

**Lesson Plan for the Odd Semester 2024-25**1<sup>st</sup> Semester (CCF)**Semester 1 EDC/MD/CC/1/1 or CC/2/1****Introduction and Philosophical Foundation of Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit- I = Concept of Education <ul style="list-style-type: none"><li>➤ Narrow and broader concept of education</li><li>➤ Aims of modern education with special reference to Delor's Commission.</li><li>➤ Indian School of Philosophy: Vedic, Buddhism</li><li>➤ Western School of Philosophy: z</li></ul>	MB	<b><u>12</u></b>
Unit- 2 = Factors of Education <ul style="list-style-type: none"><li>➤ Child / learner: influence of heredity and environment on the learner</li><li>➤ Teacher: qualities and duties of a good teacher.</li><li>➤ Curriculum and co-curricular activities - concept and types and significance of cocurricular activities.</li><li>➤ Educational institutions: informal, formal and non-formal, their interrelation.</li></ul>	KKD	<b><u>10</u></b>
Unit- 3 = Child Centricism and Play-way in Education <ul style="list-style-type: none"><li>➤ Concept of child centricism in education</li><li>➤ Characteristics and significance of child centricism in education</li><li>➤ Concept of play and work.</li><li>➤ Characteristics of play-way in Education, Kindergarten, Montessori, Project method</li></ul>	KKD	<b><u>10</u></b>

**EDC/MD/IDC (Semester – 1) Inclusive Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Inclusive Education: Overview <ul style="list-style-type: none"><li>➤ Meaning of Inclusion and Inclusive Education</li><li>➤ Exclusion and Inclusion: Conceptual overview</li><li>➤ Obstacles/barriers in Inclusive Education</li><li>➤ Elements necessary for creating an inclusive school</li></ul>	MB	06
Unit: 2 = Differently Abled and Disadvantaged Children <ul style="list-style-type: none"><li>➤ Differently abled children- Visual, Auditory, Learning Disability (Meaning, definition)</li><li>➤ Disadvantaged children: SC, ST, OBC and EWS</li></ul>	KKD	10

<ul style="list-style-type: none"> <li>➤ Problems of differently abled and socially disadvantaged children</li> <li>➤ Specific Educational Measures and role of school and society</li> </ul>		
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### **EDC/MD/SEC (Semester – 1) Communication Skill**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Introduction to Communication <ul style="list-style-type: none"> <li>➤ Meaning, Nature and types of communication</li> <li>➤ Principles of communication</li> <li>➤ Process of communication: Sender, encoding, recipient, decoding and feedback</li> <li>➤ Barriers of effective communication</li> </ul>	MB	08
Unit: 2 = Listening Skills <ul style="list-style-type: none"> <li>➤ Principles of listening skills</li> <li>➤ Types of listeners</li> <li>➤ Barriers to listening</li> </ul>	KKD  MB	06
Unit: 3 = Speaking Skills <ul style="list-style-type: none"> <li>➤ Verbal and non-verbal communication</li> <li>➤ Public speaking: Extempore</li> <li>➤ Group discussion</li> </ul>	KKD	10

### **3<sup>rd</sup> Semester (CCF)**

#### **CC – 1 (Semester 3) Guidance and Counselling**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit I = Guidance – Meaning, Functions, Need <ul style="list-style-type: none"> <li>➤ Guidance – Meaning, Definitions and Functions</li> <li>➤ Individual and Group Guidance Meaning, advantages and disadvantages Meaning and Advantages and disadvantages</li> <li>➤ Need for guidance in secondary schools and requisites of a good school guidance programme.</li> </ul>	MB	10
Unit 2 = Guidance - Educational, Vocational and Personal <ul style="list-style-type: none"> <li>➤ Educational Guidance- Meaning, Function at different stages of Education</li> <li>➤ Vocational Guidance- Meaning, Function at different stages of Education</li> </ul>	KKD	10

➤ Personal Guidance- Meaning, Importance for the Adolescents		
Unit 3 = Counselling – Meaning, Techniques, Types	MB	08
➤ Counselling - – Meaning, importance and Scope	KKD	
➤ Techniques of Counselling- Directive, Non-Directive, Eclectic		
➤ Individual and Group Counselling –Meaning , Importance		

### **EDC/MD/IDC (Semester – 1) Inclusive Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Inclusive Education: Overview	MB	06
➤ Meaning of Inclusion and Inclusive Education		
➤ Exclusion and Inclusion: Conceptual overview		
➤ Obstacles/barriers in Inclusive Education		
➤ Elements necessary for creating an inclusive school		
Unit: 2 = Differently Abled and Disadvantaged Children	KKD	10
➤ Differently abled children- Visual, Auditory, Learning Disability (Meaning, definition)		
➤ Disadvantaged children: SC, ST, OBC and EWS		
➤ Problems of differently abled and socially disadvantaged children		
➤ Specific Educational Measures and role of school and society		

### **EDC/MD/SEC (Semester – 1) Communication Skill**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Introduction to Communication	MB	08
➤ Meaning, Nature and types of communication		
➤ Principles of communication		
➤ Process of communication: Sender, encoding, recipient, decoding and feedback		
➤ Barriers of effective communication		
Unit: 2 = Listening Skills	KKD	06
➤ Principles of listening skills		
➤ Types of listeners		
➤ Barriers to listening		
Unit: 3 = Speaking Skills	MB	
	KKD	10

<ul style="list-style-type: none"> <li>➤ Verbal and non-verbal communication</li> <li>➤ Public speaking: Extempore</li> <li>➤ Group discussion</li> </ul>		
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**Semester 1 EDC/MD/MINOR-1/CC/1/1 or CC/2/1**  
**Introduction and Philosophical Foundation of Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit- I = Concept of Education <ul style="list-style-type: none"> <li>➤ Narrow and broader concept of education</li> <li>➤ Aims of modern education with special reference to Delor's Commission.</li> <li>➤ Indian School of Philosophy: Vedic, Buddhism</li> <li>➤ Western School of Philosophy: z</li> </ul>	MB	12
Unit- 2 = Factors of Education <ul style="list-style-type: none"> <li>➤ Child / learner: influence of heredity and environment on the learner</li> <li>➤ Teacher: qualities and duties of a good teacher.</li> <li>➤ Curriculum and co-curricular activities - concept and types and significance of cocurricular activities.</li> <li>➤ Educational institutions: informal, formal and non-formal, their interrelation.</li> </ul>	KKD	10
Unit- 3 = Child Centricism and Play-way in Education <ul style="list-style-type: none"> <li>➤ Concept of child centricism in education</li> <li>➤ Characteristics and significance of child centricism in education</li> <li>➤ Concept of play and work.</li> <li>➤ Characteristics of play-way in Education, Kindergarten, Montessori, Project method</li> </ul>	KKD	10

**5<sup>th</sup> Semester (CBCS)**  
**DSE-A-2**

**(Semester – 5) Educational Thought of Great Educators**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
<b>Unit: 1 = Western Educators (Part 1)</b> <ul style="list-style-type: none"> <li>➤ Plato</li> <li>➤ Rousseau</li> <li>➤ Montessori</li> </ul>	MB	12

<b>Unit: 2 = Western Educators (Part 2)</b> <ul style="list-style-type: none"> <li>➤ Pestalozzi</li> <li>➤ Dewey</li> <li>➤ Ivan Illich</li> </ul>	KKD	12
<b>Unit: 3 = Indian Educators (Part 1)</b> <ul style="list-style-type: none"> <li>➤ Vivekananda</li> <li>➤ Rabindranath</li> <li>➤ Gandhiji</li> </ul>	MB	12
<b>Unit: 4 = Indian Educators (Part 2)</b> <ul style="list-style-type: none"> <li>➤ Radhakrisnan</li> <li>➤ Begum Rokeya</li> <li>➤ Sister Nivedita</li> </ul>	KKD	12

**SEC-A-1**  
**(Semester – 3/5) Communication Skill**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
<b>Unit: 1 = Introduction to Communication</b> <ul style="list-style-type: none"> <li>➤ Meaning, Nature and types of communication</li> <li>➤ Principles of communication</li> <li>➤ Process of communication: Sender, encoding, recipient, decoding and feedback</li> <li>➤ Barriers of effective communication</li> </ul>	MB	06
<b>Unit: 2 = Listening Skills</b> <ul style="list-style-type: none"> <li>➤ Principles of listening skills</li> <li>➤ Types of listeners</li> <li>➤ Barriers to listening</li> </ul>	MB	06
<b>Unit: 3 = Speaking Skills</b> <ul style="list-style-type: none"> <li>➤ Verbal and non-verbal communication</li> <li>➤ Public speaking: Extempore</li> <li>➤ Group discussion</li> </ul>	KKD	06
<b>Unit: 4 = Reading and Writing Skills (KKD-5)</b> <ul style="list-style-type: none"> <li>➤ Previewing, skimming, and scanning</li> <li>➤ Development of skills for correct pronunciation, reading and comprehension</li> <li>➤ Sentence formation and punctuation</li> </ul>	KKD	06

**Lesson Plan for the Even Semester 2023-24**  
**2<sup>nd</sup> Semester (CCF)**

Semester 2 EDC/MD/CC/1/2 or CC/2/2  
 Psychological Foundation of Education

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Relation between Psychology and Education ➤ Meaning and definition of Education and Psychology and their relationship ➤ Learning: Concept and characteristics ➤ Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization ➤ Personality: Concept, definition, Personality traits.	MB	12
Unit: 2 = Stages and types of human development and their educational significance ➤ Piaget's cognitive development theory ➤ Erikson's psycho-social development theory ➤ Kohlberg's moral development theory ➤ Vygotsky's social development theory.	MB  KKD	12
Unit: 3 = Intelligence ➤ Concept of intelligence ➤ Theories of Intelligence by Spearman, Thorndike and Guilford ➤ Types and uses of intelligence tests ➤ Concept of Emotional Intelligence and E.Q	KKD	12

**EDC/MD/IDC (Semester – 1) Inclusive Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Inclusive Education: Overview ➤ Meaning of Inclusion and Inclusive Education ➤ Exclusion and Inclusion: Conceptual overview ➤ Obstacles/barriers in Inclusive Education ➤ Elements necessary for creating an inclusive school	MB	10
Unit: 2 = Differently Abled and Disadvantaged Children ➤ Differently abled children- Visual, Auditory, Learning Disability (Meaning, definition)	KKD	10

<ul style="list-style-type: none"> <li>➤ Disadvantaged children: SC, ST, OBC and EWS</li> <li>➤ Problems of differently abled and socially disadvantaged children</li> <li>➤ Specific Educational Measures and role of school and society</li> </ul>		
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### **EDC/MD/SEC (Semester – 1) Communication Skill**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Introduction to Communication <ul style="list-style-type: none"> <li>➤ Meaning, Nature and types of communication</li> <li>➤ Principles of communication</li> <li>➤ Process of communication: Sender, encoding, recipient, decoding and feedback</li> <li>➤ Barriers of effective communication</li> </ul>	MB	08
Unit: 2 = Listening Skills <ul style="list-style-type: none"> <li>➤ Principles of listening skills</li> <li>➤ Types of listeners</li> <li>➤ Barriers to listening</li> </ul>	KKD  MB	06
Unit: 3 = Speaking Skills <ul style="list-style-type: none"> <li>➤ Verbal and non-verbal communication</li> <li>➤ Public speaking: Extempore</li> <li>➤ Group discussion</li> </ul>	KKD	10

