

BIRPARA COLLEGE

DEPARTMENT OF EDUCATION

LESSON PLAN

CBCS CURRICULUM OF B.A. IN EDUCATION (PROGRAMME)

**UNDER CHOICE BASED CREDIT SYSTEM (CBCS)
(WITH EFFECT FROM THE ACADEMIC SESSION
2018-19)**

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DEPARTMENT OF EDUCATION

LESSON PLAN

**UNDER CHOICE BASED CREDIT SYSTEM (CBCS) (WITH EFFECT FROM THE
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B.A. EDUCATION (PROGRAMME)

SEMESTER-I

EDU-P-DSC-1(PAPER-1): Philosophical Foundation of Education

Core Course; Credit-6.(72 Lectures Allotted), Full Marks-75

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 Aims c) Delor's commission (UNESCO, 1997) d) Meaning and scope of educational Philosophy; Relation between education and philosophy	18
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.	20
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	16
Unit IV: Great Educators and their educational philosophy a) Swami Vivekananda, Rabindranath Tagore. b) Rousseau, Dewey.	18

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B.A. EDUCATION (PROGRAMME)

SEMESTER-II

EDU-P-DSC-1(PAPER-2): Psychological Foundation of Education

Core Course; Credit-6.(72 Lectures Allotted), Full Marks-75

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 their educational implication.	20
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) Attention & Interest: Factors of Attention and Relation between Attention and Interest. d) Memorization: LTM, STM. Principles of memory involved in Memorization; Causes of Forgetting.	20
Unit III: Intelligence a) Intelligence: Definition; Theories of Intelligence- Spearman, Thurstone, Guilford; Measurement of Intelligence: Terman Merrill Test, Dearborn Form Board Test	16
Unit IV: Personality a. Definition, Theories – Types and Trait; Concept of Individual differences in classroom.	16

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B.A. EDUCATION (PROGRAMME)

SEMESTER-III

EDU-P-DSC-1(PAPER-3): Sociological Foundation of Education

Core Course; Credit-6.(72 Lectures Allotted), Full Marks-75

TOPIC	Number of Lectures Allotted
Unit-I: Educational Sociology: a) Meaning, nature and scope of Educational sociology. b) Relation between education and sociology. c) Concept of Educational Sociology and Sociology of Education.	18
Unit-II: Social factor and Education. a) Culture: Concept, role of education in culture, cultural lag. b) Meaning of Human Resource Development and its significance in the present society.	16
Unit-III: Social groups and education a) Social groups (Primary, Secondary and Tertiary). b) Socialization: Meaning, process and factors of socialization, role of the family and school. c) Social Institution and Agencies of Education: (a) Family, (b) School, (c) State, (d) Mass media and (d) Religion	20
Unit-IV : Social change and Education a) Social change: Its definition, characteristics, factors, Constraints and education as an instrument of social change. b) Education and Social Mobility. c) Education for Socially and Economically backward classes, disadvantaged section of Indian society (SC, ST, OBC, Women)	18

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B.A. EDUCATION (PROGRAMME)

SEMESTER-III

(SEC)

(A) EDU-P-SEC-T-1(A): Educational Statistics

Skill Enhancement Course; Credit-2. (30 Lectures Allotted)

Full Marks-75 [Theory – 40, Practical – 20(Spot evaluation:10, Practical Note book:5, Viva Voce 5)]

TOPIC	Number of Lectures Allotted
Unit I Descriptive Statistics 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. c) Percentile and Percentile Rank- Definition, Calculation, Application, Graphical Determination.	10
Unit II Relationship and Inferential Statistics a) Correlation: Concept, Types. b) Concept of Coefficient of Correlation – Computation of Co-efficient of Correlation using Product moment method, Interpretation of Co-efficient of Correlation. c) Concept of Coefficient of Correlation – Computation of Co-efficient of Correlation using Rank Difference Method, Interpretation of Co-efficient of Correlation. d) Parametric and Non-Parametric Test- (only Concept and Uses).	10
Unit III Concept of Normal distribution a) Concept of NPC, its properties and uses b) Skewness and Kurtosis.	10

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B.A. EDUCATION (PROGRAMME)

