

BIRPARA COLLEGE

DEPARTMENT OF EDUCATION

LESSON PLAN

B.A. MAJOR COURSE IN EDUCATION

UNDER FYUGP

**(WITH EFFECT FROM THE
ACADEMIC SESSION 2023-24)**

BIRPARA COLLEGE
DEPARTMENT OF EDUCATION

LESSON PLAN

**FOUR YEAR UNDERGRADUATE PROGRAMME IN HISTORY (AS PER NEP
2020.W.E.F.2023)**

EDUCATION (MAJOR)

SEMESTER-I

PAPER –I Foundations of Education

Total Marks: 60(Theory)+10(Continuous Evaluation)+5(Attendance)=75

TotalNumber of lectures Allotted : 60

TOPIC	Number of Lectures Allotted
Unit I: Introduction to Educational Philosophy a) Meaning, Nature and Scope of Education b) Individualistic and Socialistic Aims of Education c) Meaning, Nature and Scope of Educational Philosophy d) Relation between Education and Philosophy	15
Unit II: Introduction to Educational Sociology a) Meaning, Nature and Scope of Educational Sociology b) Relation between Education and Sociology c) Difference between Educational Sociology and Sociology of Education d) Social Agencies of Education: Family, School, Mass Media, Religion and State	15
Unit III: Introduction to Educational Psychology a) Meaning, Nature and Scope of Educational Psychology b) Relation between Education and Psychology a) Importance of Educational Psychology for Teachers b) Methods of Educational Psychology – Observation, Experimentation and Case Study	15
Unit IV: Introduction to Educational Technology a) Meaning, Nature and Scope of Educational Technology b) Relation between Technology in Education and Technology of Education c) Approaches of Educational Technology: Hardware, Software, and System d) Role of ICT in Education	15

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LESSON PLAN

**FOUR YEAR UNDERGRADUATE PROGRAMME IN EDUCATION (AS PER NEP 2020
W.E.F.2023)**

EDUCATION (SEC)

SEMESTER-I

PAPER –SEC-I Yoga Education.

Total Marks: 40(Theory)+20(Project)+10(Continuous Evaluation)+5(Attendance)=75

Total Number of lectures Allotted : 30

TOPIC	Number of Lectures Allotted
Unit I: Concept of Yoga Education a) Meaning of Yoga Education b) Aims and Objectives of Yoga Education c) History of Yoga as a Discipline	10
Unit II: Yoga, Health and Living a) Importance of Yoga for Physical and Mental Health b) Yogic Perspective of Health, Healing and Disease c) Yogic Principles of Healthy Living	10
Unit III: Introduction to Yogic Texts a) Classification of Yoga and Yogic Texts b) Understanding Astanga Yoga c) Meditational Processes	10

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LESSON PLAN

**FOUR YEAR UNDERGRADUATE PROGRAMME IN EDUCATION (AS PER NEP 2020
W.E.F.2023)**

EDUCATION (MINOR)

SEMESTER-I

MINOR-A-PAPER -I Philosophical Foundation of Education

Total Marks: 60(Theory)+10(Continuous Evaluation)+5(Attendance)=75

Total Number of lectures Allotted : 60

TOPIC	Number of Lectures Allotted
Unit-I: Concept, Scope, Aim of Education & Educational Philosophy: a) Meaning, Nature and scope of Education. b) Individualistic and socialistic aim. c) Delor's commission (UNESCO, 1996) d) Meaning and scope of educational Philosophy; Relation between education and philosophy.	12
Unit-II: Factors of Education: their inter-relationship. a) Child: Meaning and characteristics of child centric education system b) Teacher: Qualities and duties of a good teacher. c) Curriculum: Meaning and principles of curriculum construction. Co-curricular activities. d) School: vision and functions.	12
Unit-III: School of Philosophy and National Values a) Western School of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline. b) Inculcation of National Value: Democracy, Equality	18
Unit-IV : Educational Thinkers a) Swami Vivekananda, Rabindranath Tagore. b) Rousseau, Dewey.	18

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LESSON PLAN

**FOUR YEAR UNDERGRADUATE PROGRAMME IN EDUCATION (AS PER NEP 2020
W.E.F.2023)**

(MDC-I)

SEMESTER-I

PAPER –MDC-I Great Indian Educators.