4<sup>th</sup> Semester (CBCS)

**CC– 4/GE – 4**

### **(Semester – 4) Inclusive Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Inclusion Overview <ul style="list-style-type: none"> <li>➤ Meaning of Inclusion and Inclusive Society</li> <li>➤ Exclusion and Inclusion: Conceptual overview</li> <li>➤ Obstacles/barriers in Inclusion</li> <li>➤ Elements necessary for creating an inclusive society</li> </ul>	MB	10
Unit: 2 = Differently Abled <ul style="list-style-type: none"> <li>➤ Concept of Impairment, Disability and Handicap</li> <li>➤ Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)</li> <li>➤ General causes of disabilities</li> </ul>	KKD	10

➤ Role of school and society in creating a barrier free environment		
Unit: 3 = Socially Disabled ➤ Concept of SC, ST and OBC groups. ➤ Concept of Gender, and sexuality ➤ Causes of social exclusion ➤ Understanding social inclusion: role of education	MB	10
Unit: 4 = Educational Reforms for Inclusive Society. ➤ Building an Inclusive school: desired changes in System, Structure, Practice and Culture, ➤ Education for a multicultural society, ➤ Education for peaceful co-existence ➤ Role of Informal agencies (like mass media etc) in building an inclusive society	KKD	10

**SEC-B-1**  
**(Semester – 4/6) Teaching Skill**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Understanding Teaching ➤ Concept and definition of Teaching ➤ Nature of teaching and characteristic factors affecting teaching ➤ Relation between teaching and training	MB	08
Unit: 2 = Types of Teaching (Concept and Characteristics) ➤ Micro-teaching and Micro lesson ➤ Simulated teaching ➤ Integrated teaching	MB	12
Unit: 3 = Skills of Teaching (Basic Concept) ➤ Nature and definition of skills of teaching ➤ Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement ➤ Phases of teaching: Pre-active, Inter-active, Post-active	KKD	12
Unit: 4 = Learning Design (LD) ➤ Concept and importance of learning design in teaching ➤ Steps of learning design ➤ Qualities of good learning design	KKD	10



6<sup>th</sup> Semester (CBCS)

**DSE-B-2**

**(Semester – 6) Women Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Historical Perspectives of Women Education <ul style="list-style-type: none"> <li>➤ Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period</li> <li>➤ Contribution of Missionaries</li> <li>➤ Role of British Govt.</li> </ul>	KKD	12
Unit: 2 = Policy Perspective, Committee and Commission on Women Education <ul style="list-style-type: none"> <li>➤ Constitutional provision, NPE -1968, 1986, 1992, POA-1992</li> <li>➤ Radhakrisnan, Mudaliar and Kothari Commission</li> <li>➤ Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee</li> </ul>	MB	12
Unit: 3 = Role of Indian Thinkers in promoting Women Education <ul style="list-style-type: none"> <li>➤ Rammohan Roy</li> <li>➤ Vidyasagar</li> </ul>	MB	08
Unit: 4 = Major Constraints of Women Education and Women Empowerment <ul style="list-style-type: none"> <li>➤ Social – Psychological</li> <li>➤ Political – Economical</li> <li>➤ Role of women empowerment in modern society in brief.</li> </ul>	KKD	12

**SEC-B-1**

**(Semester – 4/6) Teaching Skill**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Understanding Teaching <ul style="list-style-type: none"> <li>➤ Concept and definition of Teaching</li> <li>➤ Nature of teaching and characteristic factors affecting teaching</li> <li>➤ Relation between teaching and training</li> </ul>	MB	08

Unit: 2 = Types of Teaching (Concept and Characteristics) ➤ Micro-teaching and Micro lesson ➤ Simulated teaching ➤ Integrated teaching	MB	12
Unit: 3 = Skills of Teaching (Basic Concept) ➤ Nature and definition of skills of teaching ➤ Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement ➤ Phases of teaching: Pre-active, Inter-active, Post-active	KKD	12
Unit: 4 = Learning Design (LD) ➤ Concept and importance of learning design in teaching ➤ Steps of learning design ➤ Qualities of good learning design	KKD	10

### **Lesson Plan for the Odd Semester 2023-24**

1<sup>st</sup> Semester (CCF)

**Semester 1 EDC/MD/CC/1/1 or CC/2/1**

#### **Introduction and Philosophical Foundation of Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit- I = Concept of Education ➤ Narrow and broader concept of education ➤ Aims of modern education with special reference to Delor's Commission. ➤ Indian School of Philosophy: Vedic, Buddhism ➤ Western School of Philosophy: z	MB	12
Unit- 2 = Factors of Education ➤ Child / learner: influence of heredity and environment on the learner ➤ Teacher: qualities and duties of a good teacher. ➤ Curriculum and co-curricular activities - concept and types and significance of cocurricular activities. ➤ Educational institutions: informal, formal and non-formal, their interrelation.	KKD	10
Unit- 3 = Child Centricism and Play-way in Education ➤ Concept of child centricism in education	KKD	10

<ul style="list-style-type: none"> <li>➤ Characteristics and significance of child centricism in education</li> <li>➤ Concept of play and work.</li> <li>➤ Characteristics of play-way in Education, Kindergarten, Montessori, Project method</li> </ul>		
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### **EDC/MD/IDC (Semester – 1) Inclusive Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Inclusive Education: Overview <ul style="list-style-type: none"> <li>➤ Meaning of Inclusion and Inclusive Education</li> <li>➤ Exclusion and Inclusion: Conceptual overview</li> <li>➤ Obstacles/barriers in Inclusive Education</li> <li>➤ Elements necessary for creating an inclusive school</li> </ul>	MB	10
Unit: 2 = Differently Abled and Disadvantaged Children <ul style="list-style-type: none"> <li>➤ Differently abled children- Visual, Auditory, Learning Disability (Meaning, definition)</li> <li>➤ Disadvantaged children: SC, ST, OBC and EWS</li> <li>➤ Problems of differently abled and socially disadvantaged children</li> <li>➤ Specific Educational Measures and role of school and society</li> </ul>	KKD	10

### **EDC/MD/SEC (Semester – 1) Communication Skill**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Introduction to Communication <ul style="list-style-type: none"> <li>➤ Meaning, Nature and types of communication</li> <li>➤ Principles of communication</li> <li>➤ Process of communication: Sender, encoding, recipient, decoding and feedback</li> <li>➤ Barriers of effective communication</li> </ul>	MB	08
Unit: 2 = Listening Skills <ul style="list-style-type: none"> <li>➤ Principles of listening skills</li> <li>➤ Types of listeners</li> <li>➤ Barriers to listening</li> </ul>	KKD  MB	06
Unit: 3 = Speaking Skills <ul style="list-style-type: none"> <li>➤ Verbal and non-verbal communication</li> <li>➤ Public speaking: Extempore</li> </ul>	KKD	10

➤ Group discussion		
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3<sup>rd</sup> Semester (CBCS)

**CC – 3/GE – 3**

**(Semester – 3) Sociological Foundation of Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
<b>Unit-I = Introductory Concept of Sociology of Education (KKD-12)</b> <ul style="list-style-type: none"> <li>➤ Meaning and definition of Sociology of Education</li> <li>➤ Relation between Sociology and Education</li> <li>➤ Nature of Sociology of Education</li> <li>➤ Scope of Sociology of Education</li> </ul>	KKD	10
<b>Unit-2 = Social Groups (MB-12)</b> <ul style="list-style-type: none"> <li>➤ Social Groups : meaning and definition</li> <li>➤ Types of Social groups – Primary, Secondary and Tertiary</li> <li>➤ Socialization Process: Concept</li> <li>➤ Role of the family and school in Socialization process</li> </ul>	MB	12
<b>Unit-3 = Social Change and Education (MB-12)</b> <ul style="list-style-type: none"> <li>➤ Concept of Social Change</li> <li>➤ Interrelation between Social change and Education</li> <li>➤ Social stratification and Social Mobility.</li> <li>➤ Social interaction Process</li> </ul>	MB	10
<b>Unit-4 = Social Communication in Education (KKD-12)</b> <ul style="list-style-type: none"> <li>➤ Social Communication : Concept</li> <li>➤ Informal agencies of social communication</li> <li>➤ Inter relation between Culture, religion and Education.</li> <li>➤ Inter relation between Technology, Economy and Education</li> </ul>	KKD	12

**SEC-A-1**

**(Semester – 3/5) Communication Skill**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
<b>Unit: 1 = Introduction to Communication (MB-5)</b> <ul style="list-style-type: none"> <li>➤ Meaning, Nature and types of communication</li> <li>➤ Principles of communication</li> <li>➤ Process of communication: Sender, encoding, recipient, decoding and feedback</li> <li>➤ Barriers of effective communication</li> </ul>	MB	06

<b>Unit: 2 = Listening Skills (MB-5)</b> ➤ Principles of listening skills ➤ Types of listeners ➤ Barriers to listening	MB	06
<b>Unit: 3 = Speaking Skills (KKD-5)</b> ➤ Verbal and non-verbal communication ➤ Public speaking: Extempore ➤ Group discussion	KKD	06
<b>Unit: 4 = Reading and Writing Skills (KKD-5)</b> ➤ Previewing, skimming, and scanning ➤ Development of skills for correct pronunciation, reading and comprehension ➤ Sentence formation and punctuation	KKD	06

5<sup>th</sup> Semester (CBCS)

**DSE-A-2**

**(Semester – 5) Educational Thought of Great Educators**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
<b>Unit: 1 = Western Educators (Part 1) (MB-12)</b> ➤ Plato ➤ Rousseau ➤ Montessori	MB	08
<b>Unit: 2 = Western Educators (Part 2) (KKD-12)</b> ➤ Pestalozzi ➤ Dewey ➤ Ivan Illich	KKD	08
<b>Unit: 3 = Indian Educators (Part 1) (MB-12)</b> ➤ Vivekananda ➤ Rabindranath ➤ Gandhiji	MB	08
<b>Unit: 4 = Indian Educators (Part 2) (KKD-12)</b> ➤ Radhakrishnan ➤ Begum Rokeya ➤ Sister Nivedita	KKD	08

**SEC-A-1**

**(Semester – 3/5) Communication Skill**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
<b>Unit: 1 = Introduction to Communication (MB-5)</b> <ul style="list-style-type: none"> <li>➤ Meaning, Nature and types of communication</li> <li>➤ Principles of communication</li> <li>➤ Process of communication: Sender, encoding, recipient, decoding and feedback</li> <li>➤ Barriers of effective communication</li> </ul>	MB	06
<b>Unit: 2 = Listening Skills (MB-5)</b> <ul style="list-style-type: none"> <li>➤ Principles of listening skills</li> <li>➤ Types of listeners</li> <li>➤ Barriers to listening</li> </ul>	MB	06
<b>Unit: 3 = Speaking Skills (KKD-5)</b> <ul style="list-style-type: none"> <li>➤ Verbal and non-verbal communication</li> <li>➤ Public speaking: Extempore</li> <li>➤ Group discussion</li> </ul>	KKD	06
<b>Unit: 4 = Reading and Writing Skills (KKD-5)</b> <ul style="list-style-type: none"> <li>➤ Previewing, skimming, and scanning</li> <li>➤ Development of skills for correct pronunciation, reading and comprehension</li> <li>➤ Sentence formation and punctuation</li> </ul>	KKD	06

