

Name of the Faculty Member	Name of the Units and Topics	Course Code	Number of lectures	Teaching Aids
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DOMKAL GIRLS' COLLEGE
DEPARTMENT OF EDUCATION
LESSON PLAN (2025-2026) B.A Education (Major) Semester-IV
EDU-M-T-4: History of Education in Colonial India

DR. TULIKA CHAKRABORTY (TC)	Unit: i: Education in 19th Century in India a.Charter Act b.Introduction of Oriental –Occidental Controversy c.Contribution of Macaulay's Minute (1835) In Education d.Wood's Despatch (1854): Majors Recommendations and Its Educational Significance. e.Indian Education Commission or Hunter Commission (1882): Majors Recommendations and Its Educational Significance f. between 1st and 2nd world war g. The Calcutta University Commission/ Sadler Commission (1917-1919) :Majors Recommendations and Its Influence on Future Development of Education h. Basic Education(1937) : Concepts, Characteristics, Merits & Demerits i. Abbott- Wood Report(1937) : Majors Recommendations and Its Influence of future development of Education In India	EDU-M-T-4	25	ICT, Blackboard, PPT, Projector, Books, Video
	Unit: ii: Bengal Renaissance and Its Influence on Education a. Concept Bengal Renaissance b. Causes of Bengal Renaissance c. Characteristics of Bengal Renaissance d. Contribution of Raja Ram Mohan Roy, Derozio and Vidyasagar In Education. e. Impact of Bengal Renaissance on Education. Unit: IV: Education In between 1st and 2nd World war f. Progress of School Education (Primary & Secondary) Education In Colonial India g. Progress of Girls and Women Education In Colonial India			

MD. KAWSAR HOSSAIN (KH)	Unit: iii: Educational policy of Lord Curzon & National Education Movement a. Shilma Conference 1901 b. The Indian Universities Commission 1902 c. The Indian Universities Act 1904 d. Govt. of India's Resolution on Indian Educational Policy 1904 e. Contribution of Curzon contribution In Indian Education f. National Education Movement : • Concept and Characteristics of National Education Movement, • Impact of National Education Movement • Phases of National Education Movement • Causes of Failure of the Movement • Influence of National Education Movement on Future Development of Indian Education	EDU-M-T-4	25	ICT, Blackboard, PPT, Projector, Books, Video
	Unit: IV: Education In between 1st and 2nd World war f. Progress of School Education (Primary & Secondary) Education In Colonial India g. Progress of Girls and Women Education In Colonial India			

DR. KRISHNENDU ROY (KR)	Unit: iii: Educational policy of Lord Curzon & National Education Movement a. Shilma Conference 1901 b. The Indian Universities Commission 1902 c. The Indian Universities Act 1904 d. Govt. of India's Resolution on Indian Educational Policy 1904 e. Contribution of Curzon contribution In Indian Education f. National Education Movement : • Concept and Characteristics of National Education Movement, • Impact of National Education Movement • Phases of National Education Movement • Causes of Failure of the Movement • Influence of National Education Movement on Future Development of Indian Education	EDU-M-T-4	25	ICT, Blackboard, PPT, Projector, Books, Video
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(Signature)
 Head, Education
 Department of Education
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DOMKAL GIRLS' COLLEGE
DEPARTMENT OF EDUCATION
LESSON PLAN (2025-2026) BA Education (Major)
EDU-M-T-5: Inclusive Education
Semester - IV

Name of the Units and Topics

Course Code	Number of Lectures	Teaching Aids
EDU-M-T-5	20	ICT, Blackboard, PPT, Projector, Books, Video
EDU-M-T-5	10	ICT, Blackboard, PPT, Projector, Books, Video
EDU-M-T-5	12	ICT, Blackboard, PPT, Projector, Books, Video

MD. KAWSAR HOSSAIN (KH)

