **Lecture-60** | Social stratification and social inequality | |
| **Lecture-61** | Concept of status – An Indian perspective | |
| **Lecture-62** | Significance of stratification in contemporary India | |
| **Lecture-63** | Importance of education in understanding social stratification | |
| **Lecture-64** | Equality & Role of education | |
| **Lecture-65** | Equity and Equality – concept with difference | |
| **Lecture-66** | Equity and role of education | |

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|---|---|---|
| **Lecture-67** | Model Q & A on unit IV | |

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**LESSON PLAN & MODULES**

**COURSE CODE-CC-6**

**COURSE TITLE: Education in Ancient & Medieval India**

**Modules No 1**

**Unit – I**

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

| Approximate Lecture | Topic of Lecture | Remarks |
|---|---|---|
| **Lecture-1** | Time period of Vedic education system. | |
| **Lecture-2** | Concept of Arya sabhyata or civilization | |
| **Lecture-3** | Concept of Vedas and there educational implication | |
| **Lecture-4** | Define phases of ancient Indian education system. | |
| **Lecture-5** | Education of Vedic period | |
| **Lecture-6** | Characteristics of Vedic education system | |
| **Lecture-7** | Aims of Vedic education system | |
| **Lecture-8** | Curriculum in vedic education system | |
| **Lecture-9** | Teaching methodology of Vedic education system | |
| **Lecture-10** | teachers student relationship in vedic education system | |
| **Lecture-11** | Discipline in vedic education system | |
| **Lecture-12** | Different institution of Vedic education system | |
| **Lecture-13** | Concept of Gurukul and there different functions | |
| **Lecture-14** | Women education in vedic education system | |
| **Lecture-15** | Relation between Vedic education system and brahminical education system | |
| **Lecture-16** | Difference between Vedic education system and brahmanic education system | |
| **Lecture-17** | Continuous and Comprehensive Evaluation Unit end | |

**Modules No 2**

| Unit –II<br><br>● Education in Bramanic period with special reference to Concepts, ● Aims, ● Curriculum, ● Method of teaching, ● Role of Teachers and Salientfeatures | | |
|---|---|---|
| **Approximate Lecture** | **Topic of Lecture** | **Remarks** |
| **Lecture-18** | Concept of caste system of Indian civilization | |
| **Lecture-19** | Time period of brahmanic system of education | |
| **Lecture-20** | Basic feature of brahmanism | |
| **Lecture-21** | Characteristics or features of brahmanic system of education | |
| **Lecture-22** | Aims of brahmanic education system part 1 | |
| **Lecture-23** | Aims of brahmanic education system part 2 | |
| **Lecture-24** | Curriculum of brahmanic system of education | |
| **Lecture-25** | Curriculum of brahmanism. | |
| **Lecture-26** | Curriculum of Khatri | |
| **Lecture-27** | Curriculum of baiysa and sudra | |
| **Lecture-28** | teaching method of brahmanic system of education | |
| **Lecture-29** | Concept of monitorial system in brahmanic education | |
| **Lecture-30** | Medium of teaching according to brahmanic education system | |
| **Lecture-31** | Rituals of brahmanic education system to entering Education | |
| **Lecture-32** | Concept of upanayan and different functions in respective of caste system | |
| **Lecture-33** | Concept of samabartan | |
| **Lecture-34** | Different institution of education in brahmanic system of education like Gurukul | |
| **Lecture-35** | Examination evaluation system in brahmanic system of education | |
| **Lecture-36** | Relation between Vedic system of education and brahmanic system of education | |
| **Lecture-37** | Difference between brahmanic systemof education and Vedic system of education | |
| **Lecture-38** | Continuous and Comprehensive Evaluation Unit end | Short answer type question |

**Modules No 3**

| ● Education in Buddhistic Period with special reference to<br>● Concepts, ● Aims, ● Curriculum, ● Method of teaching, ● Role of Teachers and Salient features,<br>Comparison between Bramanic and Buddhistic education | | |
|---|---|---|
| **Approximate Lecture** | **Topic of Lecture** | **Remarks** |
| **Lecture-39** | Origin of Buddhism in Indian history | |
| **Lecture-40** | Concept of Buddhist system of education | |
| **Lecture-41** | Basic feature or characteristics of Buddhist system of education | |
| **Lecture-42** | Concept of Probojja and Functions of Probojja | |
| **Lecture-43** | Aims of education according to Buddhist education system | |
| **Lecture-44** | Concept of salvation in relation to Buddhist education | |
| **Lecture-45** | Concept of Nirvana in relation to Buddhist education | |
| **Lecture-46** | Concept of Arya Satta | |
| **Lecture-47** | Concept of Austanggik Marg - 4 Marg | |
| **Lecture-48** | Concept of Austanggik Marg - 4 Marg | |
| **Lecture-49** | Method of teaching according to Buddhist education system | |
| **Lecture-50** | Similarities between Brahmanic education system and Buddhist system of education | |
| **Lecture-51** | Dissimilarities between Brahmanic education system and Buddhist education system | |
| **Lecture-52** | Explore democratic education system of Buddhist education | |
| **Lecture-53** | Contribution of Buddhist education system in society on that time period | |
| **Lecture-54** | Contribution of Buddhist education system in present Education | |
| **Lecture-55** | Continuous and Comprehensive Evaluation Unit end | |
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**Modules No 4**