Total Marks: 60(Theory)+10(Continuous Evaluation)+5(Attendance)=75

TotalNumber of lectures Allotted : 45

TOPIC	Number of Lectures Allotted
Unit I Contributions to Education and Society • Shri Aurobinda Ghosh • Annie Besant	11
Unit II Contributions to Education and Society • Savitribai Phule • Dayanand Saraswati	11
Unit III Contributions to Education and Society • Dr. B. R. Ambedkar • Sarvapalli Radhakrishnan.	12
Unit IV Contributions to Education and Society • Jiddu Krishnamurti • APJ Abdul Kalam	11

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FOUR YEAR UNDERGRADUATE PROGRAMME IN EDUCATION (AS PER NEP 2020
W.E.F.2023)

EDUCATION (MAJOR)

SEMESTER-II

PAPER –II Perspectives of Education

Total Marks: 60(Theory)+10(Continuous Evaluation)+5(Attendance)=75

Total Number of lectures Allotted : 60

TOPIC	Number of Lectures Allotted
Unit I: Aspects of Education a) Four Pillars of Education (Delor's Commission, 1996) b) Meaning and Characteristics of Child Centric Education, Qualities and Duties of a good Teacher, Meaning and Types of Curriculum c) Meaning, Types and Importance of Co-curricular Activities.	14
Unit II: Social Groups and Social Factors a) Meaning and Types of Social Group b) Meaning, Process and Factors of Socialization, Role of Family and School in Socialisation c) Concept and Factors of Culture, Role of Education in Culture.	14
Unit III: Growth and Development a) Difference between Growth and Development, Stages of Human Development b) Characteristics of Physical, Cognitive, Emotional, Language and Social Development during Infancy, Childhood and Adolescence c) Piaget's Theory of Cognitive Development, Erikson's Theory of Psychosocial Development, Bandura's Social Learning Theory	16
Unit IV: Teacher Education and Teaching a) Concept, Nature and Scope of Teacher Education b) Difference between Pre-Service and In-Service Teacher Education c) Criteria of Good Teaching and Maxims of Teaching	16

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**FOUR YEAR UNDERGRADUATE PROGRAMME IN EDUCATION (AS PER NEP 2020
W.E.F. 2023)**

EDUCATION (MINOR)

SEMESTER-II

MINOR-B-PAPER –I Philosophical Foundation of Education

Total Marks: 60(Theory)+10(Continuous Evaluation)+5(Attendance)=75

TotalNumber of lectures Allotted : 60

TOPIC	Number of Lectures Allotted
Unit-I: Concept, Scope, Aim of Education & Educational Philosophy: a) Meaning, Nature and scope of Education. b) Individualistic and socialistic aim. c) Delor's commission (UNESCO, 1996) d) Meaning and scope of educational Philosophy; Relation between education and philosophy.	12
Unit-II: Factors of Education: their inter-relationship. a) Child: Meaning and characteristics of child centric education system. b) Teacher: Qualities and duties of a good teacher. c) Curriculum: Meaning and principles of curriculum construction. Co-curricular activities. d) School: vision and functions.	12
Unit-III: School of Philosophy and National Values a) Western School of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline. b) Incultation of National Value: Democracy, Equality	18
Unit-IV : Educational Thinkers a) Swami Vivekananda, Rabindranath Tagore. b) Rousseau, Dewey.	18

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**FOUR YEAR UNDERGRADUATE PROGRAMME IN EDUCATION (AS PER NEP 2020
W.E.F.2023)**

EDUCATION (SEC-II)

SEMESTER-II

PAPER –SEC-II Lesson Planning

**Total Marks: 40(Theory)+20(Field Study/Project)+10(Continuous Evaluation)
+5(Attendance)=75**

TotalNumber of lectures Allotted : 30

TOPIC	Number of Lectures Allotted
Unit-I: Concept of Lesson Plan a) Meaning of Lesson Plan b) Characteristics of Lesson Plan c) Advantages of Lesson Plan	10
Unit-II: Different aspects of a Lesson Plan a) Types of Lesson Plan b) Principles of developing a Lesson Plan c) c) Steps of preparing a Lesson Plan	10
Unit III: Teaching Skills and TLMs a) Practical: Meaning of Teaching Skill and Simulated Teaching b) Core Teaching Skills according to NCERT c) Edgar Dale's Model Classification of TLMs	10

