

DO MKAL GIRLS' COLLEGE DEPARTMENT OF EDUCATION LESSON PLAN (2023-2024) B.A Education Major Semester- I (EDUMT1)				
Name of the Faculty Member	Name of the Units and Topics	Course Code	Number of lectures	Teaching Aids
DR. TULKA CHAKRABORTY (TC)	<p>Unit - IV: Schools of Philosophy a. Indian Schools of Philosophy: Meaning, Nature and classification in Indian schools of philosophy • Nyaya, Sankhya, Yoga and Vedanta • Atheistic school of Indian philosophy- Buddhism, Jainism and Charvaka</p> <p>b. Western schools of Philosophy</p> <ul style="list-style-type: none">• Meaning and Nature• Idealism, Naturalism, Pragmatism, Realism (Aims, Curriculum, Methods, Teacher & Discipline) and educational implications <p>Unit - II: Factors of Education</p> <p>a. Meaning, characteristics and Importance of Child Centric Education</p> <p>b. Teacher: Qualities and duties of a Good teacher, teacher as a motivator, mentor, facilitator and problem solver</p> <p>c. Curriculum: Meaning, nature and Importance. Co-curricular activities: Meaning, nature and Importance of co-curricular activity, Principles of organizing co-curricular activity</p> <p>a. School: Vision and functions</p> <p>Unit - I: Education and Educational Philosophy</p> <ul style="list-style-type: none">a. Meaning, nature, scope and aims of Education• Education as process and product, as Science and Arts• Individualistic and socialistic aim (meaning, characteristics and difference)• Report of Delor's Commission (UNESCO, 1996) <p>b. Educational Philosophy: Meaning, nature, scope and relation between education and philosophy</p> <p>Unit - V: Educational Contributions of Philosophers b. Western Philosophers (only contribution in education)</p> <ul style="list-style-type: none">• John Dewey• Paulo Freire• Jean Rousseau <p>Unit - III: Philosophical bases of Education</p> <p>a. Philosophy: Concept and branches</p> <p>b. Concepts and nature of Metaphysics, Epistemology and Axiology</p> <p>c. Differences among Metaphysics, Epistemology and Axiology</p> <p>d. Role of Metaphysics, Epistemology and Axiology in Education</p> <p>Unit - V: Educational Contributions of Philosophers</p> <p>a. Indian Philosophers (only contribution in education)</p> <ul style="list-style-type: none">• Swami Vivekananda• Rabindranath Tagore• Sri Aurobindo• Mahatma Gandhi	EDU-M-T-1	28	ICT, Blackboard, PPT, Projector, Books, Video
MD. KAWSAR HOSSAIN (KH)	<p>Unit - I: Education and Educational Philosophy</p> <ul style="list-style-type: none">a. Meaning, nature, scope and aims of Education• Education as process and product, as Science and Arts• Individualistic and socialistic aim (meaning, characteristics and difference)• Report of Delor's Commission (UNESCO, 1996) <p>b. Educational Philosophy: Meaning, nature, scope and relation between education and philosophy</p> <p>Unit - V: Educational Contributions of Philosophers b. Western Philosophers (only contribution in education)</p> <ul style="list-style-type: none">• John Dewey• Paulo Freire• Jean Rousseau <p>Unit - III: Philosophical bases of Education</p> <p>a. Philosophy: Concept and branches</p> <p>b. Concepts and nature of Metaphysics, Epistemology and Axiology</p> <p>c. Differences among Metaphysics, Epistemology and Axiology</p> <p>d. Role of Metaphysics, Epistemology and Axiology in Education</p> <p>Unit - V: Educational Contributions of Philosophers</p> <p>a. Indian Philosophers (only contribution in education)</p> <ul style="list-style-type: none">• Swami Vivekananda• Rabindranath Tagore• Sri Aurobindo• Mahatma Gandhi	EDU-M-T-1	20	ICT, Blackboard, PPT, Projector, Books, Video
DR. KRISHNENDU ROY (KR)	<p>Unit - I: Education and Educational Philosophy</p> <ul style="list-style-type: none">a. Meaning, nature, scope and aims of Education• Education as process and product, as Science and Arts• Individualistic and socialistic aim (meaning, characteristics and difference)• Report of Delor's Commission (UNESCO, 1996) <p>b. Educational Philosophy: Meaning, nature, scope and relation between education and philosophy</p> <p>Unit - V: Educational Contributions of Philosophers b. Western Philosophers (only contribution in education)</p> <ul style="list-style-type: none">• John Dewey• Paulo Freire• Jean Rousseau <p>Unit - III: Philosophical bases of Education</p> <p>a. Philosophy: Concept and branches</p> <p>b. Concepts and nature of Metaphysics, Epistemology and Axiology</p> <p>c. Differences among Metaphysics, Epistemology and Axiology</p> <p>d. Role of Metaphysics, Epistemology and Axiology in Education</p> <p>Unit - V: Educational Contributions of Philosophers</p> <p>a. Indian Philosophers (only contribution in education)</p> <ul style="list-style-type: none">• Swami Vivekananda• Rabindranath Tagore• Sri Aurobindo• Mahatma Gandhi	EDU-M-T-1	15	ICT, Blackboard, PPT, Projector, Books, Video
MD. ABDUL AZIZ MONDAL (AM)	<p>Unit - I: Education and Educational Philosophy</p> <ul style="list-style-type: none">a. Meaning, nature, scope and aims of Education• Education as process and product, as Science and Arts• Individualistic and socialistic aim (meaning, characteristics and difference)• Report of Delor's Commission (UNESCO, 1996) <p>b. Educational Philosophy: Meaning, nature, scope and relation between education and philosophy</p> <p>Unit - V: Educational Contributions of Philosophers b. Western Philosophers (only contribution in education)</p> <ul style="list-style-type: none">• John Dewey• Paulo Freire• Jean Rousseau <p>Unit - III: Philosophical bases of Education</p> <p>a. Philosophy: Concept and branches</p> <p>b. Concepts and nature of Metaphysics, Epistemology and Axiology</p> <p>c. Differences among Metaphysics, Epistemology and Axiology</p> <p>d. Role of Metaphysics, Epistemology and Axiology in Education</p> <p>Unit - V: Educational Contributions of Philosophers</p> <p>a. Indian Philosophers (only contribution in education)</p> <ul style="list-style-type: none">• Swami Vivekananda• Rabindranath Tagore• Sri Aurobindo• Mahatma Gandhi	EDU-M-T-1	8	ICT, Blackboard, PPT, Projector, Books, Video
SAIDUL ISLAM (SI)	<p>Unit - I: Education and Educational Philosophy</p> <ul style="list-style-type: none">a. Meaning, nature, scope and aims of Education• Education as process and product, as Science and Arts• Individualistic and socialistic aim (meaning, characteristics and difference)• Report of Delor's Commission (UNESCO, 1996) <p>b. Educational Philosophy: Meaning, nature, scope and relation between education and philosophy</p> <p>Unit - V: Educational Contributions of Philosophers b. Western Philosophers (only contribution in education)</p> <ul style="list-style-type: none">• John Dewey• Paulo Freire• Jean Rousseau <p>Unit - III: Philosophical bases of Education</p> <p>a. Philosophy: Concept and branches</p> <p>b. Concepts and nature of Metaphysics, Epistemology and Axiology</p> <p>c. Differences among Metaphysics, Epistemology and Axiology</p> <p>d. Role of Metaphysics, Epistemology and Axiology in Education</p> <p>Unit - V: Educational Contributions of Philosophers</p> <p>a. Indian Philosophers (only contribution in education)</p> <ul style="list-style-type: none">• Swami Vivekananda• Rabindranath Tagore• Sri Aurobindo• Mahatma Gandhi	EDU-M-T-1	18	ICT, Blackboard, PPT, Projector, Books, Video
SUDIPTA GHOSH NAIRDI (SGN)	<p>Unit - I: Education and Educational Philosophy</p> <ul style="list-style-type: none">a. Meaning, nature, scope and aims of Education• Education as process and product, as Science and Arts• Individualistic and socialistic aim (meaning, characteristics and difference)• Report of Delor's Commission (UNESCO, 1996) <p>b. Educational Philosophy: Meaning, nature, scope and relation between education and philosophy</p> <p>Unit - V: Educational Contributions of Philosophers b. Western Philosophers (only contribution in education)</p> <ul style="list-style-type: none">• John Dewey• Paulo Freire• Jean Rousseau <p>Unit - III: Philosophical bases of Education</p> <p>a. Philosophy: Concept and branches</p> <p>b. Concepts and nature of Metaphysics, Epistemology and Axiology</p> <p>c. Differences among Metaphysics, Epistemology and Axiology</p> <p>d. Role of Metaphysics, Epistemology and Axiology in Education</p> <p>Unit - V: Educational Contributions of Philosophers</p> <p>a. Indian Philosophers (only contribution in education)</p> <ul style="list-style-type: none">• Swami Vivekananda• Rabindranath Tagore• Sri Aurobindo• Mahatma Gandhi	EDU-M-T-1	7	ICT, Blackboard, PPT, Projector, Books, Video

Name of the Faculty Member

Name of the Unit and Topics

Course Code

Number of Lectures

Teaching Aids

DUMKAL GIRLS' COLLEGE
DEPARTMENT OF EDUCATION
LESSON PLAN (2023-2024) B.A Education (Minor)
(Semester -I)

DR. TULKA CHAKRABORTY (TC)

Unit - II: Social Factors, Issues and Education

a. Culture:

- Concept, nature and elements
- Relation between culture and society
- Role of education in culture

b. Cultural lag: Concept, characteristics, causes, education and cultural lag

c. Social issues:

- Unemployment: Concept, types, causes, role of education in eradication of unemployment
- Inequality: Concept, causes and role of education in eradication of inequality

