LECTURE PLAN

DEPARTMENT OF EDUCATION

SESSION:2023-2024

Mode	Year/ Semester	Paper/ Paper Code	Paper Name	Teacher	Unit/ Topic	No.of Lecture	Month/ Duration
NEP 2020	**1st SEM,2023**	**EDU-M-T-1**	**PHILOSOPHICAL FOUNDATION OF EDUCATION EDU-M-T-1**	**BAPPA DAS**	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 Delores Commission (UNESCO, 1996) **b. Educational Philosophy:** Meaning, nature, scope and relation between education and philosophy	**15**	**AUGUST-SEPTEMBER**
					Unit - II: Factors of Education **a.** Meaning, characteristics and importance of Child Centric Education **b.** Teacher: Qualities and duties of a good teacher, teacher as a motivator, mentor, facilitator and problem solver **c.** Curriculum: Meaning, nature and importance **d**. Co-curricular activities: Meaning, nature and importance of co-curricular activity, Principles of	**20**	**SEPTEMBER-NOVEMBER**

					organizing co-curricular activity **e.** School: Vision and functions		
					Unit - V: Educational Contributions of Philosophers **B.** Western Philosophers (only contribution in education) • John Dewey • Paulo Freire • Jean Rousseau	**07**	**DECEMBER-FEBRUARY**
				SAUGATA SARKAR	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	**18**	**AUGUST-SEPTEMBER**
					Unit - IV: Schools of Philosophy **a**. Indian schools of Philosophy • Meaning, nature and classifications in Indian schools of Philosophy • Nyaya, Sankhya, Yoga and Vedanta (concept and educational implications) • Atheistic schools of Indian Philosophy - Buddhism, Jainism and Charvaka in terms of knowledge, reality and value and educational implications **b.** Western schools of Philosophy • Meaning and Nature • Idealism, Naturalism, Pragmatism, Realism (Aims, Curriculum, Methods, Teacher & Discipline) and educational implications	**28**	**SEPTEMBER-NOVEMBER**
					Unit - V: Educational Contributions of Philosophers **a**. Indian Philosophers (only contribution in education) • Swami	**08**	**DECEMBER-FEBRUARY**

					Vivekananda • Rabindranath Tagore • Sri Aurobindo • Mahatma Gandhi		
		EDU-SEC-T-1(B)	ACHIEVEMENT TEST EDU-SEC-T-1	BAPPA DAS	Unit-I: Concept of Achievement Test. **a.** Meaning & definition of Achievement test **b**. Characteristics of Achievement Test c. Objectives of Achievement Test	20	AUGUST-SEPTEMBER
				SAUGATA SARKAR	Unit-II: Different aspects of Achievement Test **a**. Principles of Achievement test construction **b.** Steps involved in the construction of Achievement Test	20	AUGUST-SEPTEMBER
		EDU-MI-T-1	EDUCATIONAL SOCIOLOGY EDU-MI-T-1	SAUGATA SARKAR	Unit - I: Sociology and Educational Sociology **a**. Sociology: Meaning, emergence, nature and scope **b.** Educational sociology: Meaning, nature, scope and importance **c**. Relation between Education and Sociology	14	AUGUST-SEPTEMBER
					Unit - II: Social Factors, Issues and Education **a**. Culture: • Concept, nature and elements • Relation between culture and society • Role of education in culture **b**. Cultural lag: Concept, characteristics, causes, education and cultural lag c. Social issues: • Unemployment: Concept, types, causes, role of education in eradication of unemployment • Inequality:	20	SEPTEMBER-NOVEMBER