| Unit –IV<br>Education in Medieval India: Under Sultanate and Mughal Rulers, with special reference to ● Objectives, ● Curriculum, ● Method of teaching, ● Role of Teachers and Salient features. | | |
|---|---|---|
| **Approximate Lecture** | **Topic of Lecture** | **Remarks** |
| **Lecture-56** | Concept of mediaeval education system or Islamic education system | |
| **Lecture-57** | Describe time period of mediaeval Education system | |
| **Lecture-58** | Explain Mughal Empire and their contribution on education | |
| **Lecture-59** | Teaching method of mediaeval education system. | |
| **Lecture-60** | Discipline of students of Islamic education system | |
| **Lecture-61** | Evaluation system or examination of mediaeval education | |
| **Lecture-62** | Contribution of Firoz Shah Tuglok to Education | |
| **Lecture-63** | Continuous and Comprehensive Evaluation Unit end | |

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**LESSON PLAN & MODULES**

**COURSE CODE-CC-7**

**Course title : Education in British India**

**Modules No 1**

| Unit – I<br>● Indian Education during early British Period, ● Missionary educational activities in Indiaduring early 19th century, ● Serampore Mission, ● Fort William College, ● Bengal Renaissance-Educational contributions, ● Charter Act of 1813. | | |
|---|---|---|
| **Approximate Lecture** | **Topic of Lecture** | **Remarks** |
| **Lecture-1** | British Imperialism and East India company | |
| **Lecture-2** | India during early British period | |
| **Lecture-3** | Tole, Maktab and Madrasa | |
| **Lecture-4** | Missionary during early 19th century | |
| **Lecture-5** | Entrance of missionaries in India | |
| **Lecture-6** | Missionaries educational activities | |
| **Lecture-7** | Impact of Missionaries' educational activities in India | |
| **Lecture-8** | Introduction of Serampore Mission | |

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|---|---|---|
| **Lecture-9** | Serampore Mission's educational activities | |
| **Lecture-10** | Impact of Serampore Mission in India | |
| **Lecture-11** | Fort William College's educationalactivities | |
| **Lecture-12** | Impact of then Fort William College in India | |
| **Lecture-13** | Introduction of BengalRenaissance | |
| **Lecture-14** | Rammohan roy and his New India | |
| **Lecture-15** | Social and religious reforms by R. Roy | |
| **Lecture-16** | Anglo-oriental coordination by R. Roy | |
| **Lecture-17** | R.Roy and Bengali literature | |
| **Lecture-18** | International understanding of R Roy | |
| **Lecture-19** | Young Bengal movement | |
| **Lecture-20** | Educational reforms by Vidyasagar | |
| **Lecture-21** | Social reforms by vidyasagar | |
| **Lecture-22** | Vidyasagar's influence on mass education and women education | |
| **Lecture-23** | Bengali literature and vidyasagar | |
| **Lecture-24** | Introduction of Charter act 1813 | |
| **Lecture-25** | Recommendations of charter act | |
| **Lecture-26** | Impact of charter act in India | |
| **Lecture-27** | Introduction of Charter act 1813 | |
| **Lecture-28** | Quiz on unit 1 | |

## Modules No 2

| Unit – II<br>Introduction to Western Education, ● Oriental and Occidental Controversy, ● Macaulay'sMinute, ● Adam's Report and its recommendations, ● Wood's Despatch-1854. | | |
|---|---|---|
| **Approximate Lecture** | **Topic of Lecture** | **Remarks** |
| **Lecture-29** | What is Western education? | |
| **Lecture-30** | Western Education in India | |
| **Lecture-31** | What is oriental education? | |
| **Lecture-32** | Oriental and occidental controversy | |
| **Lecture-33** | Introduction of Macaulay's Minute | |
| **Lecture-34** | Impact of Macaulay's Minute in Indian education system | |
| **Lecture-35** | Introduction to Adam's Report | |
| **Lecture-36** | First report of Adam | |
| **Lecture-37** | Second report of Adam | |
| **Lecture-38** | Third report of Adam | |
| **Lecture-39** | Impact of Adam's report in Indian education system | |
| **Lecture-40** | Introduction to Wood's Despatch-1854. | |
| **Lecture-41** | Aims of education in wood's despatch | |
| **Lecture-42** | Recommendations of Wood'sDespatch | |
| **Lecture-43** | Significance of Wood's Despatch | |
| **Lecture-44** | Criticism of Wood's Despatch | |
| **Lecture-45** | Quiz on unit 2 | |