EDU-MI-T-1

14

ICT,
Blackboard,
PPT,
Projector,
Books, Video

MD. KAWSAR HOSSAIN (KH)

Unit - IV: Social Change and Education

a. Social change: Definition, characteristics, factors, constraints and education as an instrument of social change

b. Social change in India:

- Privatization: Concept and relationship with education
- Globalization: Concept and relationship with education

Unit - I: Sociology and Educational Sociology

a. Sociology: Meaning, emergence, nature and scope

b. Educational sociology: Meaning, nature, scope and importance

c. Relation between Education and Sociology

EDU-MI-T-1

10

ICT,
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PPT,
Projector,
Books, Video

DR. KRISHNENDU ROY (KR)

EDU-MI-T-1

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ICT,
Blackboard,
PPT,
Projector,
Books, Video

MD. ABDUL AZIZ MONDAL (AAM)

Unit - IV: Social Change and Education c. Social Stratification: Definition, characteristics, causes; education and social stratification

d. Social Mobility: Definition, characteristics, causes; education and social mobility

EDU-MI-T-1

10

ICT,
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Projector,
Books, Video

SUDIPTA GHOSH NANDI (SGN)

Unit - III: a. Social Groups: Meaning and Nature b. Types of Social groups: Primary Group, Secondary Group and

Compariso between primary group and secondary group c. Socialization:

- Meaning and characteristics
- Factors of socialization
- Role of the school

d. Social Institutions and Agencies of Education: (i) Family, (ii) School, (iii) State, (iv) Mass media and

EDU-MI-T-1

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ICT,
Blackboard,
PPT,
Projector,
Books, Video

DOMKAL GIRLS' COLLEGE DEPARTMENT OF EDUCATION LESSON PLAN (2023-2024) EDU-SEC-P-1 (A): STATISTICAL ANALYSIS - Semester - I				
Name of the Faculty Member	Name of the Units and Topics	Course Code	Number of Lectures	Teaching Aids

Unit-II: Coefficient of correlation
a. Concept of Correlation – Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation
PRACTICAL: Calculate: Co-relation from different frequency distribution

EDU-SEC-P-1 (A)
20
ICT,
Blackboard,
PPT, Projector,
Books,
Diagrams

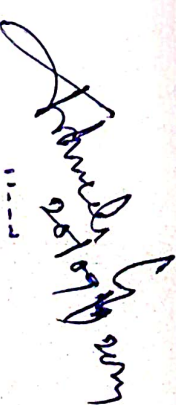
Unit-I: Descriptive Statistics
b. Measure of Variability- Range, SD and - their Properties, Calculation and Application
PRACTICAL: Calculate: Range, SD

EDU-SEC-P-1 (A)
10
ICT,
Blackboard,
PPT, Projector,
Books,
Diagrams

Unit-I: Descriptive Statistics
a. Meaning of Central Tendency- Mean, Median and Mode-their Properties, Calculation and Application.
PRACTICAL: Calculate - Mean, Median and Mode

EDU-SEC-P-1 (A)
10
ICT,
Blackboard,
PPT, Projector,
Books,
Diagrams


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Domkal, Murshidabad


Department of Education
Domkal Girls' College

DONKAL GIRLS' COLLEGE
DEPARTMENT OF EDUCATION
Lesson Plan (2023-2024) B.A. Education (Major) EDU-M-CC-T-2 Psychological Foundation of Education
Semester-II

Name of the Faculty	Name of the Units and Topics	Course Code	Number of Lectures	Teaching Aids
Dr. Tulika Chakraborty (TC)	<p>Unit-I: Educational Psychology and Developmental aspects of human life</p> <p>a) Concept, Nature and Scope; Distinction between Psychology and Educational Psychology. b) Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive (Piaget's view) and Language development of Infancy, Childhood and Adolescence period and respective educational programmes.</p>	EDU-M-CC-T-2	20	ICT, Blackboard, PPT, Projector, Books, Video
Md. Kawsar Hossain (KH)	<p>Unit-II: Learning</p> <p>a) Definition and characteristics of Learning; Factors influencing learning b) Theories of learning and their implications: Classical and Operant conditioning, Trial and Error, Insightful Learning</p>	EDU-M-CC-T-2	10	ICT, Blackboard, PPT, Projector, Books, Video
DR. KRISHNENDU ROY (KR)	<p>Unit-III: Intelligence & Creativity</p> <p>a) Intelligence: Definition; Theories of Intelligence and their implications- Spearman, Thurstone, Guilford and Gardner; Measurement of Intelligence- verbal, non-verbal, and performance test. b) Creativity: meaning, nature, factors, and nurturing, Brainstorming as a technique.</p>	EDU-M-CC-T-2	20	ICT, Blackboard, PPT, Projector, Books, Video
SAIDUL ISLAM (SI)	<p>Unit-IV: Personality</p> <p>a) Definition; Heredity & Environment as determinants of Personality. b) Type theories (Sheldon, Kretchmer) and Trait theories (Allport, Cattell), Psychoanalytical theory c) Measurement of Personality- projective test and non-projective test</p>	EDU-M-CC-T-2	15	ICT, Blackboard, PPT, Projector, Books, Video
MD. ABDUL AZIZ MONDAL (AAM)	<p>Unit-II: Learning</p> <p>a) Transfer of Learning: Concept, Types and Strategies for promoting transfer b) Motivation: Types, factors and Role of Motivation in Learning, Malow's theory of motivation and its educational implication c) Memorization: Definition, factors, LTM, STM, Strategies for effective memorization, Forgetting- meaning and causes</p>	EDU-M-CC-T-2	15	ICT, Blackboard, PPT, Projector, Books, Video
Sudipta Ghosh Nandi (SGN)	<p>Unit-V: Individual Differences</p> <p>a) Individual differences • Meaning, nature, and • Role of heredity, environment and culture • Implication on education</p>	EDU-M-CC-T-2	10	ICT, Blackboard, PPT, Projector, Books, Video

DOMIAL GIRLS' COLLEGE
DEPARTMENT OF EDUCATION
Lesson Plan (2023-2024) B.A Education (Minor) EDU-MI-T-2 History of Education in Ancient and Medieval India
Semester- II

Name of the Faculty	Name of the Units and Topics	Course Code	Number of Lectures	Teaching Aids
Dr. TUUKA CHAKRABORTY (TC)	Unit II: Brahmanic System of Education a) Salient features b) Aims and objectives, Curriculum, Methods of Teaching, Teacher -Pupil relation and Evaluation System. c) Centres of Learning: Takshasila and Nabadwip	EDU-MI-T-2	20	ICT, Blackboard, PPT, Projector, Books, Video
MD. KAWSAR HOSSAIN (KH)	Unit III: Buddhist System of Education a) Salient features b) Aims and objectives, Curriculum, Methods of Teaching, Teacher- Pupil relation and Evaluation System. c) Centres of Learning: Nalanda and Vikram Sila d) Comparison between Brahmanic System of Education and Buddhist System of Education.	EDU-MI-T-2	20	ICT, Blackboard, PPT, Projector, Books, Video
SAIDUL ISLAM (SI)	Unit IV: Medieval System of Education a) Salient features b) Aims and objectives, Curriculum, Methods of Teaching, Teacher- Pupil relation and Evaluation System. c) Contribution of Akbar and Aurangzeb d) Centres of Learning: Fatehpur Sikri and Delhi	EDU-MI-T-2	20	ICT, Blackboard, PPT, Projector, Books, Video
DR. KRISHNENDU ROY (KR)	Unit I: Vedic System of Education a) Salient features b) Aim and objectives c) Curriculum, Methods of Teaching d) Teacher-Pupil relation and Evaluation System.	EDU-MI-T-2	15	ICT, Blackboard, PPT, Projector, Books, Video

DOMKAL GIRLS' COLLEGE
DEPARTMENT OF EDUCATION
Lesson Plan (2023-2024) B.A Education EDU-MU-T-2(MULTIDISCIPLINARY COURSE)FOUNDATION OF EDUCATION- II
Semester-II

Name of the Faculty	Name of the Units and Topics	Course Code	Number of Lectures	Teaching Aids
Dr. Tulika Chakraborty (TC)	<p>Unit-I: Development of Indian Education</p> <p>a)Ancient Education System- Vedic, Buddhist and Islamic Systems of education b)Development of Modern Indian Education: Early Efforts of Missionaries c)Charter Act, 1813 and Macaulay's Minute, 1835 d)Wood's Dispatch, 1854 e)Hunter Commission, 1882 f)Basic Education, 1937 g)Sargent Committee Report, 1944</p> <p>Unit IV: Contemporary Issues and Systems of Indian Education</p> <p>e)Education-Industry Link: Concept, importance and challenges</p>	EDU-MU-T-2	23	ICT, Blackboard, PPT, Projector, Books, Video
Md. Kawsar Hossain (KH)	<p>Unit-III: Some Global issues In Indian Education</p> <p>a)Globalization: Concept and its impact on education b)Privatization: Concept and its impact on education c)Sustainable Development Goals 4 and Indian Education d)Peace Education: Concept, importance and strategies e)International Student Mobility and Indian Scenario</p> <p>Unit IV: Contemporary Issues and Systems of Indian Education</p> <p>c)SWAYAM: Concept and Importance d)Open Book Examination (OBE): Concept, Importance, merits and demerits.</p>	EDU-MU-T-2	29	ICT, Blackboard, PPT, Projector, Books, Video
DR. KRISHNENDU ROY (KR)	<p>Unit -II: Curriculum</p> <p>a)Concept of Curriculum: Meaning and definitions, Characterization of Curriculum b)Curriculum as 'Curere' c)Curriculum, Text book and Syllabus d)Types of curriculums: Core, Hidden, Subject Centered and Null Curriculum e)Concept and types of co-curricular activities, Importance of co-curricular activities</p> <p>Unit IV: Contemporary Issues and Systems of Indian Education</p> <p>a)Assessment and Accreditation of Educational Institutions-NAAC- IQAC, Criteria Based Assessment And Its impact on HEIs. b)MOOC: Concept and importance</p>	EDU-MU-T-2	25	ICT, Blackboard, PPT, Projector, Books, Video