					Concept, causes and role of education in eradication of inequality		
					Unit - III: Social Groups and Education **a.** Social groups: Meaning and nature **b.** Types of Social groups: • Primary Group: Meaning, characteristics and role • Secondary Group: Meaning, characteristics and role • Comparison between primary group and secondary group **c.** Socialization: • Meaning and characteristics • Factors of socialization • Role of the school **d.** Social Institutions and Agencies of Education: (i) Family, (ii) School, (iii) State, (iv) Mass media and (v) Religion.	**24**	**DECEMBER-FEBRUARY**
					Unit - IV: Social Change and Education **a.** Social change: Definition, characteristics, factors, constraints and education as an instrument of social change **b.** Social change in India: • Privatization: Concept and relationship with education • Globalization: Concept and relationship with education **c.** Social Stratification: Definition, characteristics, causes; education and social stratification **d.** Social Mobility: Definition, characteristics, causes; education and social mobility	**20**	**MARCH - APRIL**
CBCS	**3rd SEMESTER**	**EDU-G-CC-T-3**	**EDUCATIONAL SOCIOLOGY**	**BAPPA DAS**	Unit-I: Sociology and Educational Sociology	**12**	**OCTOBER-NOVEMBER**

	2023				a) Sociology: Meaning and scope. b) Educational sociology: Meaning, scope and importance. c) Relation between education and sociology. d) Concept of Educational sociology and sociology of education.		
					Unit-II: Social groups and Education a) Social groups: * Meaning, nature * Types: ➤ Primary Group: Meaning, characteristics and Educational significance ➤ Secondary Group: Meaning, characteristics and Educational significance * Comparison between Primary Group and Secondary Group) Socialization: concept, significance and Role of the family and school b c) Social Institutions and Agencies of Education: (i) Family, (ii) School, (iii) Mass media	**13**	**NOVEMBER-DECEMBER**
				SAUGATA SARKAR	Unit-III: Culture, Values and some social issues and Education a) Culture: * Concept, nature and types (Political, Economical, Social, and Technological) * Importance of culture	**22**	**DECEMBER-JANUARY**

					Role of education in culture. b) Values: Concept and Role of Education in value development c) Social issues: * Unemployment: Concept, causes, role of education in eradication of unemployment. * Inequality: Concept, causes and role of education in eradication of Inequality.		
					Unit-IV: Social change and Education a) Social Change: concept, factors and education as an instrument of social change. b) Social Stratification: Concept and relation with Education c) Social Mobility: Concept and relation with Education	**16**	**FEBRUARY-MARCH**
		EDU-G-SEC-T-1(B):	Achievement Test Skill Enhancement	**BAPPA DAS**	Unit-I: Concept of test and test item a) Test-Concept, meaning & characteristics b) Test item- Identification of test iten Types of test item (Concept, characteristics, advantage, limitation) ➤ Essay type test (Extended and Restricted) ➤ Objective type test (MCQ, True-False, Matching) ➤ Speed test and Power test	**10**	**OCTOBER-NOVEMBER**

					➤ Individual test and Group test		
					Unit-II: Concept & Different aspects of Achievement Test a) Meaning of Achievement test b) Characteristics of Achievement Test c) Objectives of Achievement Test d) Principles of Achievement test construction e) Functions of Achievement Test f) Steps involved in the construction of Achievement Test	**15**	**DECEMBER-FEBRUARY**
		EDU-H-GE-T-1	**Philosophical and Psychological foundation of Education**	**BAPPA DAS**	Unit-I: Concept, Scope, Aim and factors of Education (a) Meaning, Nature and Scope of Education. b) Individualistic and socialistic aim-(Meaning, characteristics and Difference) c) Meaning and scope of educational Philosophy; Relation between education and philosophy. d) Factors of Education .Child: Meaning and characteristics of child centric education system .Teacher: Qualities and duties of a good teacher .Curriculum: Meaning, nature, types and Importance .School: Meaning and Function	**08**	**SEPTEMBER-OCTOBER**
					Unit-II: : Schools of Philosophy, Great Philosophers and their educational philosophy a) Concept : Indian schools	**08**	**NOVEMBER – DECEMBER**

					of Philosophy .Meaning and Nature/Concept Importance in Education Sankhya,Vedanta, Buddhism; Nature / in terms of knowledge, reality and value b) Concept : Western schools of Philosophy Meaning and Nature/ Concept Importance in Education Idealism, Naturalism, Pragmatism: Nature/ special reference to principles, aims of education curriculum, teaching method, teacher, discipline. c) Great Educators Indian Philosophers : Swami Vivekananda, Rabindranath Tagore Western Philosopher: Rousseau, Dewey		
					Unit-III: Educational Psychology and Development a) Concept, Nature and Scope; Distinction between Psychology and Educational Psychology. b) Growth and Development: Stges and aspects of development in human life; Physical, Social, Emotional, Cognitive (Piaget's view) of Infancy, Childhood and	**10**	**DECEMBER-JANUARY**