### **Lesson Plan for the Even Semester 2022-23**

2<sup>nd</sup> Semester (CBCS)

**CC- 2/GE – 2**

**(Semester – 2) Psychological Foundation of Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
<b>Unit: 1 = Relation between Psychology and Education</b> <ul style="list-style-type: none"> <li>➤ Meaning and definition of Psychology</li> <li>➤ Meaning and definition of Education</li> <li>➤ Relation between Psychology and education</li> <li>➤ Nature, scope and significance of educational psychology</li> </ul>	MB	10
<b>Unit: 2 = Stages and types of human development and their educational significance.</b> <ul style="list-style-type: none"> <li>➤ Piaget's cognitive development theory</li> <li>➤ Erikson's psycho-social development theory</li> <li>➤ Kohlberg's moral development theory</li> <li>➤ Vygotsky's social development theory and Bandura's Social Learning Theory</li> </ul>	KKD	12

Unit: 3 = Learning: concept and theories <ul style="list-style-type: none"> <li>➤ Concept and characteristics of learning</li> <li>➤ Theories: Connectionism(Trial and error, classical, operant)</li> <li>➤ Insightful learning</li> <li>➤ Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization</li> </ul>	<b>MB</b>	<b>10</b>
Unit: 4 = Intelligence <ul style="list-style-type: none"> <li>➤ Concept of intelligence</li> <li>➤ Theories of Spearman, Thorndike and Guilford</li> <li>➤ Types and uses of intelligence tests</li> <li>➤ Concept of Emotional Intelligence and E.Q</li> </ul>	<b>KKD</b>	<b>10</b>

4<sup>th</sup> Semester (CBCS)  
**CC– 4/GE – 4**  
**(Semester – 4) Inclusive Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Inclusion Overview <ul style="list-style-type: none"> <li>➤ Meaning of Inclusion and Inclusive Society</li> <li>➤ Exclusion and Inclusion: Conceptual overview</li> <li>➤ Obstacles/barriers in Inclusion</li> <li>➤ Elements necessary for creating an inclusive society</li> </ul>	<b>MB</b>	<b><u>10</u></b>
Unit: 2 = Differently Abled <ul style="list-style-type: none"> <li>➤ Concept of Impairment, Disability and Handicap</li> <li>➤ Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)</li> <li>➤ General causes of disabilities</li> <li>➤ Role of school and society in creating a barrier free environment</li> </ul>	<b>KKD</b>	<b><u>10</u></b>
Unit: 3 = Socially Disabled <ul style="list-style-type: none"> <li>➤ Concept of SC, ST and OBC groups.</li> <li>➤ Concept of Gender, and sexuality</li> <li>➤ Causes of social exclusion</li> <li>➤ Understanding social inclusion: role of education</li> </ul>	<b>MB</b>	<b><u>10</u></b>
Unit: 4 = Educational Reforms for Inclusive Society. <ul style="list-style-type: none"> <li>➤ Building an Inclusive school: desired changes in System, Structure, Practice and Culture,</li> <li>➤ Education for a multicultural society,</li> <li>➤ Education for peaceful co-existence</li> </ul>	<b>KKD</b>	<b><u>12</u></b>

➤ Role of Informal agencies (like mass media etc) in building an inclusive society		
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**SEC-B-1**  
**(Semester – 4/6) Teaching Skill**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Understanding Teaching ➤ Concept and definition of Teaching ➤ Nature of teaching and characteristic factors affecting teaching ➤ Relation between teaching and training	<b>MB</b>	<b><u>08</u></b>
Unit: 2 = Types of Teaching (Concept and Characteristics) ➤ Micro-teaching and Micro lesson ➤ Simulated teaching ➤ Integrated teaching	<b>MB</b>	<b><u>12</u></b>
Unit: 3 = Skills of Teaching (Basic Concept) ➤ Nature and definition of skills of teaching ➤ Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement ➤ Phases of teaching: Pre-active, Inter-active, Post-active	<b>KKD</b>	<b><u>12</u></b>
Unit: 4 = Learning Design (LD) ➤ Concept and importance of learning design in teaching ➤ Steps of learning design ➤ Qualities of good learning design	<b>KKD</b>	<b><u>10</u></b>

6<sup>th</sup> Semester (CBCS)

**DSE-B-2**  
**(Semester – 6) Women Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Historical Perspectives of Women Education ➤ Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period ➤ Contribution of Missionaries ➤ Role of British Govt.	<b>KKD</b>	<b>12</b>



Unit: 2 = Policy Perspective, Committee and Commission on Women Education <ul style="list-style-type: none"> <li>➤ Constitutional provision, NPE -1968, 1986, 1992, POA-1992</li> <li>➤ Radhakrisnan, Mudaliar and Kothari Commission</li> <li>➤ Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee</li> </ul>	<b>MB</b>	<b>12</b>
Unit: 3 = Role of Indian Thinkers in promoting Women Education <ul style="list-style-type: none"> <li>➤ Rammohan Roy</li> <li>➤ Vidyasagar</li> </ul>	<b>MB</b>	<b>08</b>
Unit: 4 = Major Constraints of Women Education and Women Empowerment <ul style="list-style-type: none"> <li>➤ Social – Psychological</li> <li>➤ Political – Economical</li> <li>➤ Role of women empowerment in modern society in brief.</li> </ul>	<b>KKD</b>	<b>12</b>

**SEC-B-1**  
**(Semester – 4/6) Teaching Skill**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Understanding Teaching <ul style="list-style-type: none"> <li>➤ Concept and definition of Teaching</li> <li>➤ Nature of teaching and characteristic factors affecting teaching</li> <li>➤ Relation between teaching and training</li> </ul>	<b>MB</b>	<b><u>08</u></b>
Unit: 2 = Types of Teaching (Concept and Characteristics) <ul style="list-style-type: none"> <li>➤ Micro-teaching and Micro lesson</li> <li>➤ Simulated teaching</li> <li>➤ Integrated teaching</li> </ul>	<b>MB</b>	<b><u>12</u></b>
Unit: 3 = Skills of Teaching (Basic Concept) <ul style="list-style-type: none"> <li>➤ Nature and definition of skills of teaching</li> <li>➤ Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement</li> <li>➤ Phases of teaching: Pre-active, Inter-active, Post-active</li> </ul>	<b>KKD</b>	<b><u>12</u></b>

Unit: 4 = Learning Design (LD)	<b>KKD</b>	<b><u>10</u></b>
➤ Concept and importance of learning design in teaching		
➤ Steps of learning design		
➤ Qualities of good learning design		

### **Lesson Plan for the Odd Semester 2022-23**

1<sup>st</sup> Semester (CBCS)

**CC- 1/GE – 1**

**(Semester – 1) Introduction to Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
<b>Unit- I = Concept of Education</b> <ul style="list-style-type: none"> <li>➤ Narrow and broader concept of education</li> <li>➤ Meaning, nature and scope of education.</li> <li>➤ Aims of education – individual, social, vocational and democratic.</li> <li>➤ Aims of modern education with special reference to Delor's Commission.</li> </ul>	<b><u>MB</u></b>	<b><u>12</u></b>
<b>Unit- 2 = Factors of Education</b> <ul style="list-style-type: none"> <li>➤ Child / learner: influence of heredity and environment on the learner</li> <li>➤ Teacher: qualities and duties of a good teacher.</li> <li>➤ Curriculum- concept and types.</li> <li>➤ Co-curricular activities: meaning, values and significance.</li> <li>➤ Educational institutions: informal, formal and non-formal, their interrelation.</li> </ul>	<b><u>KKD</u></b>	<b><u>12</u></b>
<b>Unit- 3 = Agencies of Education</b> <ul style="list-style-type: none"> <li>➤ Home</li> <li>➤ School</li> <li>➤ State</li> <li>➤ Mass-media- television, radio, cinema and newspaper</li> </ul>	<b><u>MB</u></b>	<b><u>10</u></b>
<b>Unit- 4 = Child Centricism and Play-way in Education</b> <ul style="list-style-type: none"> <li>➤ Concept of child centricism in education</li> <li>➤ Characteristics and significance of child centricism in education</li> <li>➤ Concept of play and work.</li> <li>➤ Characteristics of play way in Education, Kindergarten, Montessori, Project method.</li> </ul>	<b><u>KKD</u></b>	<b><u>12</u></b>

3<sup>rd</sup> Semester (CBCS)  
CC – 3/GE – 3  
**(Semester – 3) Sociological Foundation of Education**

<u>Topic</u>	<u>Teacher</u>	<u>LP</u>
<b>Unit-I = Introductory Concept of Sociology of Education (KKD-12)</b> <ul style="list-style-type: none"> <li>➤ Meaning and definition of Sociology of Education</li> <li>➤ Relation between Sociology and Education</li> <li>➤ Nature of Sociology of Education</li> <li>➤ Scope of Sociology of Education</li> </ul>	<b>KKD</b>	<b><u>10</u></b>
<b>Unit-2 = Social Groups (MB-12)</b> <ul style="list-style-type: none"> <li>➤ Social Groups : meaning and definition</li> <li>➤ Types of Social groups – Primary, Secondary and Tertiary</li> <li>➤ Socialization Process: Concept</li> <li>➤ Role of the family and school in Socialization process</li> </ul>	<b>MB</b>	<b><u>12</u></b>
<b>Unit-3 = Social Change and Education (MB-12)</b> <ul style="list-style-type: none"> <li>➤ Concept of Social Change</li> <li>➤ Interrelation between Social change and Education</li> <li>➤ Social stratification and Social Mobility.</li> <li>➤ Social interaction Process</li> </ul>	<b>MB</b>	<b><u>10</u></b>
<b>Unit-4 = Social Communication in Education (KKD-12)</b> <ul style="list-style-type: none"> <li>➤ Social Communication : Concept</li> <li>➤ Informal agencies of social communication</li> <li>➤ Inter relation between Culture, religion and Education.</li> <li>➤ Inter relation between Technology, Economy and Education</li> </ul>	<b>KKD</b>	<b><u>12</u></b>

**SEC-A-1**  
**(Semester – 3/5) Communication Skill**

<u>Topic</u>	<u>Teacher</u>	<u>LP</u>
<b>Unit: 1 = Introduction to Communication (MB-5)</b> <ul style="list-style-type: none"> <li>➤ Meaning, Nature and types of communication</li> <li>➤ Principles of communication</li> <li>➤ Process of communication: Sender, encoding, recipient, decoding and feedback</li> <li>➤ Barriers of effective communication</li> </ul>	<b>MB</b>	<b><u>06</u></b>
<b>Unit: 2 = Listening Skills (MB-5)</b>	<b>MB</b>	<b><u>06</u></b>