SEMESTER-IV

EDU-P-DSC-1(PAPER-4): Historical Foundation of Education

Core Course; Credit-6.(72 Lectures Allotted), Full Marks-75

TOPIC	Number of Lectures Allotted
Unit I: Education in 19th Century in India a) Charter Act of 1813 and its educational significance b) Macaulay Minuets- (1835)- its educational significance c) Bengal Renaissance- Contribution of Raja Rammohan Roy, Derozio and Vidyasagar. d) Wood's Despatch (1854) and its impact on education. e) Indian Education Commission (1882-83) and its impact of education.	18
Unit II: Education in 20th Century in India (1901-1944) a) Educational reformer Lord Curzon b) National education movement- Causes, Phases and Importance in Education. c) Basic Education- Concept, characteristics, merits and demerits. d) Sargent Plan Report (1944)- Pre-primary education, Primary education, Secondary education, Vocational & Technical education.	18
Unit III: Education in Post Independence India a) University Education Commission (1948-49) -Aims and Objective, Rural University Examination System, Teacher and Teaching Education, Vocational Education, Women Education. b) Secondary Education Commission (1952-53) -Structure of Education system, Aims and Objective, Curriculum and Evaluation system and Language Policy c) Indian Education Commission (1964-66) - Structure of Education system, Aims and Objective, Curriculum, Language Policy, Exam System and Teacher Education, Equality in Educational Opportunity. d) Ashoke Mitra Commission (1991-92) - Recommendations Regarding Primary and Secondary Education.	20
Unit IV: National Policy on Education a) National Policy on Education (1986) -National System of	16

Education, Equality in Education, ECCE, Operation Black Board, Navodaya Vidyalaya. b) Revised National Policy on Education-1992. (Janardan Reddy Committee)	
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B.A. EDUCATION (PROGRAMME)

SEMESTER-IV

(SEC)

(B)EDU-P-SEC-T-2(B): Lesson Planning
Skill Enhancement Course; Credit-2. (30 Lectures Allotted)

Full Marks-75 [Theory – 40, Practical – 20(Spot evaluation:10, Practical Note book:5, Viva Voce 5)]

TOPIC	Number of Lectures Allotted
Unit-I: Concept of Lesson Planning: a) Definition & Meaning of Lesson Plan b) Characteristics of Lesson Plan. c) Advantages of Lesson Plan.	10
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.	10
Unit-III: Teaching Skills and TLMs a) Teaching Skills: Definition, Teaching skills according to NCERT. b) Development of Teaching skills through simulation c) Edgar Dale's model, Classification of TLMs	10

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B.A. EDUCATION (PROGRAMME)

SEMESTER-V

EDU-G-DSE-T-1(A): Value Education

Core Course; Credit-6.(72 Lectures Allotted), Full Marks-75

TOPIC	Number of Lectures Allotted
Unit-I: Meaning and nature of Value a) Value: Meaning and Nature b) Values enshrined in Indian constitution. c) Classification of values	18
Unit-II: Value Education a) Value Education: concept and objective. b) Classification of Value Education (Social, Moral and Aesthetics)	18
Unit III: Value Education in School a) Value Education through Curriculum. b) Value Education through Co-Curricular Activities. c) Role of teachers to facilitate development of values among the learners	18
Unit III: Strategies of value education a) Storytelling. b) Play-way Method. c) Role plays.	18

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SEMESTER-V

(SEC)

(B) EDU-P-SEC-T-1(A): Educational Statistics
Skill Enhancement Course; Credit-2. (30 Lectures Allotted)

Full Marks-75 [Theory – 40, Practical – 20(Spot evaluation:10, Practical Note book:5, Viva Voce 5)]

TOPIC	Number of Lectures Allotted
Unit I Descriptive Statistics d) Meaning of Central Tendency- Mean, Median and Mode-their Properties, Calculation and Application. e) Measure of Variability- Range, AD, SD and QD- their Properties, Calculation and Application. f) Percentile and Percentile Rank- Definition, Calculation, Application, Graphical Determination.	10
Unit II Relationship and Inferential Statistics e) Correlation: Concept, Types. f) Concept of Coefficient of Correlation – Computation of Co-efficient of Correlation using Product moment method, Interpretation of Co-efficient of Correlation. g) Concept of Coefficient of Correlation – Computation of Co-efficient of Correlation using Rank Difference Method, Interpretation of Co-efficient of Correlation. h) Parametric and Non-Parametric Test- (only Concept and Uses).	10
Unit III Concept of Normal distribution c) Concept of NPC, its properties and uses d) Skewness and Kurtosis.	10