					Adolescence period and educational Importance.		
					Unit-IV: Different aspects of Educational Psychology a) Learning: Definition and characteristics of Learning Factors influencing learning .Theory of learning and its implications: Classical Conditioning b) Intelligence: Definition and nature c) Transfer of Learning: Concept & Types (Positive, Negative & Zero) d) Motivation: Types, factors and Role of Motivation in learning e) Memorization: Definition, factors, Types. f) Forgetting: Meaning and causes g) Creativity: Meaning, factors h) Individual differences: Meaning, types and implications	**08**	**JANUARY-MARCH**
	5th SEMESTER 2024		**Philosophical and Psychological Foundations of Education**	**BAPPA DAS**	Unit-1: Concept, Scope, Aim and factors of Education a) Meaning, Nature and Scope of Education. b) Individualistic and socialistic aim-(Meaning, characteristics and Difference) c) Meaning and scope of educational Philosophy; Relation between education and philosophy. d) Factors of Education:	**07**	**SEPTEMBER OCTOBER**

					Child: Meaning and characteristics of child centric education system Teacher: Qualities and duties of a good teacher Curriculum: Meaning, nature, types and Importance School: Meaning and Function		
					Unit-II:: Schools of Philosophy, Great Philosophers and their Educational Philosophy a) Concept: Indian schools of Philosophy: Meaning and Nature/Concept Importance in Education Sankhya, Vedanta, Buddhism; Nature / in terms of knowledge, reality and value. b) Concept: Western schools of Philosophy: Meaning and Nature/Concept, Importance in Education Idealism, Naturalism, Pragmatism: Nature/ special reference to principles, aims of education, curriculum, teaching method, teacher, discipline. c) Great Educators Indian Philosophers: Swami Vivekananda, Rabindranath Tagore Western Philosopher: Rousseau, Dewey	**05**	**OCTOBER-NOVEMBER**

					Unit-III: Educational Psychology and Development a) Concept, Nature and Scope; Distinction between Psychology and Educational Psychology. b) Growth and Development: Stages and aspects of Development in human life; Physical Social	**01**	**NOVEMBER DECEMBER 2024**
					Unit-IV: Different aspects of Educational Psychology a) Learning Definition and characteristics of Learning, Factors influencing learning Theory of learning and its implications: Classical Conditioning b. Intelligence: Definition and nature c. Transfer of Learning: Concept & Types (Positive, Negative & Zero) d. Motivation: Types, factors and Role of Motivation in learning e. Memorization: Definition, factors, Types. f. Forgetting: Meaning and causes g. Creativity: Meaning, factors h. Individual differences: Meaning, types and iplicatins	**01**	**DECEMBER JANUARY 2024**
			Value & Peace Education	**BAPPA DAS**	Unit-I: Meaning and nature of Value and Value Education		**SEPTEMBER OCTOBER**

					a. Concept, Objectives, need, characteristics and importance of Value and Value Education. b. Classification of values as proposed by NCERT c. Value education at different stages -- Primary - Secondary - Higher education.		
					Unit- II: Inculcate Values and Value Education a. Values enshrined in Indian constitution b. Value Education through Co-Curricular Activities. c. Role of teacher and family in imparting Value Education		**OCTOBER-NOVEMBER**
					Unit-III: Concept of Peace and Peace Education a.Concept, need and characteristics of Peace and Peace Education b. Curricular contents of peace education at different levels Education with reference to Tagore and Aurobindo. Primary, Secondary and Higher c. Relevance of peace education in national and international context		**NOVEMBER DECEMBER 2024**
					Unit- IV: Challenges of Peace education and Role of Different Organisations a. Various challenges of peace education		**DECEMBER JANUARY 2024**