DOMKAL GIRLS' COLLEGE
DEPARTMENT OF EDUCATION
Lesson Plan (2023-2024)
B.A. Education EDU-SEC-P-2(B) : (Project Work)
Semester-II

Name of the faculty	Name of the Units and Topics	Course Code	Number of Lectures	Teaching Aids
TC, KH, KR	<p>Course Learning Outcomes:</p> <p>After completion of this course the learner will be able to:</p> <ul style="list-style-type: none"> • Explain the process of conducting a Project. • Prepare a Project Report. <p>Guideline:</p> <p>Each student is required to complete anyone project related to any area of the syllabus to be evaluated by External Examiner through viva-voce. The project work will be completed within 5000 words or 25 pages (A4)</p> <p>Title of the Project: To be selected from the syllabus specified for Core papers.</p> <p>And to be submitted as per University Schedule:</p> <p>Introduction</p> <p>Significance of the Study</p> <p>Review of Related Literature/ Background of the study</p> <p>Objectives of the Study</p> <p>Methods and Procedure</p> <p>Data Analysis and Discussion</p> <p>Conclusion</p> <p>References</p> <p>HB: Evaluation to be done by External Examiner.</p> <p>Marks distribution is to be i.e. Report writing-20, Viva Voce-20</p>	EDU-SEC-P-2(B)	40	ICT, Blackboard, PPT, Projector, Reference Books

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 Domkal, Murshidabad

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Department of Education
Domkal Girls' College

DR. KRISHNENDU ROY (KR)	Unit-III: Tools and Techniques of Evaluation a)Techniques: (Concept, Merits & Demerits) -Observation -Self reporting technique -Projective technique	EDU-H-CC-T-05	7	ICT, Blackboard, PPT, Projector, Books
	Unit-4: Discipline and Freedom in Education a) Discipline: concepts, types and needs b) Free discipline c) Relation between discipline and order Unit I: Inclusive Education c)Government policies (Major provisions only) PWD Act, 1995 National Policy for person with Disabilities-2006 The Rights of Person with Disabilities Bill(RPWD Bill) 2016 d)RCLHQH, NIMH, NIVH - Functions only Unit -IV: Inclusive School Environment d)Role of technology in Inclusive classroom: aids and appliances e)Problems faced by teachers in making truly Inclusive school. Unit-II: Evaluation Process a)Evaluation Process: -Formative - Concept, Characteristics, Advantages, Limitations. -Summative - Concept, Characteristics, Advantages, Limitations -Comparison between Formative & Summative evaluation. b) Norm-Referenced Test and Criterion Referenced Test- Concept, uses, comparison. Unit-2: Western Schools of Philosophy c) Comparison between Indian philosophy and Western Philosophy Unit-3: Great Educators and their educational philosophy a) Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Sri Aurobindo b) Western: Rousseau, Dewey, Froebel, Montessori Unit -IV: Inclusive School Environment a)Infrastructural facilities for an Ideal Inclusive School. b) Teachers Role in Inclusive Classroom c)Inclusiveness in classroom	EDU-H-CC-T-06	8	ICT, Blackboard, PPT, Projector, Books
		EDU-H-CC-T-07	16	ICT, Blackboard, PPT, Projector, Books
MR. ABDUL AZIZ MONDAL (AAM)		EDU-H-CC-T-05	12	ICT, Blackboard, PPT, Projector, Books
		EDU-H-CC-T-06	25	ICT, Blackboard, PPT, Projector, Books
		EDU-H-CC-T-07	6	ICT, Blackboard, PPT, Projector, Books

Saiful Islam (SI)	Unit-4: Tools and Techniques of Evaluation		8	ICT, Blackboard, PPT, Projector, Books
	b)Topic:			
	-Interview - Concept, Merits & Demerits -Questionnaire- Concept, Merits & Demerits -Tests- Essay type and Objective type; Short answer type and Oral type. -Personality Test- Rorschach Ink Blot Test -Interest Test- Kuder Richardson Test			
	Unit-2: Western Schools of Philosophy			
Sudipta Ghosh Nandi (SGN)	a)Humanism: Principle of Humanism and influence of Humanism on different aspects of Education (Aims, Curriculum, Methods, Teacher & Discipline)	EDU-H-CC-T-06	20	ICT, Blackboard, PPT, Projector, Books
	b)Realism: Principle of Realism and influence of Realism on different aspects of Education (Aims, Curriculum, Methods, Teacher & Discipline)			
	Unit-4: Measurement, Assessment and Evaluation in Education d) Scales of Measurement- Nominal, Ordinal, Interval and Ratio. Unit-4i: Evaluation Process c) Grading system and Credit system- Concept only. Unit-4v: Educational Statistics e) Variability- Measures of Variability and their uses (Concept only)	EDU-H-CC-T-05	20	ICT, Blackboard, PPT, Projector, Books
	Unit-4: Inclusive Education and its Practices. b) Inclusive Instructional Strategies at school level (Meaning, nature, needs) Remedial Help.	EDU-H-CC-T-07	10	ICT, Blackboard, PPT, Projector, Books
Abdullahi Baki (ABK)	Unit-1: Indian Schools of Philosophy a)Vedanta- knowledge, reality and value b)Nyaya- knowledge, reality and value c)Samkhya- knowledge, reality and value	EDU-H-CC-T-6	20	ICT, Blackboard, PPT, Projector, Books
	Unit-4: Competencies development for inclusive education: a) Barriers of inclusive education b) Development of Qualities c) Measures needed for putting inclusion in practice	EDU-H-CC-T-07	20	ICT, Blackboard, PPT, Projector, Books

DOMKAL GIRLS' COLLEGE			
DEPARTMENT OF EDUCATION Statistical Analysis			
LESSON PLAN (2023-2024) Sem. III (H)			
Name of the Faculty Member	Name of the Units and Topics	Course Code	Number of Lectures Teaching Aids

Unit-I: Descriptive Statistics

Dr. Tulika Chakraborty (TC)

- a) Meaning of Central Tendency- Mean, Median and Mode-their Properties, Calculation and Application.
b) Measure of Variability- Range, AD, SD and QD- their Properties, Calculation and Application)

EDU-H-SEC-T-1(A)

10

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Books, Diagrams

Unit-II: Relationship and Inferential Statistics

Ms. Kansai Hossain (KH)

- a) Concept of Correlation – Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation,
b) Concept of derived score, Methods of transforming test score into Sigma score, standard score, Z-score & T-score and their interpretation.
c) Parametric and Non-Parametric Test- (only Concept and Uses).

EDU-H-SEC-T-1(A)

15

ICT, Blackboard,
PPT, Projector,
Books, Diagrams

Unit-I: Descriptive Statistics

DR. KRISHNENDU ROY (KR)

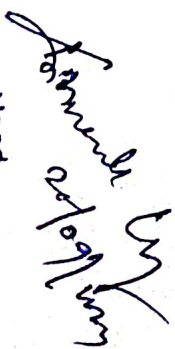
- c) Graphical Representation of data: Bar graph, Polygon, Ogive (Meaning, steps, advantages & disadvantages)
d) Percentile and Percentile Rank-Concept, Calculation, Application,
e) Graphical determination.

EDU-H-SEC-T-1(A)

10

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PPT, Projector,
Books, Diagrams