<ul style="list-style-type: none"> <li>➤ Principles of listening skills</li> <li>➤ Types of listeners</li> <li>➤ Barriers to listening</li> </ul>		
<b>Unit: 3 = Speaking Skills (KKD-5)</b> <ul style="list-style-type: none"> <li>➤ Verbal and non-verbal communication</li> <li>➤ Public speaking: Extempore</li> <li>➤ Group discussion</li> </ul>	<b>KKD</b>	<b><u>06</u></b>
<b>Unit: 4 = Reading and Writing Skills (KKD-5)</b> <ul style="list-style-type: none"> <li>➤ Previewing, skimming, and scanning</li> <li>➤ Development of skills for correct pronunciation, reading and comprehension</li> <li>➤ Sentence formation and punctuation</li> </ul>	<b>KKD</b>	<b><u>06</u></b>

5<sup>th</sup> Semester (CBCS)

**DSE-A-2**

**(Semester – 5) Educational Thought of Great Educators**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
<b>Unit: 1 = Western Educators (Part 1) (MB-12)</b> <ul style="list-style-type: none"> <li>➤ Plato</li> <li>➤ Rousseau</li> <li>➤ Montessori</li> </ul>	<b>MB</b>	<b><u>08</u></b>
<b>Unit: 2 = Western Educators (Part 2) (KKD-12)</b> <ul style="list-style-type: none"> <li>➤ Pestalozzi</li> <li>➤ Dewey</li> <li>➤ Ivan Illich</li> </ul>	<b>KKD</b>	<b><u>08</u></b>
<b>Unit: 3 = Indian Educators (Part 1) (MB-12)</b> <ul style="list-style-type: none"> <li>➤ Vivekananda</li> <li>➤ Rabindranath</li> <li>➤ Gandhiji</li> </ul>	<b>MB</b>	<b><u>08</u></b>
<b>Unit: 4 = Indian Educators (Part 2) (KKD-12)</b> <ul style="list-style-type: none"> <li>➤ Radhakrishnan</li> <li>➤ Begum Rokeya</li> <li>➤ Sister Nivedita</li> </ul>	<b>KKD</b>	<b><u>08</u></b>

**SEC-A-1**

**(Semester – 3/5) Communication Skill**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
<b>Unit: 1 = Introduction to Communication (MB-5)</b> <ul style="list-style-type: none"> <li>➤ Meaning, Nature and types of communication</li> <li>➤ Principles of communication</li> <li>➤ Process of communication: Sender, encoding, recipient, decoding and feedback</li> <li>➤ Barriers of effective communication</li> </ul>	<b>MB</b>	<b><u>06</u></b>
<b>Unit: 2 = Listening Skills (MB-5)</b> <ul style="list-style-type: none"> <li>➤ Principles of listening skills</li> <li>➤ Types of listeners</li> <li>➤ Barriers to listening</li> </ul>	<b>MB</b>	<b><u>06</u></b>
<b>Unit: 3 = Speaking Skills (KKD-5)</b> <ul style="list-style-type: none"> <li>➤ Verbal and non-verbal communication</li> <li>➤ Public speaking: Extempore</li> <li>➤ Group discussion</li> </ul>	<b>KKD</b>	<b><u>06</u></b>
<b>Unit: 4 = Reading and Writing Skills (KKD-5)</b> <ul style="list-style-type: none"> <li>➤ Previewing, skimming, and scanning</li> <li>➤ Development of skills for correct pronunciation, reading and comprehension</li> <li>➤ Sentence formation and punctuation</li> </ul>	<b>KKD</b>	<b><u>06</u></b>

### **Lesson Plan for the Even Semester 2021-22**

2<sup>nd</sup> Semester (CBCS)

**CC– 2/GE – 2**

**(Semester – 2) Psychological Foundation of Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
<b>Unit: 1 = Relation between Psychology and Education</b> <ul style="list-style-type: none"> <li>➤ Meaning and definition of Psychology</li> <li>➤ Meaning and definition of Education</li> <li>➤ Relation between Psychology and education</li> <li>➤ Nature, scope and significance of educational psychology</li> </ul>	<b>MB</b>	<b>10</b>
<b>Unit: 2 = Stages and types of human development and their educational significance.</b> <ul style="list-style-type: none"> <li>➤ Piaget's cognitive development theory</li> <li>➤ Erikson's psycho-social development theory</li> <li>➤ Kohlberg's moral development theory</li> <li>➤ Vygotsky's social development theory and Bandura's Social Learning Theory</li> </ul>	<b>KKD</b>	<b>12</b>

10Unit: 3 = Learning: concept and theories <ul style="list-style-type: none"> <li>➤ 10Concept and characteristics of learning</li> <li>➤ Theories: Connectionism(Trial and error, classical, operant)</li> <li>➤ Insightful learning</li> <li>➤ Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization</li> </ul>	<b>MB</b>	<b>10</b>
Unit: 4 = Intelligence <ul style="list-style-type: none"> <li>➤ Concept of intelligence</li> <li>➤ Theories of Spearman, Thorndike and Guilford</li> <li>➤ Types and uses of intelligence tests</li> <li>➤ Concept of Emotional Intelligence and E.Q</li> </ul>	<b>KKD</b>	<b>10</b>

4<sup>th</sup> Semester (CBCS)  
**CC– 4/GE – 4**  
**(Semester – 4) Inclusive Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Inclusion Overview <ul style="list-style-type: none"> <li>➤ Meaning of Inclusion and Inclusive Society</li> <li>➤ Exclusion and Inclusion: Conceptual overview</li> <li>➤ Obstacles/barriers in Inclusion</li> <li>➤ Elements necessary for creating an inclusive society</li> </ul>	<b>MB</b>	<b><u>10</u></b>
Unit: 2 = Differently Abled <ul style="list-style-type: none"> <li>➤ Concept of Impairment, Disability and Handicap</li> <li>➤ Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)</li> <li>➤ General causes of disabilities</li> <li>➤ Role of school and society in creating a barrier free environment</li> </ul>	<b>KKD</b>	<b><u>10</u></b>
Unit: 3 = Socially Disabled <ul style="list-style-type: none"> <li>➤ Concept of SC, ST and OBC groups.</li> <li>➤ Concept of Gender, and sexuality</li> <li>➤ Causes of social exclusion</li> <li>➤ Understanding social inclusion: role of education</li> </ul>	<b>MB</b>	<b><u>10</u></b>
12Unit: 4 = Educational Reforms for Inclusive Society. <ul style="list-style-type: none"> <li>➤ Building an Inclusive school: desired changes in System, Structure, Practice and Culture,</li> <li>➤ Education for a multicultural society,</li> <li>➤ Education for peaceful co-existence</li> </ul>	<b>KKD</b>	<b><u>12</u></b>

➤ Role of Informal agencies (like mass media etc) in building an inclusive society		
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**SEC-B-1**  
**(Semester – 4/6) Teaching Skill**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Understanding Teaching ➤ Concept and definition of Teaching ➤ Nature of teaching and characteristic factors affecting teaching ➤ Relation between teaching and training	<b>MB</b>	<b><u>08</u></b>
Unit: 2 = Types of Teaching (Concept and Characteristics) ➤ Micro-teaching and Micro lesson ➤ Simulated teaching ➤ Integrated teaching	<b>MB</b>	<b><u>12</u></b>
Unit: 3 = Skills of Teaching (Basic Concept) ➤ Nature and definition of skills of teaching ➤ Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement ➤ Phases of teaching: Pre-active, Inter-active, Post-active	<b>KKD</b>	<b><u>12</u></b>
Unit: 4 = Learning Design (LD) ➤ Concept and importance of learning design in teaching ➤ Steps of learning design ➤ Qualities of good learning design	<b>KKD</b>	<b><u>10</u></b>

6<sup>th</sup> Semester (CBCS)

**DSE-B-2**  
**(Semester – 6) Women Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Historical Perspectives of Women Education ➤ Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period ➤ Contribution of Missionaries ➤ Role of British Govt.	<b>KKD</b>	<b><u>12</u></b>

Unit: 2 = Policy Perspective, Committee and Commission on Women Education <ul style="list-style-type: none"> <li>➤ Constitutional provision, NPE -1968, 1986, 1992, POA-1992</li> <li>➤ Radhakrisnan, Mudaliar and Kothari Commission</li> <li>➤ Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee</li> </ul>	<b>MB</b>	<b>12</b>
Unit: 3 = Role of Indian Thinkers in promoting Women Education <ul style="list-style-type: none"> <li>➤ Rammohan Roy</li> <li>➤ Vidyasagar</li> </ul>	<b>MB</b>	<b>08</b>
Unit: 4 = Major Constraints of Women Education and Women Empowerment <ul style="list-style-type: none"> <li>➤ Social – Psychological</li> <li>➤ Political – Economical</li> <li>➤ Role of women empowerment in modern society in brief.</li> </ul>	<b>KKD</b>	<b>12</b>

**SEC-B-1**  
**(Semester – 4/6) Teaching Skill**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Understanding Teaching <ul style="list-style-type: none"> <li>➤ Concept and definition of Teaching</li> <li>➤ Nature of teaching and characteristic factors affecting teaching</li> <li>➤ Relation between teaching and training</li> </ul>	<b>MB</b>	<b><u>08</u></b>
Unit: 2 = Types of Teaching (Concept and Characteristics) <ul style="list-style-type: none"> <li>➤ Micro-teaching and Micro lesson</li> <li>➤ Simulated teaching</li> <li>➤ Integrated teaching</li> </ul>	<b>MB</b>	<b><u>12</u></b>
Unit: 3 = Skills of Teaching (Basic Concept) <ul style="list-style-type: none"> <li>➤ Nature and definition of skills of teaching</li> <li>➤ Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement</li> <li>➤ Phases of teaching: Pre-active, Inter-active, Post-active</li> </ul>	<b>KKD</b>	<b><u>12</u></b>
Unit: 4 = Learning Design (LD)	<b>KKD</b>	<b><u>10</u></b>



<ul style="list-style-type: none"> <li>➤ Concept and importance of learning design in teaching</li> <li>➤ Steps of learning design</li> <li>➤ Qualities of good learning design</li> </ul>		
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### **Lesson Plan for the Odd Semester 2021-22**

1<sup>st</sup> Semester (CBCS)