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**FOUR YEAR UNDERGRADUATE PROGRAMME IN EDUCATION (AS PER NEP 2020
W.E.F.2023)**

EDUCATION (MAJOR)

SEMESTER-III

PAPER –III Philosophical Foundations of Education

Total Marks: 60(Theory)+10(Continuous Evaluation)+5(Attendance)=75

Total Number of lectures Allotted : 60

TOPIC	Number of Lectures Allotted
Unit I: Indian Schools of Philosophy: Vedic a) Nyaya b) Sankhya c) Yoga (In terms of Metaphysics, Epistemology, Axiology and Educational Implications)	15
Unit II: Indian Schools of Philosophy: Non – Vedic a) Charvak b) Buddhism c) Jainism (In terms of Metaphysics, Epistemology, Axiology and Educational Implications)	15
Unit III: Western Schools of Philosophy – I a) Idealism b) Naturalism c) Pragmatism (In terms of Aims, Curriculum, Method of Teaching, Role of Teacher and Discipline)	15
Unit IV: Western Schools of Philosophy – II a) Realism b) Marxism c) Existentialism (In terms of Aims, Curriculum, Method of Teaching, Role of Teacher and Discipline)	15

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**FOUR YEAR UNDERGRADUATE PROGRAMME IN EDUCATION (AS PER NEP 2020
W.E.F.2023)**

EDUCATION (MAJOR)

SEMESTER-III

PAPER –IV Psychological Foundation of Education

Total Marks: 60(Theory)+10(Continuous Evaluation)+5(Attendance)=75

TotalNumber of lectures Allotted : 60

TOPIC	Number of Lectures Allotted
Unit I - Learning a) Learning: Definition and Characteristics, Factors influencing Learning b) Theories of Learning and their Educational Implications: Classical Conditioning, Operant Conditioning, Trial and Error Learning, Insightful Learning c) Transfer of Learning: Concept, Types of Transfer, Theory of Identical Elements, Theory of Generalisation	15
Unit II – Motivation and Attention a) Motivation: Definition, Types and Factors, Role of Motivation in Learning. b) Theories of Motivation: Maslow’s Hierarchy Theory, McClelland’s Achievement Motivation Theory. c) Attention: Meaning, Types and Determinants of Attention.	15
Unit-III – Intelligence & Creativity a) Intelligence: Definition and Types b) Theories of Intelligence and their Educational Implications – Spearman, Guilford and Gardner c) Creativity: Meaning, Nature, Factors and Nurturing	15
Unit-IV – Personality a) Personality: Definition and Determinants b) Trait Theory: Allport and Cattell c) Type – cum – Trait Theory: Eysenck	15

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**FOUR YEAR UNDERGRADUATE PROGRAMME IN EDUCATION (AS PER NEP 2020
W.E.F.2023)**

EDUCATION (MAJOR)

SEMESTER-III

PAPER –V History of Education in Ancient India

Total Marks: 60(Theory)+10(Continuous Evaluation)+5(Attendance)=75

TotalNumber of lectures Allotted : 60

TOPIC	Number of Lectures Allotted
Unit 1: Brahmanic System of Education a) Salient features b) Aims and Objectives, Curriculum, Methods of Teaching, Teacher – Taught Relation, Discipline and Evaluation System c) Centre of Learning: Takshasila and Nabadwip	12
Unit 2: Buddhistic System of Education a) Salient features b) Aims and objectives, Curriculum, Methods of Teaching, Teacher - Taught relation, Discipline and Evaluation System c) Centre of Learning: Nalanda and, Vikramasila d) Comparison between Brahmanic System of Education and Buddhistic System of Education	16
Unit 3: Medieval System of Education a) General characteristics b) Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught relation, Discipline and Evaluation System c) Contribution of Akbar d) Centre of Learning: Fatehpur Sikri and Delhi	16
Unit 4: Women and Vocational education in Ancient and Medieval India a) Women's Education in Ancient India b) Women's Education in Medieval India c) Vocational Education in Ancient India d) Vocational Education in Medieval India	16