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Domkal, Murshidabad


Head,
Department of Education
Domkal Girls' College

Name of the Faculty Member		DOMICAL GIRLS' COLLEGE DEPARTMENT OF EDUCATION LESSON PLAN (2023-2024) Sem-III GE-T-1/3 Name of the Unit and Topics		Course Code	Number of Lectures	Teaching Aids
Dr. Tulika Chakraborty (TC)	Unit-I : Concept, Scope, Aim and Factors of Education a) Meaning, nature and scope of Education b) Individualistic and socialistic aim — Meaning, characteristics and difference c) Meaning and scope of Educational Philosophy; relation between education and philosophy d) Factors of Education : nature, types and importance Unit-IV: Different aspects of Educational Psychology a) Learning: Definition and characteristics of Learning factors influencing learning & Theory of learning and its implications: Classical Conditioning b) Intelligence: Definition and nature c) Transfer of Learning: Concept & Types (Positive, Negative & Zero)	Unit-II: : Schools of Philosophy, Great Philosophers and their educational philosophy a) Concept : Indian schools of Philosophy -Meaning and Nature/Concept -Importance in Education -Sankhya, Vedanta, Buddhism; Nature / In terms of knowledge, reality and value c) Great Educators Indian Philosophers : Swami Vivekananda, Rabindranath Tagore Unit-II: : Schools of Philosophy, Great Philosophers and their educational philosophy b) Concept : Western schools of Philosophy Meaning and Nature/ Concept Importance in Education Idealism, Naturalism, Pragmatism; Nature/ special reference to principles, aims of education, curriculum, teaching method, teacher, discipline. c) Great Educators Western Philosophers: Rousseau, Dewey	Unit-III: Educational Psychology and Development a) Concept, Nature and Scope; Distinction between Psychology and Educational Psychology b) Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive (Piaget's view) of infancy, Childhood and Adolescence period and educational importance. Unit-IV: Different aspects of Educational Psychology d) Motivation: Types, factors and Role of Motivation in Learning e) Memorization: Definition, factors, Types. f) Forgetting: Meaning and causes g) Creativity: Meaning, factors h) Individual differences: Meaning, Types and implications	EDU-H-GE-T-1/3	24	ICT, Blackboard, PPT, Projector, Books
Md. Kawsar Hossain (KH)	Unit-II: : Schools of Philosophy, Great Philosophers and their educational philosophy a) Concept : Indian schools of Philosophy -Meaning and Nature/Concept -Importance in Education -Sankhya, Vedanta, Buddhism; Nature / In terms of knowledge, reality and value c) Great Educators Indian Philosophers : Swami Vivekananda, Rabindranath Tagore	Unit-II: : Schools of Philosophy, Great Philosophers and their educational philosophy b) Concept : Western schools of Philosophy Meaning and Nature/ Concept Importance in Education Idealism, Naturalism, Pragmatism; Nature/ special reference to principles, aims of education, curriculum, teaching method, teacher, discipline. c) Great Educators Western Philosophers: Rousseau, Dewey	Unit-III: Educational Psychology and Development a) Concept, Nature and Scope; Distinction between Psychology and Educational Psychology b) Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive (Piaget's view) of infancy, Childhood and Adolescence period and educational importance.	EDU-H-GE-T-1/3	10	ICT, Blackboard, PPT, Projector, Books
Dr. Krishnendu Roy (KR)	Unit-II: : Schools of Philosophy, Great Philosophers and their educational philosophy a) Concept : Indian schools of Philosophy -Meaning and Nature/Concept -Importance in Education -Sankhya, Vedanta, Buddhism; Nature / In terms of knowledge, reality and value c) Great Educators Indian Philosophers : Swami Vivekananda, Rabindranath Tagore	Unit-II: : Schools of Philosophy, Great Philosophers and their educational philosophy b) Concept : Western schools of Philosophy Meaning and Nature/ Concept Importance in Education Idealism, Naturalism, Pragmatism; Nature/ special reference to principles, aims of education, curriculum, teaching method, teacher, discipline. c) Great Educators Western Philosophers: Rousseau, Dewey	Unit-III: Educational Psychology and Development a) Concept, Nature and Scope; Distinction between Psychology and Educational Psychology b) Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive (Piaget's view) of infancy, Childhood and Adolescence period and educational importance.	EDU-H-GE-T-1/3	10	ICT, Blackboard, PPT, Projector, Books
Sudipta Ghosh Nandi (SGN)	Unit-II: : Schools of Philosophy, Great Philosophers and their educational philosophy a) Concept : Indian schools of Philosophy -Meaning and Nature/Concept -Importance in Education -Sankhya, Vedanta, Buddhism; Nature / In terms of knowledge, reality and value c) Great Educators Indian Philosophers : Swami Vivekananda, Rabindranath Tagore	Unit-II: : Schools of Philosophy, Great Philosophers and their educational philosophy b) Concept : Western schools of Philosophy Meaning and Nature/ Concept Importance in Education Idealism, Naturalism, Pragmatism; Nature/ special reference to principles, aims of education, curriculum, teaching method, teacher, discipline. c) Great Educators Western Philosophers: Rousseau, Dewey	Unit-III: Educational Psychology and Development a) Concept, Nature and Scope; Distinction between Psychology and Educational Psychology b) Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive (Piaget's view) of infancy, Childhood and Adolescence period and educational importance.	EDU-H-GE-T-1/3	20	ICT, Blackboard, PPT, Projector, Books
Saidul Islam (SI)	Unit-II: : Schools of Philosophy, Great Philosophers and their educational philosophy a) Concept : Indian schools of Philosophy -Meaning and Nature/Concept -Importance in Education -Sankhya, Vedanta, Buddhism; Nature / In terms of knowledge, reality and value c) Great Educators Indian Philosophers : Swami Vivekananda, Rabindranath Tagore	Unit-II: : Schools of Philosophy, Great Philosophers and their educational philosophy b) Concept : Western schools of Philosophy Meaning and Nature/ Concept Importance in Education Idealism, Naturalism, Pragmatism; Nature/ special reference to principles, aims of education, curriculum, teaching method, teacher, discipline. c) Great Educators Western Philosophers: Rousseau, Dewey	Unit-III: Educational Psychology and Development a) Concept, Nature and Scope; Distinction between Psychology and Educational Psychology b) Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive (Piaget's view) of infancy, Childhood and Adolescence period and educational importance.	EDU-H-GE-T-1/3	12	ICT, Blackboard, PPT, Projector, Books

Name of the Faculty Member		DOKMAL GIRLS' COLLEGE DEPARTMENT OF EDUCATION LESSON PLAN (2023-2024) Sem. III EDU-G-PC		Name of the Units and Topics		Course Code	Number of Lectures	Teaching Aids
Dr. Tulika Chakraborty (TC)	Unit-I: Society and Educational Sociology d) Concept of Educational sociology and sociology of education Unit-IV: Social change and Education a) Social Change: concept, factors and education as an instrument of social change. b) Social Stratification: Concept and relation with Education c) Social Mobility: Concept and relation with Education	EDU-G-CC-T-3	20	ICT, Blackboard, PPT, Projector, Books				
Mr. Kawsar Hossain (KH)	Unit-II: Social groups and Education a) Social groups: Meaning, nature Types: Primary Group: Meaning, characteristics and Educational significance Secondary Group: Meaning, characteristics and Educational significance Comparison between Primary Group and Secondary Group	EDU-G-CC-T-3	10	ICT, Blackboard, PPT, Projector, Books				
DR. KRISHNENDU ROY (KR)	Unit-I: Sociology and Educational Sociology a) Sociology: Meaning and scope. b) Educational sociology: Meaning, scope and importance. c) Relation between education and sociology.	EDU-G-CC-T-3	3	ICT, Blackboard, PPT, Projector, Books				
Sudipta Ghosh Nandi (SGN)	Unit-III: Culture, Values and some social issues and Education c) Social issues: Unemployment: Concept, causes, role of education in eradication of unemployment. Inequality: Concept, causes and role of education in eradication of inequality	EDU-G-CC-T-3	10	ICT, Blackboard, PPT, Projector, Books				
Saidul Islam (SI)	Unit-III: Culture, Values and some social issues and Education a) Culture: Concept, nature and types (Political, Economical, Social, and Technological) Importance of culture Role of education in culture. b) Values: Concept and Role of Education in value development Unit-IV: Social groups and Education b) Socialization: concept, significance and Role of the family and school c) Social institutions and Agencies of Education: (i) Family, (ii) School, (iii) Mass media	EDU-G-CC-T-3	23	ICT, Blackboard, PPT, Projector, Books				

DOKMAL GIRLS COLLEGE DEPARTMENT OF EDUCATION LESSON PLAN (2023-2024) Sem-III SEC (P) Statistical Analysis Name of the Unit, and Topics				
Name of the Faculty Member		Course Code	Number of Lectures	Teaching Aids
Sudipta Ghosh Nandi (SGN)	Unit-I: Descriptive Statistics a) Organization of data: Steps of Organization of data, Tabular presentation of data. b) Meaning of Central Tendency- Mean and Median -their Properties, calculation and Application. c) Measure of Variability- Range & SD - their Properties, Calculation and Application d) Graphical Representation of data: Polygon, Histogram, Bar graph (Meaning, steps, advantages & disadvantages)	EDU-G-SEC-T-1(A)	15	ICT, Blackboard, PPT, Projector, Books, Diagrams
Abdullahi Beki (ABK)	Unit-II: Relationship and Inferential Statistics a) Concept of Correlation – Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co- efficient of Correlation, b) Parametric and Non-Parametric Test- (only Concept and Uses)	EDU-G-SEC-T-(A):	10	ICT, Blackboard, PPT, Projector, Books, Diagrams
SAIDUL ISLAM	Sessional Hands on Activities -Construction of frequency distribution table -Construction of Graphical representation of data. -Calculate - Mean, Median, Range, AD, SD, PP, PR, Co-relation, Instruction:	EDU-G-SEC-T-1(A)	10	ICT, Blackboard, PPT, Projector, Books, Diagrams

DOMKAL GIRLS' COLLEGE
DEPARTMENT OF EDUCATION
LESSON PLAN (2023-24) Sem- IV EDU-H-CC-T-8/9/10 History of Education in Ancient and Medieval India/ Psychological Foundation of Education- II/Introduction to Educational Research

Name of the Faculty	Name of the Units and Topics	Course Code	Number of Lectures	Teaching Aids
Dr. Tulika Chakraborty (TC)	Unit 2: Brahmanic System of Education: a) Salient features b) Aims and objectives, Curriculum, Methods of Teaching, Teacher -Pupil relation and Evaluation System.	EDU-H-CC-T-8	14	ICT, Blackboard, PPT, Projector, Books
	Unit-II: Psychology of Development a) Moral development theory of Kohlberg and its educational implication b) Theory of Psychosocial development and its educational implication	EDU-H-CC-T-9	14	ICT, Blackboard, PPT, Projector, Books
	Unit-I: Research-meaning and nature: a. Meaning and nature of Research and scientific inquiry b. Research worthy problem- meaning and characteristics c. Sources of knowledge (Authority, Tradition, Personal Experience, Deduction, Induction.) d. Importance of Research	EDU-H-CC-T-10	10	ICT, Blackboard, PPT, Projector, Books
	Unit 3: Buddhist System of Education: c) Centres of Learning: Nalanda and Vikramasila d) Comparison between Brahmanic System of Education and Buddhist System of Education.	EDU-H-CC-T-8	10	ICT, Blackboard, PPT, Projector, Books
Md. Kawsar Hossain (KH)	Unit-III: Psychology of Learning b) Social Competence and Social Cognition-meaning, nature, need c) Social Constructivism:- Concept, nature Social development theory of Vygotsky and its educational implication	EDU-H-CC-T-9	14	ICT, Blackboard, PPT, Projector, Books
	Unit-II: Educational Research- meaning, nature and types a. Meaning, nature & scope of Educational Research c. Importance of Educational Research.	EDU-H-CC-T-10	10	ICT, Blackboard, PPT, Projector, Books