**CC– 1/GE – 1**

**(Semester – 1) Introduction to Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
<b>Unit- I = Concept of Education</b> <ul style="list-style-type: none"> <li>➤ Narrow and broader concept of education</li> <li>➤ Meaning, nature and scope of education.</li> <li>➤ Aims of education – individual, social, vocational and democratic.</li> <li>➤ Aims of modern education with special reference to Delor's Commission.</li> </ul>	<b><u>MB</u></b>	<b><u>12</u></b>
<b>Unit- 2 = Factors of Education</b> <ul style="list-style-type: none"> <li>➤ Child / learner: influence of heredity and environment on the learner</li> <li>➤ Teacher: qualities and duties of a good teacher.</li> <li>➤ Curriculum- concept and types.</li> <li>➤ Co-curricular activities: meaning, values and significance.</li> <li>➤ Educational institutions: informal, formal and non-formal, their interrelation.</li> </ul>	<b><u>KKD</u></b>	<b><u>12</u></b>
<b>Unit- 3 = Agencies of Education</b> <ul style="list-style-type: none"> <li>➤ Home</li> <li>➤ School</li> <li>➤ State</li> <li>➤ Mass-media- television, radio, cinema and newspaper</li> </ul>	<b><u>MB</u></b>	<b><u>10</u></b>
<b>Unit- 4 = Child Centricism and Play-way in Education</b> <ul style="list-style-type: none"> <li>➤ Concept of child centricism in education</li> <li>➤ Characteristics and significance of child centricism in education</li> <li>➤ Concept of play and work.</li> <li>➤ Characteristics of play way in Education, Kindergarten, Montessori, Project method.</li> </ul>	<b><u>KKD</u></b>	<b><u>12</u></b>

3<sup>rd</sup> Semester (CBCS)  
**CC – 3/GE – 3**  
**(Semester – 3) Sociological Foundation of Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
<b>Unit-I = Introductory Concept of Sociology of Education</b> <ul style="list-style-type: none"> <li>➤ Meaning and definition of Sociology of Education</li> <li>➤ Relation between Sociology and Education</li> <li>➤ Nature of Sociology of Education</li> <li>➤ Scope of Sociology of Education</li> </ul>	<b>KKD</b>	<b><u>10</u></b>
<b>Unit-2 = Social Groups</b> <ul style="list-style-type: none"> <li>➤ Social Groups : meaning and definition</li> <li>➤ Types of Social groups – Primary, Secondary and Tertiary</li> <li>➤ Socialization Process: Concept</li> <li>➤ Role of the family and school in Socialization process</li> </ul>	<b>MB</b>	<b><u>12</u></b>
<b>Unit-3 = Social Change and Education</b> <ul style="list-style-type: none"> <li>➤ Concept of Social Change</li> <li>➤ Interrelation between Social change and Education</li> <li>➤ Social stratification and Social Mobility.</li> <li>➤ Social interaction Process</li> </ul>	<b>MB</b>	<b><u>10</u></b>
<b>Unit-4 = Social Communication in Education</b> <ul style="list-style-type: none"> <li>➤ Social Communication : Concept</li> <li>➤ Informal agencies of social communication</li> <li>➤ Inter relation between Culture, religion and Education.</li> <li>➤ Inter relation between Technology, Economy and Education</li> </ul>	<b>KKD</b>	<b><u>12</u></b>

**SEC-A-1**  
**(Semester – 3/5) Communication Skill**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
<b>Unit: 1 = Introduction to Communication (MB-5)</b> <ul style="list-style-type: none"> <li>➤ Meaning, Nature and types of communication</li> <li>➤ Principles of communication</li> <li>➤ Process of communication: Sender, encoding, recipient, decoding and feedback</li> <li>➤ Barriers of effective communication</li> </ul>	<b>MB</b>	<b><u>06</u></b>
<b>Unit: 2 = Listening Skills (MB-5)</b> <ul style="list-style-type: none"> <li>➤ Principles of listening skills</li> </ul>	<b>MB</b>	<b><u>06</u></b>

<ul style="list-style-type: none"> <li>➤ Types of listeners</li> <li>➤ Barriers to listening</li> </ul>		
<b>Unit: 3 = Speaking Skills (KKD-5)</b> <ul style="list-style-type: none"> <li>➤ Verbal and non-verbal communication</li> <li>➤ Public speaking: Extempore</li> <li>➤ Group discussion</li> </ul>	<b>KKD</b>	<b><u>06</u></b>
<b>Unit: 4 = Reading and Writing Skills (KKD-5)</b> <ul style="list-style-type: none"> <li>➤ Previewing, skimming, and scanning</li> <li>➤ Development of skills for correct pronunciation, reading and comprehension</li> <li>➤ Sentence formation and punctuation</li> </ul>	<b>KKD</b>	<b><u>06</u></b>

5<sup>th</sup> Semester (CBCS)

**DSE-A-2**

**(Semester – 5) Educational Thought of Great Educators**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
<b>Unit: 1 = Western Educators (Part 1) (MB-12)</b> <ul style="list-style-type: none"> <li>➤ Plato</li> <li>➤ Rousseau</li> <li>➤ Montessori</li> </ul>	<b>MB</b>	<b><u>08</u></b>
<b>Unit: 2 = Western Educators (Part 2) (KKD-12)</b> <ul style="list-style-type: none"> <li>➤ Pestalozzi</li> <li>➤ Dewey</li> <li>➤ Ivan Illich</li> </ul>	<b>KKD</b>	<b><u>08</u></b>
<b>Unit: 3 = Indian Educators (Part 1) (MB-12)</b> <ul style="list-style-type: none"> <li>➤ Vivekananda</li> <li>➤ Rabindranath</li> <li>➤ Gandhiji</li> </ul>	<b>MB</b>	<b><u>08</u></b>
<b>Unit: 4 = Indian Educators (Part 2) (KKD-12)</b> <ul style="list-style-type: none"> <li>➤ Radhakrishnan</li> <li>➤ Begum Rokeya</li> <li>➤ Sister Nivedita</li> </ul>	<b>KKD</b>	<b><u>08</u></b>

**SEC-A-1**

**(Semester – 3/5) Communication Skill**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
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<b>Unit: 1 = Introduction to Communication (MB-5)</b> <ul style="list-style-type: none"> <li>➤ Meaning, Nature and types of communication</li> <li>➤ Principles of communication</li> <li>➤ Process of communication: Sender, encoding, recipient, decoding and feedback</li> <li>➤ Barriers of effective communication</li> </ul>	<b>MB</b>	<b><u>06</u></b>
<b>Unit: 2 = Listening Skills (MB-5)</b> <ul style="list-style-type: none"> <li>➤ Principles of listening skills</li> <li>➤ Types of listeners</li> <li>➤ Barriers to listening</li> </ul>	<b>MB</b>	<b><u>06</u></b>
<b>Unit: 3 = Speaking Skills (KKD-5)</b> <ul style="list-style-type: none"> <li>➤ Verbal and non-verbal communication</li> <li>➤ Public speaking: Extempore</li> <li>➤ Group discussion</li> </ul>	<b>KKD</b>	<b><u>06</u></b>
<b>Unit: 4 = Reading and Writing Skills (KKD-5)</b> <ul style="list-style-type: none"> <li>➤ Previewing, skimming, and scanning</li> <li>➤ Development of skills for correct pronunciation, reading and comprehension</li> <li>➤ Sentence formation and punctuation</li> </ul>	<b>KKD</b>	<b><u>06</u></b>

### **Lesson Plan for the Even Semester 2020-2021**

2<sup>nd</sup> Semester (CBCS)

**CC- 2/GE – 2**

**(Semester – 2) Psychological Foundation of Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Relation between Psychology and Education <ul style="list-style-type: none"> <li>➤ Meaning and definition of Psychology</li> <li>➤ Meaning and definition of Education</li> <li>➤ Relation between Psychology and education</li> <li>➤ Nature, scope and significance of educational psychology</li> </ul>	<b>MB</b>	<b>10</b>
Unit: 2 = Stages and types of human development and their educational significance. <ul style="list-style-type: none"> <li>➤ Piaget's cognitive development theory</li> <li>➤ Erikson's psycho-social development theory</li> <li>➤ Kohlberg's moral development theory</li> <li>➤ Vygotsky's social development theory and Bandura's Social Learning Theory</li> </ul>	<b>KKD</b>	<b>12</b>
Unit: 3 = Learning: concept and theories <ul style="list-style-type: none"> <li>➤ Concept and characteristics of learning</li> </ul>	<b>MB</b>	<b>10</b>

<ul style="list-style-type: none"> <li>➤ Theories: Connectionism(Trial and error, classical, operant)</li> <li>➤ Insightful learning</li> <li>➤ Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization</li> </ul>		
Unit: 4 = Intelligence <ul style="list-style-type: none"> <li>➤ Concept of intelligence</li> <li>➤ Theories of Spearman, Thorndike and Guilford</li> <li>➤ Types and uses of intelligence tests</li> <li>➤ Concept of Emotional Intelligence and E.Q</li> </ul>	<b>KKD</b>	<b>10</b>

4<sup>th</sup> Semester (CBCS)

**CC– 4/GE – 4**

**(Semester – 4) Inclusive Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Inclusion Overview <ul style="list-style-type: none"> <li>➤ Meaning of Inclusion and Inclusive Society</li> <li>➤ Exclusion and Inclusion: Conceptual overview</li> <li>➤ Obstacles/barriers in Inclusion</li> <li>➤ Elements necessary for creating an inclusive society</li> </ul>	<b>MB</b>	<b><u>10</u></b>
Unit: 2 = Differently Abled <ul style="list-style-type: none"> <li>➤ Concept of Impairment, Disability and Handicap</li> <li>➤ Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)</li> <li>➤ General causes of disabilities</li> <li>➤ Role of school and society in creating a barrier free environment</li> </ul>	<b>KKD</b>	<b><u>10</u></b>
Unit: 3 = Socially Disabled <ul style="list-style-type: none"> <li>➤ Concept of SC, ST and OBC groups.</li> <li>➤ Concept of Gender, and sexuality</li> <li>➤ Causes of social exclusion</li> <li>➤ Understanding social inclusion: role of education</li> </ul>	<b>MB</b>	<b><u>10</u></b>
Unit: 4 = Educational Reforms for Inclusive Society. <ul style="list-style-type: none"> <li>➤ Building an Inclusive school: desired changes in System, Structure, Practice and Culture,</li> <li>➤ Education for a multicultural society,</li> <li>➤ Education for peaceful co-existence</li> <li>➤ Role of Informal agencies (like mass media etc) in building an inclusive society</li> </ul>	<b>KKD</b>	<b><u>12</u></b>

**SEC-B-1**  
**(Semester – 4/6) Teaching Skill**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Understanding Teaching <ul style="list-style-type: none"> <li>➤ Concept and definition of Teaching</li> <li>➤ Nature of teaching and characteristic factors affecting teaching</li> <li>➤ Relation between teaching and training</li> </ul>	<b>MB</b>	<b><u>08</u></b>
Unit: 2 = Types of Teaching (Concept and Characteristics) <ul style="list-style-type: none"> <li>➤ Micro-teaching and Micro lesson</li> <li>➤ Simulated teaching</li> <li>➤ Integrated teaching</li> </ul>	<b>MB</b>	<b><u>12</u></b>
Unit: 3 = Skills of Teaching (Basic Concept) <ul style="list-style-type: none"> <li>➤ Nature and definition of skills of teaching</li> <li>➤ Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement</li> <li>➤ Phases of teaching: Pre-active, Inter-active, Post-active</li> </ul>	<b>KKD</b>	<b><u>12</u></b>
Unit: 4 = Learning Design (LD) <ul style="list-style-type: none"> <li>➤ Concept and importance of learning design in teaching</li> <li>➤ Steps of learning design</li> <li>➤ Qualities of good learning design</li> </ul>	<b>KKD</b>	<b><u>10</u></b>