## Modules No 3

| Unit – III<br>Recommendations of Indian Education Commission (1882), ● Educational reforms of LordCurzon, ● National Education Movement, ● Gokhale's compulsory primary education bill | | |
|---|---|---|
| **Approximate Lecture** | **Topic of Lecture** | **Remarks** |
| **Lecture-46** | Introduction to Indian EducationCommission (1882) | |
| **Lecture-47** | Hunter commission's report | |
| **Lecture-48** | Significance of Hunter commission | |
| **Lecture-49** | Criticism of Hunter commission | |
| **Lecture-50** | Lord Curzon's arrival in India | |
| **Lecture-51** | Lord Curzon and Indian university act | |
| **Lecture-52** | Significance of Lord Curzon's policy | |
| **Lecture-53** | Criticism of Lord Curzon's policy | |
| **Lecture-54** | Introduction to National Education Movement | |
| **Lecture-55** | Significance of National Education Movement | |
| **Lecture-56** | Introduction to Gokhale's compulsory primary education bill | |
| **Lecture-57** | Significance of Gokhale's compulsoryprimary education bill | |
| **Lecture-58** | Quiz on unit 3 | |

## Modules No 4

| Unit – IV<br>Calcutta University Commission (1917-1919), ● Education under Diarchy, ● Hartog Committee Report (1929), ● Education under Provincial autonomy, ● Abbot Wood Report, ●Gandhiji's Basic Education, ● Sargeant Report (1944 | | |
|---|---|---|
| **Approximate Lecture** | **Topic of Lecture** | **Remarks** |
| **Lecture-59** | Calcutta University Commission (1917-1919) and its recommendations | |
| **Lecture-60** | Significance of Calcutta university commission | |
| **Lecture-61** | Education under Diarchy | |
| **Lecture-62** | Hartog Committee Report (1929) | |
| **Lecture-63** | Significance of Hartog CommitteeReport (1929) | |
| **Lecture-64** | Education under Provincialautonomy | |
| **Lecture-65** | Abbot Wood Report | |
| **Lecture-66** | Gandhiji's Basic Education | |
| **Lecture-67** | Sargeant Report (1944) | |
| **Lecture-68** | Significance of Sargeant Report 1944 | |
| **Lecture-69** | Quiz on uint 4 | |

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**LESSON PLAN & MODULES**

**COURSE CODE-SEC-1**

**Course title : Value Education**

## Modules No 1

| Unit – I<br>Value Education: Meaning and Concept, ● Needs of Value Education | | |
|---|---|---|
| **Approximate Lecture** | **Topic of Lecture** | **Remarks** |
| Lecture - 1 | Definition and concept of value | |
| Lecture -2 | Place of value in philosophy | |
| Lecture -3 | Concept of value education | |
| Lecture -4 | Different types of values in value education | |
| Lecture -5 | Place of value in curriculum | |
| Lecture -6 | Need of value education | |
| Lecture -7 | Unit end Assignment | MCQ |
| | | |

## Modules No 2

| **Unit – II**<br>**Values in a Pluralist Society, ● Morality: Concept, ●Needs of Morality, ● Morality & Value, ● Role of Parents to Facilitate Children's Moral Development** | | |
|---|---|---|
| **Approximate Lecture** | **Topic of Lecture** | **Remarks** |
| Lecture -8 | Definition and concept of pluralist society | |
| Lecture -9 | Values in pluralist society | |
| Lecture -10 | Definition and concept of morality | |
| Lecture -11 | Need of morality | |
| Lecture -12 | Relation between morality and value | |
| Lecture -13 | Role of parents to facilitate children's moral development | |
| Lecture -14 | Unit end assessment | Viva |
| | | |

## Modules No 3

| Unit – III<br><br>Values in the Classroom, ● Value from the pupil's perspective, ● Inculcation of Values among the students, ● Role of the teachers to facilitate moral development among the pupils | | |
|---|---|---|
| **Approximate Lecture** | **Topic of Lecture** | **Remarks** |
| Lecture -15 | Values in classroom – teacher | |
| Lecture -16 | Value from the pupil's perspective | |
| Lecture -17 | Inculcation of values among students-curricular planning | |
| Lecture -18 | Inculcation of values among students-process | |
| Lecture -19 | Role of the teachers to facilitate moral development among the pupils | |
| Lecture -20 | Assessment | Project |
| Lecture -22 | Unit end assessment for placement | MCQ |
| Lecture -15 | Values in classroom – teacher | |

## Modules No 4

| Unit – IV<br>Peace Education: Meanings and Aims, ● Values in Peace Education, ● Values and Human Rights Education | | |
|---|---|---|
| **Approximate Lecture** | **Topic of Lecture** | **Remarks** |
| Lecture -22 | Definition and concept of peace | |
| Lecture -23 | Definition and concept of peace education | |
| Lecture -24 | Aim of peace education | |
| Lecture -25 | Values in Peace Education | |
| Lecture -26 | Definition and concept of human rights education | |
| Lecture -27 | Values and Human Rights Education | |
| Lecture -28 | Continuous and Comprehensive Evaluation<br>Unit end Assignment | Placement according to their learning outcome preferably via MCQ mode of assessment |
| Lecture -29 | Course end assessment – qualitative Assignment | Viva |
| Lecture -30 | Course end assessment – quantitative Assignment | Placement according to their learning outcome preferably via MCQ mode of assessment |
| Lecture -22 | Definition and concept of peace | |