DR. KRISHNENDU ROY (KR)	<p>Unit 3: Buddhistic System of Education:</p> <p>a) Salient features</p> <p>b) Aims and objectives, Curriculum, Methods of Teaching, Teacher- Pupil relation and Evaluation System.</p>	EDU-H-CC-T-8	10	ICT, Blackboard, PPT, Projector, Books
	<p>Unit-II: Psychology of Development</p> <p>c) Theory of Sigmund Freud: concept of Psychoanalysis and its principles</p> <p>Unit-III: Psychology of Learning</p> <p>a) Social learning theory of Bandura and its educational implication</p>	EDU-H-CC-T-9	14	ICT, Blackboard, PPT, Projector, Books
	<p>Unit-II: Educational Research- meaning, nature and types</p> <p>b. Types of Research:</p> <p>• Basic, Applied & Action Research; • Longitudinal and Cross Sectional Research. • Historical- meaning, nature and steps • Descriptive- meaning, nature and steps • Experimental research- meaning and nature</p> <p>• Quantitative and Qualitative Research- concept only</p>	EDU-H-CC-T-10	15	ICT, Blackboard, PPT, Projector, Books, Diagrams
SAIDUL ISLAM (SI)	<p>Unit 1: Vedic System of Education:</p> <p>a) Salient features</p> <p>b) Aim and objectives, Curriculum, Methods of Teaching, Teacher- Pupil relation and Evaluation System.</p>	EDU-H-CC-T-8	15	ICT, Blackboard, PPT, Projector, Books, Diagrams

MR. ASHUTOSH KUMAR (AM)

Unit 4: Medieval System of Education:

- Plans and objectives, Curriculum, Methods of Teaching, Teacher-Pupil relation and Evaluation System.
 - Contribution of Al-Biruni and Al-Farabi
 - Centres of Learning: Faridkot, Sultan and Delhi
- Unit 5: Psychology of Instruction**
- Concept of teaching, learning, instruction and indoctrination
 - Pedagogy, Pedagogical Analysis: Meaning, nature, need and stages
 - Andragogy: Meaning, principles, Theory of Andragogy (Adult Learning Knowledge) and difference between Pedagogy and Andragogy

EDU-H-CC-T-8

15

KT, Blackboard, PPT, Projector, Books, Diagrams

EDU-H-CC-T-9

15

KT, Blackboard, PPT, Projector, Books

Unit 6: Basic Ideas of Research

- Population and Sample
- Concepts of Population, Sample and Sampling: Types of Sampling techniques: Non-Probability, Probability: meaning and nature
- Research Ethics: Meaning and nature

EDU-H-CC-T-10

10

KT, Blackboard, PPT, Projector, Books

Unit 7: Brahmanic System of Education:

- Centres of Learning: Takshashila and Nalanda
- Medieval System of Education:
- Salient features

EDU-H-CC-T-8

11

KT, Blackboard, PPT, Projector, Books

Unit 8: Neuropsychology

- Concept, nature and scope of Neuropsychology
- Structure and function of human brain
- Concept, types and function of nervous system

EDU-H-CC-T-9

15

KT, Blackboard, PPT, Projector, Books

SUDIPTA GHOSH NANDI (SGN)

Unit 9: Basic Ideas of Research

- Review of Related Literature – concept and purpose
- Variable – meaning and types (Dependent, Independent, and Intervening)
- Research Hypothesis – meaning, nature and types

EDU-H-CC-T-10

15

KT, Blackboard, PPT, Projector, Books

Unit 10: Research Data:

- Qualitative and Quantitative data: meaning, nature and uses
- Tools of data collection: characteristics, merits and demerits of portfolio and rating scale
- Descriptive statistics (Central tendencies, Dispersion, meaning, uses, and estimation)
- Graphical representations used in Research (Histogram, Frequency Polygon, Pie chart)
- Inferential Statistics: meaning, types: Parametric and non-Parametric (concept and nature only)

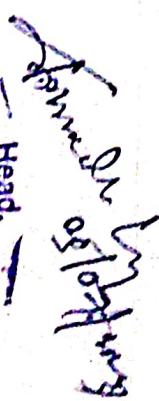
EDU-H-CC-T-10

15

KT, Blackboard, PPT, Projector, Books

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DOMKAL GIRLS' COLLEGE
DEPARTMENT OF EDUCATION
LESSON PLAN (2023-24) Sem- IV EDU-H-SEC-P-2(C) Project Work (Practical Course) Skill Enhancement Course

Name of the Faculty	Name of the Units and Topics	Course Code	Number of Lectures	Teaching Aids
TC, KH, KR, SGN, SJ, AAM	<p>Course Learning Outcomes:</p> <p>After completion of this course the learner will be able to:</p> <ul style="list-style-type: none"> • Explain the process of conducting a Project. • Prepare a Project Report. <p>Guideline:</p> <p>Each student is required to complete any one project related to any area of the syllabus to be evaluated by External Examiner through viva-voce. The project work will be completed within 5000 words or 25 pages (A4)</p> <p>And to be submitted as per University Schedule:</p> <p>Title of the Project: To be selected from the syllabus specified for Core papers.</p> <p>Introduction</p> <p>Significance of the Study</p> <p>Review of Related Literature/ Background of the study</p> <p>Objectives of the Study</p> <p>Methods and Procedure</p> <p>Data Analysis and Discussion</p> <p>Conclusion</p> <p>References</p> <p>N.B: Evaluation to be done by External Examiner. Marks distribution is to be i.e. Report writing-20, Viva Voce-20.</p>	EDU-H-SEC-P-2(C): Project Work (Practical Course)	40	ICT, Blackboard, PPT, Projector, Reference Books

DOMKAL GIRLS' COLLEGE
DEPARTMENT OF EDUCATION
LESSON PLAN (2023-24) Sem- IV EDU-H-GE-T-4 Historical and Sociological Foundation of Education

Name of the Faculty	Name of the Units and Topics	Course Code	Number of Lectures	Teaching Aids
Dr. Tullika Chakraborty (TC)	<p>Unit-I: Education in 19th and 20th Century in India</p> <p>a. Charter Act of 1813 and its educational significance</p> <p>b. Macaulay Minutes 1835 and its educational significance</p> <p>c. Wood's Dispatch (1854): Major Recommendations and its importance in Education.</p>	EDU-H-GE-T-4	10	ICT, Blackboard, PPT, Projector, Books
Md. Kawsar Hossain (KH)	<p>Unit- II: Education in Post-Independence India</p> <p>b. Secondary Education Commission (1952-53): Aims and objectives, Structure of school Education</p> <p>c. Indian Education Commission (1964-66): Aims and objectives, Structure of Education System,</p> <p>d. National Policy on Education 1986: Main features</p>	EDU-H-GE-T-4	15	ICT, Blackboard, PPT, Projector, Books
Saidul Islam (SI)	<p>Unit-I: Education in 19th and 20th Century in India</p> <p>d. Indian Education Commission (1882-83) : Major Recommendations and its impact of Education</p> <p>e. National Education Movement Concept, characteristics & its impacts in Education</p> <p>f. Sargent Plan Report (1944): Pre-Primary Education, Primary Education, Secondary Education.</p>	EDU-H-GE-T-4	10	ICT, Blackboard, PPT, Projector, Books, Diagrams
DR. KRISHNENDU ROY (KR)	<p>Unit -III: Educational Sociology</p> <p>a. Meaning, Nature and Scope of Educational Sociology</p> <p>b. Relation Between Education and Sociology</p> <p>c. Education & Socialization: Meaning, characteristics and factors of Socialization, role of the education in Socialization</p>	EDU-H-GE-T-4	12	ICT, Blackboard, PPT, Projector, Books, Diagrams
Sudipta Ghosh Nandi (SGN)	<p>Unit -III: Educational Sociology</p> <p>d. Social Agencies of Education: Family and School.</p> <p>Unit-IV: Some Sociological concept in Education</p> <p>a. Social Group: Meaning and types (Primary and Secondary), characteristics and educational significance</p> <p>b. Culture: Concept, characteristics, relation between education and culture</p>	EDU-H-GE-T-4	13	ICT, Blackboard, PPT, Projector, Books, Diagrams
MD. ABDUL AZIZ MAMDAL (AAM)	<p>Unit- II: Education in Post-Independence India</p> <p>a. University Education Commission (1948-49): Aims and objectives, Rural University, Teacher education, Vocational Education, Women Education</p> <p>Unit-IV: Some Sociological concept in Education</p> <p>c. Social Stratification: Definition and characteristics, role of education in Social Stratification</p> <p>d. Social Mobility: Concept, characteristics, role of education in Social Mobility.</p>	EDU-H-GE-T-4	15	ICT, Blackboard, PPT, Projector, Books

DOMKAL GIRLS' COLLEGE
DEPARTMENT OF EDUCATION
LESSON PLAN (2023-24) Sem- IV EDU-G-CC-T-4 History of Education