6<sup>th</sup> Semester (CBCS)

**DSE-B-2**  
**(Semester – 6) Women Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Historical Perspectives of Women Education <ul style="list-style-type: none"> <li>➤ Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period</li> <li>➤ Contribution of Missionaries</li> <li>➤ Role of British Govt.</li> </ul>	<b>KKD</b>	<b>12</b>
Unit: 2 = Policy Perspective, Committee and Commission on Women Education	<b>MB</b>	<b>12</b>

<ul style="list-style-type: none"> <li>➤ Constitutional provision, NPE -1968, 1986, 1992, POA-1992</li> <li>➤ Radhakrishnan, Mudaliar and Kothari Commission</li> <li>➤ Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee</li> </ul>		
Unit: 3 = Role of Indian Thinkers in promoting Women Education <ul style="list-style-type: none"> <li>➤ Rammohan Roy</li> <li>➤ Vidyasagar</li> </ul>	<b>MB</b>	<b>08</b>
Unit: 4 = Major Constraints of Women Education and Women Empowerment <ul style="list-style-type: none"> <li>➤ Social – Psychological</li> <li>➤ Political – Economical</li> <li>➤ Role of women empowerment in modern society in brief.</li> </ul>	<b>KKD</b>	<b>12</b>

**SEC-B-1**  
**(Semester – 4/6) Teaching Skill**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Understanding Teaching <ul style="list-style-type: none"> <li>➤ Concept and definition of Teaching</li> <li>➤ Nature of teaching and characteristic factors affecting teaching</li> <li>➤ Relation between teaching and training</li> </ul>	<b>MB</b>	<b><u>08</u></b>
Unit: 2 = Types of Teaching (Concept and Characteristics) <ul style="list-style-type: none"> <li>➤ Micro-teaching and Micro lesson</li> <li>➤ Simulated teaching</li> <li>➤ Integrated teaching</li> </ul>	<b>MB</b>	<b><u>12</u></b>
Unit: 3 = Skills of Teaching (Basic Concept) <ul style="list-style-type: none"> <li>➤ Nature and definition of skills of teaching</li> <li>➤ Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement</li> <li>➤ Phases of teaching: Pre-active, Inter-active, Post-active</li> </ul>	<b>KKD</b>	<b><u>12</u></b>
Unit: 4 = Learning Design (LD) <ul style="list-style-type: none"> <li>➤ Concept and importance of learning design in teaching</li> </ul>	<b>KKD</b>	<b><u>10</u></b>

➤ Steps of learning design		
➤ Qualities of good learning design		

### **Lesson Plan for the Odd Semester 2020-2021**

1<sup>st</sup> Semester (CBCS)

**CC– 1/GE – 1**

**(Semester – 1) Introduction to Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
<b>Unit- I = Concept of Education (MB-12)</b> <ul style="list-style-type: none"> <li>➤ Narrow and broader concept of education</li> <li>➤ Meaning, nature and scope of education.</li> <li>➤ Aims of education – individual, social, vocational and democratic.</li> <li>➤ Aims of modern education with special reference to Delor's Commission.</li> </ul>	<b>MB</b>	<b><u>12</u></b>
<b>Unit- 2 = Factors of Education (KKD-16)</b> <ul style="list-style-type: none"> <li>➤ Child / learner: influence of heredity and environment on the learner</li> <li>➤ Teacher: qualities and duties of a good teacher.</li> <li>➤ Curriculum- concept and types.</li> <li>➤ Co-curricular activities: meaning, values and significance.</li> <li>➤ Educational institutions: informal, formal and non-formal, their interrelation.</li> </ul>	<b>KKD</b>	<b><u>12</u></b>
<b>Unit- 3 = Agencies of Education (MB-08)</b> <ul style="list-style-type: none"> <li>➤ Home</li> <li>➤ School</li> <li>➤ State</li> <li>➤ Mass-media- television, radio, cinema and newspaper</li> </ul>	<b>MB</b>	<b><u>10</u></b>
<b>Unit- 4 = Child Centricism and Play-way in Education (KKD-12)</b> <ul style="list-style-type: none"> <li>➤ Concept of child centricism in education</li> <li>➤ Characteristics and significance of child centricism in education</li> <li>➤ Concept of play and work.</li> <li>➤ Characteristics of play way in Education, Kindergarten, Montessori, Project method.</li> </ul>	<b>KKD</b>	<b><u>12</u></b>

3<sup>rd</sup> Semester (CBCS)

**CC – 3/GE – 3**

**(Semester – 3) Sociological Foundation of Education**



<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
<b>Unit-I = Introductory Concept of Sociology of Education (KKD-12)</b> <ul style="list-style-type: none"> <li>➤ Meaning and definition of Sociology of Education</li> <li>➤ Relation between Sociology and Education</li> <li>➤ Nature of Sociology of Education</li> <li>➤ Scope of Sociology of Education</li> </ul>	<b>KKD</b>	<b><u>10</u></b>
<b>Unit-2 = Social Groups (MB-12)</b> <ul style="list-style-type: none"> <li>➤ Social Groups : meaning and definition</li> <li>➤ Types of Social groups – Primary, Secondary and Tertiary</li> <li>➤ Socialization Process: Concept</li> <li>➤ Role of the family and school in Socialization process</li> </ul>	<b>MB</b>	<b><u>12</u></b>
<b>Unit-3 = Social Change and Education (MB-12)</b> <ul style="list-style-type: none"> <li>➤ Concept of Social Change</li> <li>➤ Interrelation between Social change and Education</li> <li>➤ Social stratification and Social Mobility.</li> <li>➤ Social interaction Process</li> </ul>	<b>MB</b>	<b><u>10</u></b>
<b>Unit-4 = Social Communication in Education (KKD-12)</b> <ul style="list-style-type: none"> <li>➤ Social Communication : Concept</li> <li>➤ Informal agencies of social communication</li> <li>➤ Inter relation between Culture, religion and Education.</li> <li>➤ Inter relation between Technology, Economy and Education</li> </ul>	<b>KKD</b>	<b><u>12</u></b>

**SEC-A-1**  
**(Semester – 3/5) Communication Skill**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
<b>Unit: 1 = Introduction to Communication (MB-5)</b> <ul style="list-style-type: none"> <li>➤ Meaning, Nature and types of communication</li> <li>➤ Principles of communication</li> <li>➤ Process of communication: Sender, encoding, recipient, decoding and feedback</li> <li>➤ Barriers of effective communication</li> </ul>	<b>MB</b>	<b><u>06</u></b>
<b>Unit: 2 = Listening Skills (MB-5)</b> <ul style="list-style-type: none"> <li>➤ Principles of listening skills</li> <li>➤ Types of listeners</li> <li>➤ Barriers to listening</li> </ul>	<b>MB</b>	<b><u>06</u></b>

<b>Unit: 3 = Speaking Skills (KKD-5)</b> ➤ Verbal and non-verbal communication ➤ Public speaking: Extempore ➤ Group discussion	<b>KKD</b>	<b><u>06</u></b>
<b>Unit: 4 = Reading and Writing Skills (KKD-5)</b> ➤ Previewing, skimming, and scanning ➤ Development of skills for correct pronunciation, reading and comprehension ➤ Sentence formation and punctuation	<b>KKD</b>	<b><u>06</u></b>

5<sup>th</sup> Semester (CBCS)

**DSE-A-2**

**(Semester – 5) Educational Thought of Great Educators**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
<b>Unit: 1 = Western Educators (Part 1) (MB-12)</b> ➤ Plato ➤ Rousseau ➤ Montessori	<b>MB</b>	<b><u>08</u></b>
<b>Unit: 2 = Western Educators (Part 2) (KKD-12)</b> ➤ Pestalozzi ➤ Dewey ➤ Ivan Illich	<b>KKD</b>	<b><u>08</u></b>
<b>Unit: 3 = Indian Educators (Part 1) (MB-12)</b> ➤ Vivekananda ➤ Rabindranath ➤ Gandhiji	<b>MB</b>	<b><u>08</u></b>
<b>Unit: 4 = Indian Educators (Part 2) (KKD-12)</b> ➤ Radhakrishnan ➤ Begum Rokeya ➤ Sister Nivedita	<b>KKD</b>	<b><u>08</u></b>

**SEC-A-1**

**(Semester – 3/5) Communication Skill**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
<b>Unit: 1 = Introduction to Communication (MB-5)</b> ➤ Meaning, Nature and types of communication	<b>MB</b>	<b><u>06</u></b>

<ul style="list-style-type: none"> <li>➤ Principles of communication</li> <li>➤ Process of communication: Sender, encoding, recipient, decoding and feedback</li> <li>➤ Barriers of effective communication</li> </ul>		
<b>Unit: 2 = Listening Skills (MB-5)</b> <ul style="list-style-type: none"> <li>➤ Principles of listening skills</li> <li>➤ Types of listeners</li> <li>➤ Barriers to listening</li> </ul>	<b>MB</b>	<b><u>06</u></b>
<b>Unit: 3 = Speaking Skills (KKD-5)</b> <ul style="list-style-type: none"> <li>➤ Verbal and non-verbal communication</li> <li>➤ Public speaking: Extempore</li> <li>➤ Group discussion</li> </ul>	<b>KKD</b>	<b><u>06</u></b>
<b>Unit: 4 = Reading and Writing Skills (KKD-5)</b> <ul style="list-style-type: none"> <li>➤ Previewing, skimming, and scanning</li> <li>➤ Development of skills for correct pronunciation, reading and comprehension</li> <li>➤ Sentence formation and punctuation</li> </ul>	<b>KKD</b>	<b><u>06</u></b>

### **Lesson Plan for the Even Semester 2019-2020**

2<sup>nd</sup> Semester (CBCS)

**CC– 2/GE – 2**

**(Semester – 2) Psychological Foundation of Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Relation between Psychology and Education <ul style="list-style-type: none"> <li>➤ Meaning and definition of Psychology</li> <li>➤ Meaning and definition of Education</li> <li>➤ Relation between Psychology and education</li> <li>➤ Nature, scope and significance of educational psychology</li> </ul>	<b>MB</b>	<b>10</b>
Unit: 2 = Stages and types of human development and their educational significance. <ul style="list-style-type: none"> <li>➤ Piaget's cognitive development theory</li> <li>➤ Erikson's psycho-social development theory</li> <li>➤ Kohlberg's moral development theory</li> <li>➤ Vygotsky's social development theory and Bandura's Social Learning Theory</li> </ul>	<b>KKD</b>	<b>12</b>
Unit: 3 = Learning: concept and theories <ul style="list-style-type: none"> <li>➤ Concept and characteristics of learning</li> </ul>	<b>MB</b>	<b>10</b>

<ul style="list-style-type: none"> <li>➤ Theories: Connectionism(Trial and error, classical, operant)</li> <li>➤ Insightful learning</li> <li>➤ Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization</li> </ul>		
Unit: 4 = Intelligence <ul style="list-style-type: none"> <li>➤ Concept of intelligence</li> <li>➤ Theories of Spearman, Thorndike and Guilford</li> <li>➤ Types and uses of intelligence tests</li> <li>➤ Concept of Emotional Intelligence and E.Q</li> </ul>	<b>KKD</b>	<b>10</b>