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B.A. EDUCATION (PROGRAMME)

SEMESTER-V

Generic Elective Courses (GE)

[B] Gender and Society in Educational ContextEDU-P-GE-T-1(B)

Core Course; Credit-6.(72 Lectures Allotted), Full Marks-75

Core Course; Credit-6.(72 Lectures Allotted), Full Marks-75

TOPIC	Number of Lectures Allotted
Unit-I: Gender Concepts a) Definition of Gender and difference with sex b) Gender Dynamics: Gender identity; Gender role and gender stereotype c) Social Construction of Gender	18
Unit-II: Gender Socialization a) Childhood, socialization and gender biases in the family and school b) Social Differentiation among women in educational context by caste, tribe, religion and region c) Gender discrimination in the management of the school and education system.	18
Unit III: Gender roles a) Gender Roles and Relationships Matrix b) Gender based division and Valuation of Work c) Exploring Attitudes towards Gender	18
Unit III: Gender inequality in the schools a) Gender inequality in the structure of knowledge b) Presentation of gender in the development of curriculum and text books. c) Dynamics of gender in the classroom in reference to girl friendly school, co education and single sex schooling.	18

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B.A. EDUCATION (PROGRAMME)

SEMESTER-VI

EDU-P-DSE-T-2(C): Great Educators

Core Course; Credit-6.(72 Lectures Allotted), Full Marks-75

TOPIC	Number of Lectures Allotted
Unit I: Indian Educators: Contribution of following great educators with special reference to Educational Philosophy, aims of education, Curriculum, Method of Teaching, Role of teacher & Relevance in Present day context. <ul style="list-style-type: none">• Sarvapalli Radhakrishnan.• Shri Aurobinda.	18
Unit II: Western Educators: Contribution of following great educators with special reference to Educational Philosophy, Aims of education, Curriculum, Method of Teaching Role of teacher & Relevance in Present day context. <ul style="list-style-type: none">• Bertrand Russel• Madam Maria Montessori	18
Unit III: Modern Thinkers on Education in India <ul style="list-style-type: none">• Abul Kalam Azad• Annie Besant• Jiddu Krishnamurty	18
Unit IV: Some Experiments of Great Educators on Education: <ul style="list-style-type: none">• Viswabharati and Rabindranath Tagore• Basic education and Gandhiji• Kindergarten and Froebel• Laboratory school and John Dewey	18

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SEMESTER-IV

(SEC)

(B)EDU-P-SEC-T-2(B): Lesson Planning
Skill Enhancement Course; Credit-2. (30 Lectures Allotted)

Full Marks-75 [Theory – 40, Practical – 20(Spot evaluation:10, Practical Note book:5, Viva Voce 5)]

TOPIC	Number of Lectures Allotted
Unit-I: Concept of Lesson Planning: d) Definition & Meaning of Lesson Plan e) Characteristics of Lesson Plan. f) Advantages of Lesson Plan.	10
Unit-II: Different aspects of Lesson Plan. d) Types of Lesson Plan. e) Steps involved in Lesson Planning. f) Principles of development of Lesson Plan.	10
Unit-III: Teaching Skills and TLMS d) Teaching Skills: Definition, Teaching skills according to NCERT. e) Development of Teaching skills through simulation f) Edgar Dale's model, Classification of TLMS	10

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SEMESTER-VI

Generic Elective Courses (GE)

[A]Yoga EducationEDU-P-GE-T-2(A)

Core Course; Credit-6.(72 Lectures Allotted), Full Marks-75

TOPIC	Number of Lectures Allotted
Unit-I: Concept of Yoga Education a) Meaning and definition of Yoga Education b) Nature & Characteristics of Yoga Education c) Aims of Yoga Education d) Role of teachers in implementing Yoga Education	18
Unit-II: Different Approaches of Yoga Education a) Types of Yoga Education b) General guidelines for performing Yoga Education c) Significance to Yogic texts in the context of schools of Yoga.	18
Unit III: Historical Background of Yoga Education a) Historical background of Yoga Education b) Yoga Philosophy and Yoga Education c) Sankhya Philosophy and Yoga Education d) Yoga as reflected in Bhagwat Gita	18
Unit III: Yoga and Health a) Concept of health and health related Problems b) Need of Yoga for good health c) Yogic concept of healthy life style c) Yoga for reduction of stress.	18