Name of the Faculty	Name of the Units and Topics	Course Code	Number of Lectures	Teaching Aids
Satish Khan (M)	Unit-I: National Policy on Education a) National Policy on Education (1986) - National System of Education, Equality in Education, NCERT, Operation Black Board, Navodaya Vidyalaya b) Revised National Policy on Education-1992	EDU-G-CC-T-4	10	ICT, Blackboard, ppt, Projector, Books
DR. KRISHNENDU ROY (M)	Unit-II: Education in 20th Century in India (1901-1944) c) Basic Education - Concept, characteristics, merits and demerits d) Sargent Plan Report (1911) - Pre-primary education, Primary education, Secondary education, Vocational & Technical education	EDU-G-CC-T-4	9	ICT, Blackboard, ppt, projector, books
MD. ABDUL AZIZ MANDAL (MM)	Unit-III: Education in Post-independence India a) University Education Commission (1948-49) - Aims and Objectives, Rural University, Examination system, Teacher Education, Vocational Education, Women Education. b) Secondary Education Commission (1952-53) - Structure of Education system, Aims and Objectives, Curriculum and Evaluation system and Language Policy c) Indian Education Commission (1964-66) - Structure of Education system, Aims and Objectives, Curriculum, Language Policy, Examination system and Teacher Education, Equality in Educational Opportunity.	EDU-G-CC-T-4	25	ICT, Blackboard, ppt, Projector, Books
Dr. TULIKA CHAKRABORTY (TC)	Unit-I: Education in 19th Century in India a) Charter Act of 1813 and its educational significance b) Macaulay Minutes - (1835) - Its educational significance	EDU-G-CC-T-4	7	ICT, Blackboard, ppt, Projector, Books
MD. KAWSAH HOSSAIN (KH)	Unit-II: Education in 19th Century in India c) Bengal Renaissance - Contribution of Raja Ram Mohan Roy & Derozio. d) Wood's Despatch (1854) and its impact on education. e) Indian Education Commission (1882-83) and its impact of education.	EDU-G-CC-T-4	10	ICT, Blackboard, ppt, Projector, Books
SUDIPTA GHOSH NANDI (SGN)	Unit-III: Education in 20th Century in India (1901-1944) a) Educational reformer Lord Curzon b) National education movement- Causes, Phases and Importance in Education.	EDU-G-CC-T-4	9	ICT, Blackboard, ppt, Projector, Books

DOMKAL GIRLS' COLLEGE
DEPARTMENT OF EDUCATION
LESSON PLAN (2023-24) Sem- IV EDU-G-SEC-P-2(A):Lesson Planning (Skill Enhancement Course)

Name of the Faculty	Name of the Units and Topics	Course Code	Number of Lectures	Teaching Aids
MD. ABDUL AZIZ MANDAL (AAM)	Unit-I: Concept of Lesson Planning a) Definition & Meaning of Lesson Plan b) Characteristics of Lesson Plan c) Advantages of Lesson Plan Unit-II: Different aspects of Lesson Plan a) Types of Lesson Plan b) Steps involved in Lesson Planning c) Principles of development of Lesson Plan	EDU-G-SEC-P-2(A):Lesson Planning	40	ICT, Blackboard, PPT, Projector, Reference Books


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DOMKAL GIRLS COLLEGE
DEPARTMENT OF EDUCATION
LESSON PLAN (2023-2024) Sem- V(B)

Name of the Faculty Member	Name of the Units and Topics	Course Code	Number of Lectures	Teaching Aids
Dr. Tuliha Chakraborty (TC)	Unit-IV: Functions of Various Administrative Bodies a) UGC, b) NMAC, Unit-III: Educational Planning a) Educational Planning: Meaning, Needs and Significance c) Brief outline of the last Five Year Plan in Primary and Secondary Education.	EDU-H-CC-T-11	14	ICT, Blackboard, PPT, Projector, Books
	Unit-I: Educational Technology a) Meaning, Nature, Need and Scope of Educational Technology b) Technology in Education and Technology of Education c) Approaches of ET: Hardware, Software, and System	EDU-H-CC-T-12	15	ICT, Blackboard, PPT, Projector, Books
	Unit-I: Concept of Educational Management a) Educational Management: Meaning, Nature, Scope, Function and Needs. b) Types of Educational Management: Centralization, Decentralization, Autocratic, Democratic and Laissez-fair. Unit-III: Educational Planning b) Types of Educational Planning: Strategies and Steps in Educational Planning.	EDU-H-CC-T-11	20	ICT, Blackboard, PPT, Projector, Books
Md. Kamrui Hossain (KH)	Unit-II: Classroom Communication and Media used a) Meaning, Nature, Types, and Components of Communication b) Barriers of classroom communication and strategies of overcoming barriers in communication c) Media used in education: Audio (Radio), Visual (Projector), Audio-visual (TV)- merits and demerits	EDU-H-CC-T-12	15	ICT, Blackboard, PPT, Projector, Books

DR. KISHANENDU BOY (10)

Unit-IV: Functions of Various Administrative Bodies
 a) NCERT, b) NCTE Unit V: Concept of Educational Management (Total Quality Management) (TQM)

EDU-CC-T-11 15

KT, Blackboard,
PTT, Projector,
Books

Unit-III: Instructional Technology

a) Mass Instructional Technology: Seminar, Discussion, Panel Discussion, Team Teaching

Unit-III: Phases, Levels, and Models of Teaching

a) Phases of Teaching: Pre-active, Inter-active & Post-active

b) Levels of Teaching: Memory, Understanding, Reflective

EDU-CC-T-12 15

KT, Blackboard,
PTT, Projector,
Books

Unit-II: Educational Administration and Supervision

a) Educational Administration: meaning and function, b) Supervision: meaning, purpose, difference between

Supervision and Inspection

EDU-CC-T-11 15

KT, Blackboard,
PTT, Projector,
Books

MR. ABUL KAZI MONDAL (14M)

Unit-III: Instructional Technology

b) Personalized Instructional Techniques: Programmed Instruction- meaning, principles, types, merits and demerits

Unit-III: Classroom Communication and Media used

a) Media used in education: Audio (Radio), Visual (Projector), Audio-visual (TV), merits and demerits

EDU-CC-T-12 15

KT, Blackboard,
PTT, Projector,
Books

Unit-II: Educational Administration and Supervision

a) Factors affecting managerial behaviour of Teachers: Personal, Social, Cultural, Political and Institutional. Unit-

III: a) Resource management in educational institutions: concept and aspects of resource management

EDU-CC-T-11 11

KT, Blackboard,
PTT, Projector,
Books

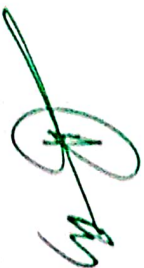
Saidul Islam (5)

Unit-IV: Phases, Levels, and Models of Teaching a) Models of Teaching: Concept, Components, Families

Glasers Basic Teaching Model, Bruner's Concept Attainment Model

EDU-CC-T-12 15

KT, Blackboard,
PTT, Projector,
Books



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JONKAL GIRLS' COLLEGE DEPARTMENT OF EDUCATION LESSON PLAN (2020-2021) Sem- V (T) DSE-1 & DSE-2			
Name of the Faculty Member	Name of the Units and Topics	Course Code	Number of Lectures
Dr. Tuilika Chakraborty (TC)	Unit1: Meaning and concept of population education a. Meaning and concept of population education b. Scope and objectives of population education Unit2: Curriculum and policy of population education a. Curriculum and policy of population education in different stages. b. Role of Population Policy in India c. Role of teacher in making Awareness of population explosion d. Community sensitization program of child marriage and child labour etc	EDU-H-DSE-T-2/4(B)	38
ICT, Blackboard, PPT, Projector, Books			
Md. Kamrur Hossain (KH)	Unit2: Historical development of population education a. Historical development of population education and education program in India b. Some major trust area of population education family planning and adolescent education. Unit3: Status of open and distance education in India a. Present status of distance and open education in India b. Role of multimedia in distance and open education Unit4: Concept of distance and open education a. Growth and development of distance and open education in India b. Meaning and nature of distance and open education c. Characteristics, objectives and importance of distance and open education Unit5: Strategies of distance education a. Mode and strategies of distance education b. Relationship among nonformal correspondence distance and open education c. Agencies of open and distance education in India Unit-3: Status of open and distance education in India	EDU-H-DSE-T-2/4(B)	17
ICT, Blackboard, PPT, Projector, Books			
DR. KRISHNENDU ROY (KR)	Unit3: Status of open and distance education in India a. Present status of distance and open education in India b. Role of multimedia in distance and open education Unit4: Concept of distance and open education a. Growth and development of distance and open education in India b. Meaning and nature of distance and open education c. Characteristics, objectives and importance of distance and open education Unit5: Strategies of distance education a. Mode and strategies of distance education b. Relationship among nonformal correspondence distance and open education c. Agencies of open and distance education in India Unit-3: Status of open and distance education in India	EDU-H-DSE-T-3/4(Q)	30
ICT, Blackboard, PPT, Projector, Books			
Sudipta Ghosh Mandi (SGM)	Unit3: Population growth and problems in India a. Concept of population growth b. Factors influencing population growth- fertility, mortality and migration c. Causes of rapid population growth d. Preventive measures for Rapid population growth Unit4: Problems and remedies of distance and open education in India a. Salient features of the Indira Gandhi National Open University (IGNOU) and National Open School b. Problems of distance and open education in India c. Measures for strengthening distance and open education in India	EDU-H-DSE-T-3/4(Q)	26
ICT, Blackboard, PPT, Projector, Books			
Saidul Islam (SI)	Unit3: Population growth and problems in India a. Concept of population growth b. Factors influencing population growth- fertility, mortality and migration c. Causes of rapid population growth d. Preventive measures for Rapid population growth Unit4: Problems and remedies of distance and open education in India a. Salient features of the Indira Gandhi National Open University (IGNOU) and National Open School b. Problems of distance and open education in India c. Measures for strengthening distance and open education in India	EDU-H-DSE-T-2/4(B)	20
ICT, Blackboard, PPT, Projector, Books			
	Unit4: Problems and remedies of distance and open education in India a. Salient features of the Indira Gandhi National Open University (IGNOU) and National Open School b. Problems of distance and open education in India c. Measures for strengthening distance and open education in India	EDU-H-DSE-T-3/4(Q)	19
ICT, Blackboard, PPT, Projector, Books			

DOMKAL GIRLS' COLLEGE				
DEPARTMENT OF EDUCATION				
LESSON PLAN (2024-2025) Sem- V (PC) SEC. Pedagogical knowledge				
Name of the Faculty Member	Name of the Units and Topics			
	Course Code	Number of Lectures	Teaching Aids	