					b. Role of national and international organizations for promoting Peace Education-* International Institute for Peace(IIP),UNESCO,International Peace Bureau (IBP),UNO,UNICEF,Global Peace Foundation (GPF), Mahatma Gandhi Institute of Education for Peace and Sustainable Development		
			Guidance Services Skill Enhancement Course;	**SAUGATA SARKAR**	Unit-I: Guidance services:* Meaning, nature, and importance of the following guidance services: Individual Inventory Services, Testing Services, Counseling Services, Information Service, Placement Service, Follow up Service		SEPTEMBER-NOVEMBER
					Unit-II: Organizing guidance services at educational institution:Pre-requisites for organizing guidance services Organizing guidance services at school and college level Role of teachers in organizing guidance services		NOVEMBER-JANUARY
CBCS	**6th SEMESTER 2024**		Historical and Sociological Foundations of Education Generic Elective	**BAPPA DAS**	Unit I; Education in 19th and 20th Century in India a. Charter Art of 1813 and its educational significance b. Macaulay Minuets 1835 and its educational significance c. Wood's Dispatch (1854): Major Recommendations and its importance in Education.	10	FEBRUARY MARCH

					d. Indian Education Commission (1882-83): Major Recommendations and its impact of Education e. National Education Movement: Concept, characteristics & its Impacts in Education f. Sargent Plan Report (1944): Pre-Primary Education, Primary Education, Secondary Education.		
					Unit II: Education in post-independence India and National policy on Education a. University Education Commission (1948-49):Aims and objective, Rural University, Teacher education, Vocational Education, Women Education b. Secondary Education Commission (1952-53): Aims and objectives, Structure of school Education System, Curriculum and evaluation System. c. Indian Education Commission (1964-66): Aims and objectives, Structure of Education System, Curriculum and Evaluation System, language policy and Equality of Opportunity. d. National Policy on Education 1986: Main features e. National Policy Education 2020: Main features	10	MARCH APRIL
					Unit III: Educational sociology a. Meaning, Nature and Scope of Educational Sociology	8	MARCH APRIL

					b. Relation between Education and Sociology c. Education & Socialization: Meaning, characteristics and factors of Socialization, role of the family and education d. Social Institutions and Agencies of Education: Family, School.		
					Unit IV: Some Sociological concept and Education a. Social Group: Meaning and types (primary and Secondary), Characteristics and Educational Significance b. Culture: Concept, Characteristics, relation between education and culture c. Education and Social Stratification: Definition and characteristics, role of education in Social Stratification d. Education and Social Mobility: Concept, Characteristics, role of Education in Social Mobility.	15	MAY JULY
			Guidance & Counseling	**SAUGATA SARKAR**	Unit-I: Concept of Guidance a) Meaning, Nature, Scope, and Importance of Guidance. b) Different Types of Guidance- i) Educational guidance in schools: Meaning, need, importance, Characteristics, Purpose & Functions.	10	FEBRUARY MARCH

					ii) Vocational guidance: Meaning, Need, importance, purpose, Characteristics, Purpose & Functions. Personal: Meaning, Characteristics, Purpose & Functions.		
					Unit-II: Concept of Counselling a) Meaning, Nature, Scope, and Importance of Counselling b) Types of Counselling- a. Directive: Meaning, Characteristics, Purpose & Functions. b.Non-directive: Meaning, Characteristics, Purpose & Functions. C. Eclectic: Meaning, Characteristics, Purpose & Functions. c) Steps of Counselling; Characteristics of good Counselor.	10	MARCH APRIL
					Unit-III: Tools and Techniques of Guidance and Counselling a) Basic data necessary for Educational Guidance- Pupils abilities, Aptitudes, Interests and Attitudes, Educational Attainments and Personality Traits. b) Difference between Guidance, Counselling and Teaching.	8	MARCH APRIL
					Unit-IV: Guidance and Counseling for Diverse Learners a) Identification of Gifted, Slow learners, Learner with learning disabilities.	15	MAY JULY