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FOUR YEAR UNDERGRADUATE PROGRAMME IN EDUCATION (AS PER NEP 2020
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EDUCATION (SEC-III)

SEMESTER-III

PAPER –SEC-III Factors of Educational Psychology

Total Marks: 40(Theory)+20(Project)+10(Continuous Evaluation)+5(Attendance)=75

TotalNumber of lectures Allotted : 30

TOPIC	Number of Lectures Allotted
Unit I: Measurement of Intelligence a) Measurement of Intelligence: Meaning and Characteristics of Verbal and Non Verbal Tests b) Terman – Merrill Test (1935), Dearborn Form Board Test	05
Unit II: Memory and Forgetting a) Memorization: Definition, Process of Memorisation, LTM, STM, Methods of Improving Memory b) Forgetting – Meaning, Types and Causes, Ebbinghaus’s Curve of Forgetting	05
Unit III: Measurement of Personality a) Projective Tests: Rorschach Ink Blot Test, TAT, CAT b) Non – Projective Tests: Interview, MMPI, Observation, Rating Scale	05

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EDUCATION (MINOR)

SEMESTER-III

MINOR-A-PAPER –II Psychological Foundation of Education

Total Marks: 60(Theory)+10(Continuous Evaluation)+5(Attendance)=75

TotalNumber of lectures Allotted : 60

TOPIC	Number of Lectures Allotted
Unit-I: Educational Psychology and Development a) Definition, 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 and Language development of Infancy, Childhood and Adolescence period and respective educational programmes	16
Unit-II: Learning a) Definition and characteristics of Learning; Factors influencing Learning b) Theories of learning: Classical and Operant conditioning, Trial and Error and Insightful Learning c) Memorization: LTM, STM. Principles of memory involved in Memorization; Causes of Forgetting	16
Unit-III: Intelligence a) Intelligence: Definition and Types b) Theories of Intelligence - Spearman, Thurstone, Guilford c) Characteristics of Verbal and Non Verbal Tests of Intelligence	14
Unit-IV: Personality a) Definition b) Trait Theory of Personality c) Type – cum – Trait Theory of Personality	14

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**FOUR YEAR UNDERGRADUATE PROGRAMME IN EDUCATION (AS PER NEP 2020
W.E.F.2023)**

EDUCATION (MAJOR)

SEMESTER-IV

PAPER –VI Sociological Foundation of Education

Total Marks: 60(Theory)+10(Continuous Evaluation)+5(Attendance)=75

TotalNumber of lectures Allotted : 60

TOPIC	Number of Lectures Allotted
Unit I – Social Change and Education a) Social Change: Definition, Characteristics, Factors and Education as an instrument of Social Change b) Privatization and Globalization: Meaning and Importance c) Education and Social Stratification – Definition, Characteristics and Factors of Social Stratification d) Education and Social Mobility – Meaning, Types and Role of Education in Social Mobility	18
Unit II – Social Issues a) Human Resource Development – Meaning and Significance b) Unemployment and Poverty – Causes and Method of Eradication c) Provision of Education for Socially and Economically Backward Classes d) Provision of Education for Disadvantage Section of the Society (SC, ST and Minorities)	14
Unit III – Equality, Sustainable Development and Peace Education a) Equality in Education – Meaning, Importance, Causes of Inequality, Role of education in removing inequality b) Peace Education – Meaning, Aims and Objectives, Need c) Education for Sustainable Development – Meaning, Objectives, Role of Education in Sustainable Development	14
Unit IV – Gender and Society a) Concept of Gender and Sex b) Gender Roles and Relationship Matrix c) Presentation of Gender in Curriculum and Text Books, Role of Education in removing Gender Discrimination	14

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EDUCATION (MAJOR)