Unit I: Introduction to life skill education

Sudipta Ghosh Nandi (SGN)

- a) Life Skills: Concept, core life skills and their applications.
b) Life Skill education: concept, nature and scope, Distinction between life skill education and sex education.
c) Social skill, Negotiation skill, Thinking skill and Problem solving skill

EDU-G-SEC-T-3(3)

20

KT, Blackboard,
PPT, Projector,
Books

Unit II: Strategies for life skill Education

ABDULLAH BANU (ASK)

- a) Coping with Emotions: Definition, Characteristics, Types, Coping Strategies
b) Coping with Stress: Definition, Stressors, Sources of Stress, Coping Strategies

EDU-G-SEC-T-3(3)

20

KT, Blackboard,
PPT, Projector,
Books



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Wardha, Wardha District, Maharashtra

Head,
Department of Education,
Domkal Girls' College

DDWAL GIRLS COLLEGE DEPARTMENT OF EDUCATION LESSON PLAN (2020-2021) Sem V EDU-G-GE-T-1				
Name of the Faculty Member	Name of the Unit/s and Topics	Course Code	Number of Lectures	Teaching Aids
Dr. Tulika Chakraborty (TC)	Unit-I: Concept scope aim and factors of education a. meaning Nature and scope of education b. Individualist, c and socialistic aim (meaning characteristics and differences) c. Meaning and scope of Educational Philosophy, relation between education and philosophy d. Factors of education: • Child: meaning and characteristics of child centric education system • Teacher: qualities and duties of a good teacher • Curriculum: meaning nature types and importance • School: meaning and function	EDU-G-GE-T-1	16	ICT, Blackboard, PPT, Projector, Books
Ms. Kamsar Hossain (NH)	Unit-II: Schools of philosophy, great philosophers and their Educational Philosophy c. Great educators • Indian philosophers: Swami Vivekananda, Rabindranath Tagore • Western philosopher: Rousseau, Dewey Unit-IV: Different aspects of educational psychology f. Forgetting: meaning and causes g. Creativity: meaning, factors h. Individual differences: meaning, types and implications	EDU-G-GE-T-1	20	ICT, Blackboard, PPT, Projector, Books
DR. KRISHNENDU ROY (KR)	Unit-III: Schools of philosophy, great philosophers and their Educational Philosophy b. Concept Western schools of philosophy • meaning and nature/concept, importance in education • Idealism, naturalism, pragmatism: nature/special reference to Unit-III: Educational psychology and development a. concept, Nature and scope, distinction between psychology and educational psychology b. growth and development: stages and aspects of development in human life, physical, social,	EDU-G-GE-T-1	10	ICT, Blackboard, PPT, Projector, Books
Sudipta Ghosh Nandi (SGN)	Unit-IV: Different aspects of educational psychology a. Learning: definition and characteristics of learning, factor influence in learning Theory of learning and its implications : classical conditioning b. Intelligence: definition and nature c. Transfer of learning: concept and type (positive, negative and zero) d. Motivation: types, factors and role of motivation in learning e. Memorization : definition, factors, types	EDU-G-GE-T-1	15	ICT, Blackboard, PPT, Projector, Books
MD. ABDUL AZIZ MONDAL (AAM)	Unit-II: Schools of philosophy, great philosophers and their Educational Philosophy a. Concept: Indian schools of philosophy • meaning and nature/concept • Importance in education • Sankhya, Vedanta, Buddhism, nature/terms of knowledge, reality and values.	EDU-G-GE-T-1	10	ICT, Blackboard, PPT, Projector, Books
Saidul Islam (SI)		EDU-G-GE-T-1	10	ICT, Blackboard, PPT, Projector, Books

DOMKAL GIRLS' COLLEGE DEPARTMENT OF EDUCATION LESSON PLAN (2020-2021), Sem- V: EDU-G-DSE-T-3/4(B): Women Education Name of the Unit/s and Topics				
Name of the Faculty Member		Course Code	Number of Lectures	Teaching Aids
Dr. Tulika Chakraborty (TC)	Unit1: Concept of distance and open education a. Growth and development of distance education in India b. Meaning and definition of distance education c. Characteristics and objectives of distance education	EDU-G-DSE-T-3/4D	15	ICT, Blackboard, PPT, Projector, Books
Mr. Kawsar Hossain (KH)	Unit4: Problems and remedies of distance and open education in India a. Salient features of the Indira Gandhi National Open University (IGNOU) and National Open School b. Problems of distance and open education in India c. Measures for strengthening distance and open education in India	EDU-G-DSE-T-3/4D	15	ICT, Blackboard, PPT, Projector, Books
DR. KRISHNENDU ROY (KR)	Unit-3: Status of open and distance education in India a. Present status of distance and open education in India b. Role of multi-media in distance and open education c. SWAYAM and MOOC	EDU-G-DSE-T-3/4D	20	ICT, Blackboard, PPT, Projector, Books
Sudipa Ghosh (SGH)	Unit1: Concept of distance and open education d. Merits and limitations of distance education Unit 2: Strategies of distance education c. Agencies of open and distance education in India	EDU-G-DSE-T-3/4D	15	ICT, Blackboard, PPT, Projector, Books
ABDULLAH EAM (ABK)	Unit2: Strategies of distance education a. Mode and strategies of distance education b. Relationship among non-formal, correspondence, distance and open education	EDU-G-DSE-T-3/4D	10	ICT, Blackboard, PPT, Projector, Books

DONMKA GIRLS' COLLEGE DEPARTMENT OF EDUCATION LESSON PLAN (2023-2024) Sem- VI (H) EDU-H-CC-T-13: Curriculum Studies EDU-H-CC-T-14: Educational Technology				
Name of the Faculty Member	Name of the Units and Topics	Course Code	Number of Lectures	Teaching Aids
Dr. Tulika Chakraborty (TC)	Unit-II: Concept of Curriculum Framework a) Curriculum Framework: NCF-2005 b) Principles of Curriculum Construction.	EDU-H-CC-T-13	15	ICT, Blackboard, PPT, Projector, Books
	Unit-III: Instructional Technology a) Mass Instructional Technology- Seminar, Panel discussion, Team teaching b) Personalized Instructional Techniques- Programme Instruction- Meaning, Principle, Types, Merits and Demerits c) Computer and its role in educational instruction (CAI & CMI).	EDU-H-CC-T-14	17	ICT, Blackboard, PPT, Projector, Books
	Unit-I: Introduction of Curriculum c) Relationship between Curriculum and Syllabus d) Different Types of Curriculum e) Bases of Curriculum: Philosophical, Sociological & Psychological.	EDU-H-CC-T-13	10	ICT, Blackboard, PPT, Projector, Books
	Unit-I: Educational Technology a) Meaning, nature, need and scope of educational Technology b) Technology in Education and Technology of Education	EDU-H-CC-T-14	11	ICT, Blackboard, PPT, Projector, Books
Md. Kawsar Hossain (KH)	Unit-I: Introduction of Curriculum a) Meaning, Nature, Scope and functions of Curriculum b) Determinants of Curriculum.	EDU-H-CC-T-13	10	ICT, Blackboard, PPT, Projector, Books
	Unit-I: Educational Technology c) System Approach in education and curriculum-concept and steps d) Concept of Information Technology, Communication Technology & ICT and their roles in education.	EDU-H-CC-T-14	11	ICT, Blackboard, PPT, Projector, Books
DR. KRISHNENDU ROY (KR)	Unit-IV: Curriculum Change a) Meaning and types of Curriculum change b) Factors affecting Curriculum change c) Role of students, teachers and educational administrators in curriculum change and improvement.	EDU-H-CC-T-13	15	ICT, Blackboard, PPT, Projector, Books
	Unit IV: Phases, Levels, and Models of Teaching a) Phases of Teaching: Pre-active, Inter-active & Post-active b) Levels of Teaching: Memory, Understanding, Reflective c) Models of Teaching: Concept, Components, Families, Glaser's Basic Teaching Model, Bruner's Concept Attainment Model.	EDU-H-CC-T-14	23	ICT, Blackboard, PPT, Projector, Books
MD. ABDUL AZIZ MONDAL (AAM)	Unit -III: Curriculum Model and Evaluation a) Definition and types of curriculum Model, one technical and Non-technical Model b) Meaning and importance of Curriculum evaluation, Formative and summative evaluation; Concept and difference between them c) CIPP model of curriculum evaluation.	EDU-H-CC-T-13	25	ICT, Blackboard, PPT, Projector, Books
	Unit -II: Classroom communication and Media Used a) Meaning, nature, components, types and needs of Communication b) Communication cycle, barriers of classroom communication and strategies of overcoming barriers in communication c) Media used in education: Audio (Radio), Visual (Projector), Audio-visual (TV), Merits and demerits.	EDU-H-CC-T-14	18	ICT, Blackboard, PPT, Projector, Books
Saidul Islam (SI)				

<div> <div>ROYAL GIRLS COLLEGE</div> <div>DEPARTMENT OF EDUCATION</div> </div>				
Name of the Faculty Member	LESSON PLAN (2020-2021) Sem-VI (H) DSE-T-1/4(A): Guidance & Counselling & DSE-T-2/4(B): Women Education	Name of the Units and Topics	Course Code	Number of Lectures
Dr. Tujita Chatterboty (TC)	Unit-I: Concept of Guidance a) Meaning, nature, scope, and importance of Guidance.		EDU-H-DSE-T-1/4(A)	10
	Unit-I: Status and role of Women a) Women in ancient and medieval India b) Changing role of Women in India c) Women's health and related issues		EDU-H-DSE-T-2/4(B)	12
	Unit-III: Tools and Techniques of Guidance and Counselling a) Basic data necessary for Educational Guidance- Pupils abilities, Aptitudes, Interests and Attitudes, Educational Attainments and Personality Traits. b) Difference between Guidance, Counselling and Teaching.		EDU-H-DSE-T-3/4(A)	25
	Unit- II: Constitutional provisions and Rights of women a) Constitutional Provision for equality of Women (Educational and Legal Provisions) b) National Policy on Education (1986) on women education		EDU-H-DSE-T-2/4(B)	8
Md. Kawsar Hossain (KH)	Unit-I: Concept of Guidance b) Different Types of Guidance: i. Educational guidance in schools: meaning, characteristics, importance, purpose & functions. ii. Vocational guidance: meaning, characteristics, importance, purpose & functions. iii. Personal guidance: meaning, characteristics, importance, purpose & functions.		EDU-H-DSE-T-1/4(A)	10
	Unit-I: Status and role of Women d) Role of women in family, school and society e) Women's role in social and environmental movement.		EDU-H-DSE-T-2/4(B)	8
DR. KRISHNENDU ROY (KR)				