					b) Need of Guidance for diverse learners c) Need of Counseling for diverse learner d) Guidance for CWSN, School Guidance Clinic		
			Yoga Education	**SAUGATA SARKAR**	Unit-I: Concept of Yoga Education a) Meaning and definition, and nature of Yoga Education b) Types and aims of Yoga Education c) Role of teachers in implementing Yoga Education	8	FEBRUARY-APRIL
					Unit-II: Yoga and Health a) Need of Yoga for good health b) Yogic concept of healthy life style c) Yoga for reduction of stress	7	MAY-JULY
	4th SEMESTER 20204		Historical and Sociological Foundations of Education Generic Elective	**BAPPA DAS**	Unit I; Education in 19th and 20th Century in India a. Charter Art of 1813 and its educational significance b. Macaulay Minuets 1835 and its educational significance c. Wood's Dispatch (1854): Major Recommendations and its importance in Education. d. Indian Education Commission (1882-83): Major Recommendations and its impact of Education e. National Education Movement: Concept, characteristics & its Impacts in Education f. Sargent Plan Report (1944):	10	MARCH APRIL

					Pre-Primary Education, Primary Education, Secondary Education.		
					Unit II: Education in post-independence India and National policy on Education a. University Education Commission (1948-49):Aims and objective, Rural University, Teacher education, Vocational Education, Women Education b. Secondary Education Commission (1952-53): Aims and objectives, Structure of school Education System, Curriculum and evaluation System. c. Indian Education Commission (1964-66): Aims and objectives, Structure of Education System, Curriculum and Evaluation System, language policy and Equality of Opportunity. d. National Policy on Education 1986: Main features e. National Policy Education 2020: Main features	**8**	**APRIL-MAY**
					Unit III: Educational sociology a. Meaning, Nature and Scope of Educational Sociology b. Relation between Education and Sociology c. Education & Socialization: Meaning, characteristics and factors of Socialization, role of the family and education	**10**	**MAY-JUNE**

					d. Social Institutions and Agencies of Education: Family, School.		
					Unit IV: Some Sociological concept and Education a. Social Group: Meaning and types (primary and Secondary), Characteristics and Educational Significance b. Culture: Concept, Characteristics, relation between education and culture c. Education and Social Stratification: Definition and characteristics, role of education in Social Stratification d. Education and Social Mobility: Concept, Characteristics, role of Education in Social Mobility.	**10**	**JUNE-JULY**
			History of Education	**SAUGATA SARKAR**	Unit-I: Education in 19th Century in India a) Charter Act of 1813 and its educational significance b) Macaulay Minuets- (1835)- its educational significance c) Bengal Renaissance-Contribution of Raja Ram Mohan Roy & Derozio. d) Wood's Despatch (1854) and its impact on education.	**12**	**MARCH-MAY**

					e) Indian Education Commission (1882-83) and its impact of education.		
					Unit-II: Education in 20th Century in India (1901-1944) a) Educational reformer Lord Curzon b) National education movement- Causes, Phases and Importance in Education. c) Basic Education- Concept, characteristics, merits and demerits. d) Sargent Plan Report (1944) - Pre-primary education, Primary education, Secondary education, Vocational & Technical education.	**13**	**JUNE JULY**
				BAPPA DAS	Unit-III: Education in Post-Independence India a) University Education Commission (1948-49) -Aims and Objectives, Rural University, Examination system, Teacher Education, Vocational Education, Women Education. b) Secondary Education Commission (1952-53)-Structure of Education system, Aims and Objectives, Curriculum and Evaluation system and Language Policy c) Indian Education Commission (1964-66) - Structure of Education system, Aims and Objectives, Curriculum,	**15**	**MARCH-MAY**

					Language Policy, Examination system and Teacher Education, Equality in Educational Opportunity.		
					Unit-IV: National Policy on Education Class hour-10 a) National Policy on Education (1986) - National System of Education, Equality in Education, ECCE, Operation Black Board, Navaday Vidyalaya. b) Revised National Policy on Education-1992.	**15**	**JUNE JULY**
			Use of Teaching Aids	**BAPPA DAS**	Unit-I: Concept of Teaching Aids a) Definition & Meaning of Teaching Aids b) Characteristics of Teaching Aids c) Utility of Teaching Aids d) Limitations of Teaching Aids	**20**	**MACH-MAY**
					Unit-II: Different Types of Teaching Aids a) Classification of Teaching Aids (Concept only) b) Projected Teaching Aids- OHP, Slide Projection, Film Strip (Concept, principles of construction, uses) c) Non-Projected Teaching Aids- Model, Chart, Poster (Concept, principles of construction, uses)	**20**	**JUNE-JULY**