SEMESTER-IV

PAPER –VII Psychology of Teaching and Instruction

Total Marks: 60(Theory)+10(Continuous Evaluation)+5(Attendance)=75

TotalNumber of lectures Allotted : 60

TOPIC	Number of Lectures Allotted
Unit I: Relation between Teaching and Instruction a) Concept of Teaching and Instruction b) Differences between Teaching and Instruction c) Approaches to Teaching: Teacher Centred and Student Centred d) Instructional Design: Concept, Types and Approaches	16
Unit II: Teacher Behaviour a) Observation of classroom behaviour: Flander’s Interactional Analysis b) Characteristics of a good teacher based on Flander’s Model of Teaching c) Advantages and Disadvantages of Flander’s Interaction System	12
Unit-III: Teacher and Classroom Teaching a) Nature of classroom teaching. b) Difference between traditional and constructivist teaching c) Micro – Teaching: meaning, nature, merits and demerits d) Macro – Teaching: meaning, nature, merits and demerits	16
Unit-IV: Teaching Methods & Instructional Strategies Meaning, nature, merits and demerits – a) Lecture b) Demonstration c) Project Method d) Group Discussion	16

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**FOUR YEAR UNDERGRADUATE PROGRAMME IN EDUCATION (AS PER NEP 2020
W.E.F.2023)**

EDUCATION (MAJOR)

SEMESTER-IV

PAPER -VIII History of Education in Colonial India

Total Marks: 60(Theory)+10(Continuous Evaluation)+5(Attendance)=75

TotalNumber of lectures Allotted : 60

TOPIC	Number of Lectures Allotted
Unit: I: Education in 19th Century in India a) Charter Act of 1813 b) Oriental –Occidental Controversy, Macaulay’s Minute, Bentinck’s Declaration c) Wood’s Despatch: Context, Recommendations, Criticism and Educational Significance d) Indian Education Commission (1882 – 83): Background, Recommendations, Criticism and Educational Significance	15
Unit: II: Bengal Renaissance and Its Influence on Education a) Concept Bengal Renaissance b) Characteristics of Bengal Renaissance c) Causes of Bengal Renaissance d) Impact of Bengal Renaissance on Education e) Contribution of Raja Rammohan Roy, Derozio and Vidyasagar in Education.	15
Unit: III: Educational Policy of Lord Curzon and National Education Movement a) Simla Conference, 1901 b) The Indian Universities Commission, 1902 c) The Indian Universities Act, 1904 d) Contribution of Curzon towards Indian Education e) National Education Movement – Characteristics, Causes, Objective, Different Phases, and Causes of Failure, Influence on Future Development of Indian Education	15
Unit: IV: Commissions between 1st and 2nd World War	15

<p>a) The Calcutta University Commission (Sadler Commission): 1917-1919</p> <ul style="list-style-type: none"> • Context • Recommendation • Criticism • Results <p>b) Basic Education: 1937</p> <ul style="list-style-type: none"> • Concepts • Characteristics • Merits & Demerits <p>c) The post-war plan of educational development (Sargent Plan): 1944</p> <ul style="list-style-type: none"> • Context • Objective • Recommendations • Criticism 	
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**FOUR YEAR UNDERGRADUATE PROGRAMME IN EDUCATION (AS PER NEP 2020
W.E.F.2023)**

EDUCATION (MINOR)

SEMESTER-IV

MINOR-B-PAPER –II Psychological Foundation of Education

Total Marks: 60(Theory)+10(Continuous Evaluation)+5(Attendance)=75

TotalNumber of lectures Allotted : 60

TOPIC	Number of Lectures Allotted
Unit-I: Educational Psychology and Development c) Definition, Nature and Scope; Distinction between Psychology and Educational Psychology d) Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive and Language development of Infancy, Childhood and Adolescence period and respective educational programmes	16
Unit-II: Learning d) Definition and characteristics of Learning; Factors influencing Learning e) Theories of learning: Classical and Operant conditioning, Trial and Error and Insightful Learning f) Memorization: LTM, STM. Principles of memory involved in Memorization; Causes of Forgetting	16
Unit-III: Intelligence d) Intelligence: Definition and Types e) Theories of Intelligence - Spearman, Thurstone, Guilford f) Characteristics of Verbal and Non Verbal Tests of Intelligence	14
Unit-IV: Personality d) Definition e) Trait Theory of Personality f) Type – cum – Trait Theory of Personality	14