ICT, Blackboard,
PPT, Projector,
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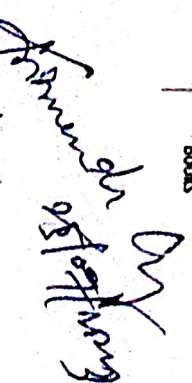
Sudipta Ghosh Nandi (SGN)	Unit-II: Concept of Counselling		EDU-H-DSE-T-1/4(A)	6	ICT, Blackboard, PPT, Projector, Books
	a) Meaning, Nature, Scope, and Importance of Counselling.				
	Unit-III: Gender Inequalities in School and society		EDU-H-DSE-T-2/4(B)	8	ICT, Blackboard, PPT, Projector, Books
MD. ABDUL AZIZ MONDAL (AAM)	Unit-II: Concept of Counselling		EDU-H-DSE-T-1/4(A)	14	ICT, Blackboard, PPT, Projector, Books
	b) Types of Counselling-a.Directive: meaning, characteristics, steps, purpose & functions, b.Non-directive: meaning, characteristics, steps, purpose & functions, c.Electic: meaning, characteristics, steps, purpose & functions, c) Characteristics of good Counselor.				
	Unit-III: Constitutional provisions and Rights of women		EDU-H-DSE-T-2/4(B)	12	ICT, Blackboard, PPT, Projector, Books
Saidul Islam (SI)	Unit-IV: Guidance and Counseling for Diverse learners		EDU-H-DSE-T-1/4(A)	10	ICT, Blackboard, PPT, Projector, Books
	a)Identification of Gifted, Slow learners, Learner with learning disabilities, b)Need of Guidance and Counselling for diverse learners.				
	Unit- IV: Women Empowerment		EDU-H-DSE-T-2/4(B)	17	ICT, Blackboard, PPT, Projector, Books
ABDULAHIL BAKI (ABK)	Unit-IV: Guidance and Counseling for Diverse learners		EDU-H-DSE-T-1/4(A)	5	ICT, Blackboard, PPT, Projector, Books
	a)Concept of women empowerment, importance b)Types of women empowerment- Economic, political, Educational, legal c)Women entrepreneurship d)Barriers of women empowerment e)Role of education in women empowerment				
	Unit- III: Gender Inequalities in School and society		EDU-H-DSE-T-2/4(B)	10	ICT, Blackboard, PPT, Projector, Books

DDMKAL GIRLS COLLEGE DEPARTMENT OF EDUCATION LESSON PLAN (2020-2021, Sem-V) (PC) SEC Pedagogical knowledge Name of the Unit/s and Topics					Course Code	Number of Lectures	Teaching Aids
Dr. Tulika Chakraborty (TC)		Unit-II: Pedagogical Approaches c) Project Method d) Demonstration Method			EDU-G-SEC-T-4(A)	6	ICT, Blackboard, PPT, Projector, Books
Md. Kawsar Hossain (KH)		Unit-II: Pedagogical Approaches a) Lecture Method b) Heuristic Method			EDU-G-SEC-T-4(A)	6	ICT, Blackboard, PPT, Projector, Books
DR. KRISHNENDU ROY (KR)		Unit-I: Meaning and Nature of Pedagogy a) Meaning, definition, characteristics & need of Pedagogy.			EDU-G-SEC-T-4(A)	6	ICT, Blackboard, PPT, Projector, Books
Sudipta Ghosh Nandi (SGN)		Unit-II: Pedagogical Approaches e) Laboratory Method			EDU-G-SEC-T-4(A)	4	ICT, Blackboard, PPT, Projector, Books
MD. ABDUL AZIZ MONDAL (AAM)		Unit-I: Meaning and Nature of Pedagogy b) Scope of Pedagogy. c) Difference between Pedagogy & Andragogy			EDU-G-SEC-T-4(A)	7	ICT, Blackboard, PPT, Projector, Books
Saiful Islam (SI)		Unit-I: Meaning and Nature of Pedagogy d) Aims and Objectives of following disciplines at secondary level: Language, Social Science, Science, Mathematics			EDU-G-SEC-T-4(A)	7	ICT, Blackboard, PPT, Projector, Books
ABDULLAHIL BAKI (ABK)		Unit-II: Pedagogical Approaches e) Laboratory Method			EDU-G-SEC-T-4(A)	4	ICT, Blackboard, PPT, Projector, Books

DOMAL GIRLS' COLLEGE DEPARTMENT OF EDUCATION LESSON PLAN (2020-2021) Sem- VI EDU-G-GE-T-4: Historical and Sociological Foundation of Education				
Name of the Faculty Member	Name of the Units and Topics	Course Code	Number of Lectures	Teaching Aids
Dr. Tulika Chakraborty (TC)	Unit III: Educational sociology a) Meaning, Nature and Scope of Educational Sociology b) Relation between Education and Sociology c) Education & Socialization: Meaning, characteristics and factors of Socialization, role of the family and education d) Social Institutions and Agencies of Education: Family, School.	EDU-G-GE-T-4	15	ICT, Blackboard, PPT, Projector, Books
Md. Kawsar Hossain (KH)	Unit II: Education in post-independence India and National policy on Education c) Indian Education Commission (1964-66): Aims and objectives, Structure of Education System, Curriculum and Evaluation System, Language policy and Equality of Opportunity d) National Policy on Education 1986: Main features e) National Policy Education 2020: Main features	EDU-G-GE-T-4	8	ICT, Blackboard, PPT, Projector, Books
DR. KRISHNENDU ROY (KR)	Unit II: Education in post-independence India and National policy on Education a) University Education Commission (1948-49): Aims and objectives, Rural University, Teacher Education, Vocational Education, Women Education b) Secondary Education Commission (1952-53): Aims and objectives, Structure of school Education System, Curriculum and evaluation System.	EDU-G-GE-T-4	12	ICT, Blackboard, PPT, Projector, Books
Sudipta Ghosh Nandi (SGN)	Unit IV: Some Sociological concept and Education a) Social Group: Meaning and types (primary and Secondary), Characteristics and Educational Significance b) Culture: Concept, Characteristics, relation between education and culture	EDU-G-GE-T-4	10	ICT, Blackboard, PPT, Projector, Books
MD. ABDUL AZIZ MONDAL (AAM)	Unit I: Education in 19th and 20th Century in India a) Charter Act of 1813 and its educational significance b) Macaulay Minutes 1835 and its educational significance c) Wood's Dispatch (1854): Major Recommendations and its importance in Education.	EDU-G-GE-T-4	10	ICT, Blackboard, PPT, Projector, Books
Saiful Islam (SI)	Unit I: Education in 19th and 20th Century in India d) Indian Education Commission (1882-83): Major Recommendations and its impact of Education e) National Education Movement: Concept, characteristics & its impacts in Education f. Sargent Plan Report (1944): Pre-Primary Education, Primary Education, Secondary Education.	EDU-G-GE-T-4	10	ICT, Blackboard, PPT, Projector, Books
ABDULLAH BAKI (ABK)	Unit IV: Some Sociological concept and Education c) Education and Social Stratification: Definition and characteristics, role of education in Social Stratification d) Education and Social Mobility: Concept, Characteristics, role of Education in Social Mobility.	EDU-G-GE-T-4	10	ICT, Blackboard, PPT, Projector, Books

DOMKAL GIRLS' COLLEGE DEPARTMENT OF EDUCATION LESSON PLAN (2020-2021) Sem- VI, EDU-G-DSE-T-2/4(B): Women Education					Name of the Faculty Member	
Name of the Unit and Topics					Course Code	Number of Lectures
Unit- I: Status and role of Women a) Women in ancient and medieval India b) Changing role of Women in India c) Women's health and related issues					EDU-G-DSE-T-2/4(B)	12
Unit- II: Constitutional provisions and Rights of women a) Constitutional Provision for equality of Women (Educational and Legal Provisions) b) National Policy on Education (1986) on women education					EDU-G-DSE-T-2/4(B)	2
Unit- I: Status and role of Women d) Role of women in family, school and society e) Women's role in social and environmental movement.					EDU-G-DSE-T-2/4(B)	8
Unit- III: Gender inequalities in School and society a) Family attitude b) Gender bias in Textbook c) Curricular Choices					EDU-G-DSE-T-2/4(B)	8
Unit- II: Constitutional provisions and Rights of women c) National Council for Women Education d) Property Right e) National Policy for Empowerment of Women, 2001					EDU-G-DSE-T-2/4(B)	12
Unit- IV: Women Empowerment a) Concept of women empowerment, importance b) Types of women empowerment- Economic, political, Educational, legal c) Women entrepreneurship d) Barriers of women empowerment e) Role of education in women empowerment					EDU-G-DSE-T-2/4(B)	17
Unit- III: Gender inequalities in School and society d) Teachers' attitude e) Classroom Interaction f) Peer Culture g) Gender inequality in workplace					EDU-G-DSE-T-2/4(B)	10


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