Unit I: Inclusive Education
a. Concept, Nature and Need b. Historical perspective • Special education – Concept Only • Integrated education- Concept Only • Mainstreaming education- Concept Only • Principles of Inclusive education.
• Differences between Special Education and Inclusive Education c. Government policies (Major provisions only) • PWD Act, 1995 • National Policy for person with Disabilities-2006 • The Rights of Person with Disabilities Bill (RPWD Bill)-2016
d. RCI, NIOH, NIMH, NIVH - Functions only

DR. KRISHNENDU ROY (KR)

Unit II: Competences development for Inclusive Education.
a. Barriers of Inclusive Education b. Development of Qualities • Attitude : Concept, needs, Role of teacher • Positive Behavior : Concept, needs, Role of teacher • Social Skill for Inclusion: Concept, needs, Role of teacher c. Measures needed for putting inclusion in practice

MD. ABDUL AZIZ MANDAL (AAM)

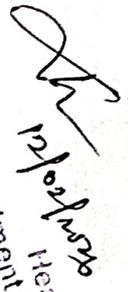
Unit III: Inclusive Education and Its Practices
a. Differentiated Instruction (Meaning, nature, needs) • Peer Tutoring • Co-operative learning • Collaborative learning

SUDIPTA GHOSH NANDI (SGN)

Unit III: Inclusive Education and Its Practices
b. Inclusive Instructional Strategies at school level (Meaning, nature, needs) • Remedial teaching • Team Teaching • Circles of Friends

SAIDUL ISLAM (SI)

Unit -IV: Inclusive School Environment
a. Infrastructural facilities for an Ideal Inclusive School. b. Teachers Role in Inclusive Classroom c. Inclusiveness in classroom d. Role of technology in Inclusive classroom-aids and appliances e. Problems faced by teachers in making truly inclusive school.


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12/04/25

DOMKAL GIRLS' COLLEGE
DEPARTMENT OF EDUCATION
LESSON PLAN (2025-2026) EDU-MI-T-2: Educational Philosophy
Semester: IV **MAY 2025**

Name of the Faculty Member	Name of the Units and Topics	Course Code	Number of Lectures	Teaching Aids
DR. TULIKA CHAKRABORTY (TC)	<p>Unit - I: Education and Educational Philosophy a) Meaning, nature, scope and aims of education • Education as process and product, as Science and Arts • Individualistic and socialistic aim (meaning, characteristics and difference) • Report of Delor's Commission (UNESCO, 1996) b) Educational Philosophy: Meaning, nature, scope and relation between education and philosophy</p> <p>Unit - IV: Schools of Philosophy e) Indian schools of Philosophy • Meaning, nature and classifications in Indian schools of Philosophy • Atheistic schools of Indian Philosophy – Buddhism and Jainism in terms of knowledge, reality and value and educational implications</p>	EDU-MI-T-2	29	ICT, Blackboard, PPT, Projector, Books, Video
MD. KAWSAR HOSSAIN (KH)	<p>Unit - III: Philosophical bases of Education a) Philosophy: Concept and branches b) Concepts and nature of Metaphysics, Epistemology and Axiology c) Differences among Metaphysics, Epistemology and Axiology d) Role of Metaphysics, Epistemology and Axiology in Education</p> <p>Unit - IV: Schools of Philosophy f) Western schools of Philosophy • Meaning and Nature</p> <p>• Idealism, Naturalism, (Aims, Curriculum, Methods, Teacher & Discipline) and educational implications</p>	EDU-MI-T-2	29	ICT, Blackboard, PPT, Projector, Books, Video
DR. KRISHNENDU ROY (KR)	<p>Unit - II: Factors of Education a) Child: Meaning, characteristics and importance of child centric education b) Teacher: Qualities and duties of a good teacher. c) Curriculum: Meaning, nature and importance d) Co-curricular activities: Meaning, nature and importance of co-curricular activity. e) School: functions</p>	EDU-MI-T-2	20	ICT, Blackboard, PPT, Projector, Books, Video

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