4<sup>th</sup> Semester (CBCS)

**CC– 4/GE – 4**

**(Semester – 4) Inclusive Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Inclusion Overview <ul style="list-style-type: none"> <li>➤ Meaning of Inclusion and Inclusive Society</li> <li>➤ Exclusion and Inclusion: Conceptual overview</li> <li>➤ Obstacles/barriers in Inclusion</li> <li>➤ Elements necessary for creating an inclusive society</li> </ul>	<b>MB</b>	<b><u>10</u></b>
Unit: 2 = Differently Abled <ul style="list-style-type: none"> <li>➤ Concept of Impairment, Disability and Handicap</li> <li>➤ Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)</li> <li>➤ General causes of disabilities</li> <li>➤ Role of school and society in creating a barrier free environment</li> </ul>	<b>KKD</b>	<b><u>10</u></b>
Unit: 3 = Socially Disabled <ul style="list-style-type: none"> <li>➤ Concept of SC, ST and OBC groups.</li> <li>➤ Concept of Gender, and sexuality</li> <li>➤ Causes of social exclusion</li> <li>➤ Understanding social inclusion: role of education</li> </ul>	<b>MB</b>	<b><u>10</u></b>
Unit: 4 = Educational Reforms for Inclusive Society. <ul style="list-style-type: none"> <li>➤ Building an Inclusive school: desired changes in System, Structure, Practice and Culture,</li> <li>➤ Education for a multicultural society,</li> <li>➤ Education for peaceful co-existence</li> <li>➤ Role of Informal agencies (like mass media etc) in building an inclusive society</li> </ul>	<b>KKD</b>	<b><u>12</u></b>

**SEC-B-1**  
**(Semester – 4/6) Teaching Skill**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Understanding Teaching <ul style="list-style-type: none"> <li>➤ Concept and definition of Teaching</li> <li>➤ Nature of teaching and characteristic factors affecting teaching</li> <li>➤ Relation between teaching and training</li> </ul>	<b>MB</b>	<b><u>08</u></b>
Unit: 2 = Types of Teaching (Concept and Characteristics) <ul style="list-style-type: none"> <li>➤ Micro-teaching and Micro lesson</li> <li>➤ Simulated teaching</li> <li>➤ Integrated teaching</li> </ul>	<b>MB</b>	<b><u>12</u></b>
Unit: 3 = Skills of Teaching (Basic Concept) <ul style="list-style-type: none"> <li>➤ Nature and definition of skills of teaching</li> <li>➤ Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement</li> <li>➤ Phases of teaching: Pre-active, Inter-active, Post-active</li> </ul>	<b>KKD</b>	<b><u>12</u></b>
Unit: 4 = Learning Design (LD) <ul style="list-style-type: none"> <li>➤ Concept and importance of learning design in teaching</li> <li>➤ Steps of learning design</li> <li>➤ Qualities of good learning design</li> </ul>	<b>KKD</b>	<b><u>10</u></b>

**Part-III(I+I+I)**

Paper-4

Evaluation and Guidance in education

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
<ul style="list-style-type: none"> <li>➤ Module I <ul style="list-style-type: none"> <li>1. Concept of evaluation 2. Need and scope of evaluation in education : Evaluation of student achievement, evaluation of curriculum, evaluation of teaching, evaluation of institute 3. Evaluation of student progress: Examination and evaluation. Tools of evaluation: Examination essay type and objective type, criterion-referenced test and standardized test, Cumulative Record Card(CRC).</li> </ul> </li> </ul>	<b>KKD</b>	<b><u>12</u></b>

➤ Module II 4. How to make a good test: Specification of objectives, item selection. 5. Measurement in education: Tabulation of educational data, measures of central tendency, measures of variability, ( S.D only ), Graphical representation ( frequency polygon, histogram and ogive). Idea of linear correlation.	<b>MB</b>	<b>12</b>
➤ Module III 6. Guidance: Concept, need and scope and types 7. Basic data necessary for guidance ( data about students, courses and vocations) 8. Counseling: Meaning and types of counseling for adjustment problem	<b>MB</b>	<b>12</b>
➤ Module IV 9. Meaning of adjustment. 10. Causes of maladjustment: role of parents, teachers, peers and educational institutions in the development of maladjustment.	<b>KKD</b>	<b>08</b>

### **Lesson Plan for the Odd Semester 2019-2020**

1<sup>st</sup> Semester (CBCS)

**CC– 1/GE – 1**

**(Semester – 1) Introduction to Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
<b>Unit- I = Concept of Education</b> <ul style="list-style-type: none"> <li>➤ Narrow and broader concept of education</li> <li>➤ Meaning, nature and scope of education.</li> <li>➤ Aims of education – individual, social, vocational and democratic.</li> <li>➤ Aims of modern education with special reference to Delor's Commission.</li> </ul>	<b><u>MB</u></b>	<b><u>12</u></b>
<b>Unit- 2 = Factors of Education</b> <ul style="list-style-type: none"> <li>➤ Child / learner: influence of heredity and environment on the learner</li> <li>➤ Teacher: qualities and duties of a good teacher.</li> <li>➤ Curriculum- concept and types.</li> <li>➤ Co-curricular activities: meaning, values and significance.</li> <li>➤ Educational institutions: informal, formal and non-formal, their interrelation.</li> </ul>	<b><u>KKD</u></b>	<b><u>12</u></b>

<b>Unit- 3 = Agencies of Education</b> <ul style="list-style-type: none"> <li>➤ Home</li> <li>➤ School</li> <li>➤ State</li> <li>➤ Mass-media- television, radio, cinema and newspaper</li> </ul>	<b><u>MB</u></b>	<b><u>10</u></b>
<b>Unit- 4 = Child Centricism and Play-way in Education</b> <ul style="list-style-type: none"> <li>➤ Concept of child centricism in education</li> <li>➤ Characteristics and significance of child centricism in education</li> <li>➤ Concept of play and work.</li> <li>➤ Characteristics of play way in Education, Kindergarten, Montessori, Project method.</li> </ul>	<b><u>KKD</u></b>	<b><u>12</u></b>

3<sup>rd</sup> Semester (CBCS)

**CC – 3/GE – 3**

**(Semester – 3) Sociological Foundation of Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
<b>Unit-I = Introductory Concept of Sociology of Education</b> <ul style="list-style-type: none"> <li>➤ Meaning and definition of Sociology of Education</li> <li>➤ Relation between Sociology and Education</li> <li>➤ Nature of Sociology of Education</li> <li>➤ Scope of Sociology of Education</li> </ul>	<b><u>KKD</u></b>	<b><u>10</u></b>
<b>Unit-2 = Social Groups</b> <ul style="list-style-type: none"> <li>➤ Social Groups : meaning and definition</li> <li>➤ Types of Social groups – Primary, Secondary and Tertiary</li> <li>➤ Socialization Process: Concept</li> <li>➤ Role of the family and school in Socialization process</li> </ul>	<b><u>MB</u></b>	<b><u>12</u></b>
<b>Unit-3 = Social Change and Education</b> <ul style="list-style-type: none"> <li>➤ Concept of Social Change</li> <li>➤ Interrelation between Social change and Education</li> <li>➤ Social stratification and Social Mobility.</li> <li>➤ Social interaction Process</li> </ul>	<b><u>MB</u></b>	<b><u>10</u></b>
<b>Unit-4 = Social Communication in Education</b> <ul style="list-style-type: none"> <li>➤ Social Communication : Concept</li> <li>➤ Informal agencies of social communication</li> <li>➤ Inter relation between Culture, religion and Education.</li> <li>➤ Inter relation between Technology, Economy and Education</li> </ul>	<b><u>KKD</u></b>	<b><u>12</u></b>

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**SEC-A-1**  
**(Semester – 3/5) Communication Skill**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
<b>Unit: 1 = Introduction to Communication (MB-5)</b> <ul style="list-style-type: none"> <li>➤ Meaning, Nature and types of communication</li> <li>➤ Principles of communication</li> <li>➤ Process of communication: Sender, encoding, recipient, decoding and feedback</li> <li>➤ Barriers of effective communication</li> </ul>	<b><u>MB</u></b>	<b><u>06</u></b>
<b>Unit: 2 = Listening Skills (MB-5)</b> <ul style="list-style-type: none"> <li>➤ Principles of listening skills</li> <li>➤ Types of listeners</li> <li>➤ Barriers to listening</li> </ul>	<b><u>MB</u></b>	<b><u>06</u></b>
<b>Unit: 3 = Speaking Skills (KKD-5)</b> <ul style="list-style-type: none"> <li>➤ Verbal and non-verbal communication</li> <li>➤ Public speaking: Extempore</li> <li>➤ Group discussion</li> </ul>	<b><u>KKD</u></b>	<b><u>06</u></b>
<b>Unit: 4 = Reading and Writing Skills (KKD-5)</b> <ul style="list-style-type: none"> <li>➤ Previewing, skimming, and scanning</li> <li>➤ Development of skills for correct pronunciation, reading and comprehension</li> <li>➤ Sentence formation and punctuation</li> </ul>	<b><u>KKD</u></b>	<b><u>06</u></b>

**Part-III(I+I+I)**

Paper-4

Evaluation and Guidance in education

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
<ul style="list-style-type: none"> <li>➤ Module I               <ul style="list-style-type: none"> <li>1. Concept of evaluation 2. Need and scope of evaluation in education : Evaluation of student achievement, evaluation of curriculum, evaluation of teaching, evaluation of institute 3. Evaluation of student progress: Examination and evaluation. Tools of evaluation: Examination essay type and objective type, criterion-referenced test and standardized test, Cumulative Record Card(CRC).</li> </ul> </li> </ul>	<b><u>KKD</u></b>	<b><u>12</u></b>



➤ Module II 4. How to make a good test: Specification of objectives, item selection. 5. Measurement in education: Tabulation of educational data, measures of central tendency, measures of variability, ( S.D only ), Graphical representation ( frequency polygon, histogram and ogive). Idea of linear correlation.	<b>MB</b>	<b>12</b>
➤ Module III 6. Guidance: Concept, need and scope and types 7. Basic data necessary for guidance ( data about students, courses and vocations) 8. Counseling: Meaning and types of counseling for adjustment problem	<b>MB</b>	<b>12</b>
➤ Module IV 9. Meaning of adjustment. 10. Causes of maladjustment: role of parents, teachers, peers and educational institutions in the development of maladjustment.	<b>KKD</b>	<b>08</b>

### **Lesson Plan for the Even Semester 2018-19**

2<sup>nd</sup> Semester (CBCS)

**CC– 2/GE – 2**

**(Semester – 2) Psychological Foundation of Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
Unit: 1 = Relation between Psychology and Education ➤ Meaning and definition of Psychology ➤ Meaning and definition of Education ➤ Relation between Psychology and education ➤ Nature, scope and significance of educational psychology	<b>MB</b>	<b>10</b>
Unit: 2 = Stages and types of human development and their educational significance. ➤ Piaget's cognitive development theory ➤ Erikson's psycho-social development theory ➤ Kohlberg's moral development theory ➤ Vygotsky's social development theory and Bandura's Social Learning Theory	<b>KKD</b>	<b>12</b>
Unit: 3 = Learning: concept and theories ➤ Concept and characteristics of learning	<b>MB</b>	<b>10</b>

<ul style="list-style-type: none"> <li>➤ Theories: Connectionism(Trial and error, classical, operant)</li> <li>➤ Insightful learning</li> <li>➤ Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization</li> </ul>		
Unit: 4 = Intelligence <ul style="list-style-type: none"> <li>➤ Concept of intelligence</li> <li>➤ Theories of Spearman, Thorndike and Guilford</li> <li>➤ Types and uses of intelligence tests</li> <li>➤ Concept of Emotional Intelligence and E.Q</li> </ul>	<b>KKD</b>	<b>10</b>

**Part-II(I+I+I)**  
**Paper II Educational Psychology**

<u>Topic</u>	<u>Teacher</u>	<u>LP</u>
<ul style="list-style-type: none"> <li>➤ Module I</li> <li>1. Relation between Psychology and education. Nature and scope of Educational Psychology. 2. Development of the Child: Infancy, Childhood, Adolescence-Physical, Social, Emotional and Cognitive development.</li> </ul>	<b>MB</b>	<b>10</b>
<ul style="list-style-type: none"> <li>➤ Module II</li> <li>3. Personality: Concept, traits and theories 4. Emotion: Meaning and characteristics, places of emotion in education. 5. Habit: Its importance and definition. Habit formation. Uses and abuses of habit formation. Educational values of habit.</li> </ul>	<b>KKD</b>	<b>12</b>
<ul style="list-style-type: none"> <li>➤ Module III</li> <li>6. Intelligence: Concept and measurement. Classification of intelligence tests. Examples of each type of test. Uses of intelligence tests. 7. Attention and Interest: Nature and conditions of attention, their educational implications.</li> </ul>	<b>MB</b>	<b>10</b>
<ul style="list-style-type: none"> <li>➤ Module IV</li> <li>8. Learning: Its nature, relation to motivation and maturation. Theories of learning: trial and error including laws of learning, conditioned response (Classical and Operant) and Gestalt theory. 9. Remembering and forgetting: Process involved in memory. Marks of good memory. Forgetting - its meaning and causes.</li> </ul>	<b>KKD</b>	<b>10</b>

**Paper III**  
**Development of Education in Modern India**

<u>Topic</u>	<u>Teacher</u>	<u>LP</u>
Module I 1. A synoptic view of ancient and medieval history of education in India 2. Advent of missionaries: Serampore Missionaries activities in education 3. Official introduction of English education by Lord Bentinck. 4. Adam's Report on indigenous system of education. 5. The Despatch of 1854.	<b>MB</b>	<b>10</b>
Module II 6. Contributions of Raja Rammohan and Vidyasagar in social and educational reforms 7. The First Education Commission ( W. Hunter.) 1882 8. Growth of national consciousness: Conflict with Lord Curzon (1902 to 1905) 9. National Education Movement- Contributions of Vivekananda, Rabindranath and Aurobindo.	<b>KKD</b>	<b>12</b>
Module III 10. A synoptic view of the suggestions for educational reforms by the Sadler Commission, WoodAbbot, Wardha Scheme. 11. The Sargent Plan 1944 12. The Radhakrishnan Commission 1948-1949 13. A synoptic study of changes in school system, primary and secondary ( structure and curriculum only) after independence-Mudaliar Commission's (1952-1953) report and Kothari Commission's report (1964-1966)	<b>MB</b>	<b>10</b>
Module IV 14. Education of Women since independence 15. Educational policy 1968- A brief overview 16. Educational policy 1986- A brief overview.	<b>KKD</b>	<b>10</b>

**Part-III(I+I+I)**

**Paper-4**

**Evaluation and Guidance in education**

<u>Topic</u>	<u>Teacher</u>	<u>LP</u>
➤ Module I 1. Concept of evaluation 2. Need and scope of evaluation in education : Evaluation of student achievement, evaluation of curriculum, evaluation	<b>KKD</b>	<b>12</b>

of teaching, evaluation of institute 3. Evaluation of student progress: Examination and evaluation. Tools of evaluation: Examination essay type and objective type, criterion-referenced test and standardized test, Cumulative Record Card(CRC).		
➤ Module II 4. How to make a good test: Specification of objectives, item selection. 5. Measurement in education: Tabulation of educational data, measures of central tendency, measures of variability, ( S.D only ), Graphical representation ( frequency polygon, histogram and ogive). Idea of linear correlation.	<b>MB</b>	<b>12</b>
➤ Module III 6. Guidance: Concept, need and scope and types 7. Basic data necessary for guidance ( data about students, courses and vocations) 8. Counseling: Meaning and types of counseling for adjustment problem	<b>MB</b>	<b>12</b>
➤ Module IV 9. Meaning of adjustment. 10. Causes of maladjustment: role of parents, teachers, peers and educational institutions in the development of maladjustment.	<b>KKD</b>	<b>08</b>

### **Lesson Plan for the Odd Semester 2018-19**

1<sup>st</sup> Semester (CBCS)

**CC- 1/GE – 1**

**(Semester – 1) Introduction to Education**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
<b>Unit- I = Concept of Education</b> <ul style="list-style-type: none"> <li>➤ Narrow and broader concept of education</li> <li>➤ Meaning, nature and scope of education.</li> <li>➤ Aims of education – individual, social, vocational and democratic.</li> <li>➤ Aims of modern education with special reference to Delor's Commission.</li> </ul>	<b><u>MB</u></b>	<b><u>12</u></b>
<b>Unit- 2 = Factors of Education</b> <ul style="list-style-type: none"> <li>➤ Child / learner: influence of heredity and environment on the learner</li> </ul>	<b><u>KKD</u></b>	<b><u>12</u></b>

<ul style="list-style-type: none"> <li>➤ Teacher: qualities and duties of a good teacher.</li> <li>➤ Curriculum- concept and types.</li> <li>➤ Co-curricular activities: meaning, values and significance.</li> <li>➤ Educational institutions: informal, formal and non-formal, their interrelation.</li> </ul>		
<b>Unit- 3 = Agencies of Education</b> <ul style="list-style-type: none"> <li>➤ Home</li> <li>➤ School</li> <li>➤ State</li> <li>➤ Mass-media- television, radio, cinema and newspaper</li> </ul>	<b><u>MB</u></b>	<b><u>10</u></b>
<b>Unit- 4 = Child Centricism and Play-way in Education</b> <ul style="list-style-type: none"> <li>➤ Concept of child centricism in education</li> <li>➤ Characteristics and significance of child centricism in education</li> <li>➤ Concept of play and work.</li> <li>➤ Characteristics of play way in Education, Kindergarten, Montessori, Project method.</li> </ul>	<b><u>KKD</u></b>	<b><u>12</u></b>

**Part-II(I+I+I)**  
**Paper II Educational Psychology**

<b><u>Topic</u></b>	<b><u>Teacher</u></b>	<b><u>LP</u></b>
<ul style="list-style-type: none"> <li>➤ Module I</li> <li>1. Relation between Psychology and education. Nature and scope of Educational Psychology. 2. Development of the Child: Infancy, Childhood, Adolescence- Physical, Social, Emotional and Cognitive development.</li> </ul>	<b>MB</b>	<b>10</b>
<ul style="list-style-type: none"> <li>➤ Module II</li> <li>3. Personality: Concept, traits and theories 4. Emotion: Meaning and characteristics, places of emotion in education. 5. Habit: Its importance and definition. Habit formation. Uses and abuses of habit formation. Educational values of habit.</li> </ul>	<b>KKD</b>	<b>12</b>
<ul style="list-style-type: none"> <li>➤ Module III</li> <li>6. Intelligence: Concept and measurement. Classification of intelligence tests. Examples of each type of test. Uses of intelligence tests. 7. Attention and Interest: Nature and conditions of attention, their educational implications.</li> </ul>	<b>MB</b>	<b>10</b>
<ul style="list-style-type: none"> <li>➤ Module IV</li> </ul>	<b>KKD</b>	<b>10</b>

8. Learning: Its nature, relation to motivation and maturation. Theories of learning: trial and error including laws of learning, conditioned response (Classical and Operant) and Gestalt theory. 9. Remembering and forgetting: Process involved in memory. Marks of good memory. Forgetting - its meaning and causes.		
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### Paper III

#### Development of Education in Modern India

<u>Topic</u>	<u>Teacher</u>	<u>LP</u>
Module I 1. A synoptic view of ancient and medieval history of education in India 2. Advent of missionaries: Serampore Missionaries activities in education 3. Official introduction of English education by Lord Bentinck. 4. Adam's Report on indigenous system of education. 5. The Despatch of 1854.	<b>MB</b>	<b>10</b>
Module II 6. Contributions of Raja Rammohan and Vidyasagar in social and educational reforms 7. The First Education Commission ( W. Hunter.) 1882 8. Growth of national consciousness: Conflict with Lord Curzon (1902 to 1905) 9. National Education Movement- Contributions of Vivekananda, Rabindranath and Aurobindo.	<b>KKD</b>	<b>12</b>
Module III 10. A synoptic view of the suggestions for educational reforms by the Sadler Commission, WoodAbbot, Wardha Scheme. 11. The Sargent Plan 1944 12. The Radhakrishnan Commission 1948-1949 13. A synoptic study of changes in school system, primary and secondary ( structure and curriculum only) after independence-Mudaliar Commission's (1952-1953) report and Kothari Commission's report (1964-1966)	<b>MB</b>	<b>10</b>
Module IV 14. Education of Women since independence 15. Educational policy 1968- A brief overview 16. Educational policy 1986- A brief overview.	<b>KKD</b>	<b>10</b>

### Part-III(I+I+I)

#### Paper-4

#### Evaluation and Guidance in education

<u>Topic</u>	<u>Teacher</u>	<u>LP</u>
<p>➤ Module I</p> <p>1. Concept of evaluation 2. Need and scope of evaluation in education : Evaluation of student achievement, evaluation of curriculum, evaluation of teaching, evaluation of institute 3. Evaluation of student progress: Examination and evaluation. Tools of evaluation: Examination essay type and objective type, criterion-referenced test and standardized test, Cumulative Record Card(CRC).</p>	<b>KKD</b>	<b>12</b>
<p>➤ Module II</p> <p>4. How to make a good test: Specification of objectives, item selection. 5. Measurement in education: Tabulation of educational data, measures of central tendency, measures of variability, ( S.D only ), Graphical representation ( frequency polygon, histogram and ogive). Idea of linear correlation.</p>	<b>MB</b>	<b>12</b>
<p>➤ Module III</p> <p>6. Guidance: Concept, need and scope and types 7. Basic data necessary for guidance ( data about students, courses and vocations) 8. Counseling: Meaning and types of counseling for adjustment problem</p>	<b>MB</b>	<b>12</b>
<p>➤ Module IV</p> <p>9. Meaning of adjustment. 10. Causes of maladjustment: role of parents, teachers, peers and educational institutions in the development of maladjustment.</p>	<b>KKD</b>	<b>08</b>