NEP	**2nd SEMESTER** **2024**		PSYCHOLOGICAL FOUNDATION OF EDUCATION	**SAUGATA SARKAR**	Unit-I: Educational Psychology and Developmental aspects of human lifea. Concept, Nature and Scope; Distinction between Psychology and Educational Psychology. b. Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive (Piaget's view) and Language development of Infancy, Childhood and Adolescence period and respective educational programmes.	**20**	**APRIL JUNE**
					Unit-III: Intelligence & Creativity a. Intelligence: Definition; Theories of Intelligence and their implications- Spearman, Thurstone, Guilford and Gardner; Measurement of Intelligence- verbal, non-verbal, and performance test. b. Creativity: meaning, nature, factors, and nurturing. Brainstorming as a technique.	**20**	**JUNE-JULY**

					Unit-V: Individual Differences a. Individual differences □ Meaning, nature, and □ Role of heredity, environment and culture □ Implication on education	10	AUGUST-SEPTEMBER
				SAUGATA SARKAR	Unit-II: Learning a. Definition and characteristics of Learning; Factors influencing learning b. Theories of learning and their implications: Classical and Operant conditioning, Trial and Error, Insightful Learning c. Transfer of Learning: Concept, Types and Strategies for promoting transfer d. Motivation: Types, factors and Role of Motivation in learning, Malow's theory of motivation and its educational implication e. Memorization: Definition, factors, LTM, STM, Strategies for effective memorization. Forgetting meaning and causes	25	APRIL JUNE

					Unit-IV: Personality a. Definition; Heredity & Environment as determinants of Personality. b. Type theories (Sheldon, Kretchmer) and Trait theories (Allport, Cattell), Psychoanalytical theory c. Measurement of Personality- projective test and non-projective test	**15**	**JULY-SEPTEMBER**
			INSTITUTIONAL SURVEY	**BAPPA DAS**	**a**. Leadership **b**. Teacher Quality- Preparation, competence and commitment **c**. Linkage and interface - communication with the environment **d**. Students - academic and non - academic quality **e**. Co-curricular activities- Non scholastic areas	**5**	**APRIL SEPTEMBER**
				SAUGATA SARKAR	**f**. Teaching - quality of instructions **g**. Office Management - Support services **h**. Relationship: corporate life in the institution support	**5**	**APRIL SEPTEMBER**

					i. Examination -purposefulness and methodology **j**. Job Satisfaction -staff morale		
		EDU-MI-T-2	HISTORY OF EDUCATION IN ANCIENT AND MEDIEVAL INDIA	**BAPPA DAS**	Unit I: Vedic System of Education a. Salient features b. Aim and objectives c. Curriculum, Methods of Teaching d. Teacher-Pupil relation and Evaluation System.	**15**	**APRIL**
					Unit II: Brahmanic System of Education a. Salient features b. Aims and objectives, Curriculum, Methods of Teaching, Teacher -Pupil relation and Evaluation System. c. Centres of Learning: Takshasila and Nabadwip	**20**	**MAY**
				SAUGATA SARKAR	Unit III: Buddhistic System of Education a. Salient features b. Aims and objectives, Curriculum, Methods of Teaching, Teacher- Pupil relation and Evaluation System. c. Centres of Learning: Nalanda and Vikram Sila d. Comparison between Brahmanic System of Education and Buddhistic System of Education.	**20**	**JUNE**

					Unit IV: Medieval System of Education a. Salient features UNIVERSITY OF KALYANI— FYUGP IN EDUCATION b. Aims and objectives, Curriculum, Methods of Teaching, Teacher- Pupil relation and Evaluation System. c. Contribution of Akbar and Aurangzeb d. Centres of Learning: Fatehpur Sikri and Delhi	20	JULY
2nd Semester 2024 Minor Syllbus Change On 25/07/2024 as Per University Notice NO-CE/03/2024							
		EDU-MI-T-2	EDUCATIONAL SOCIOLOGY	**BAPPA DAS**	Unit – I: Sociology and Educational Sociology a. Sociology: Meaning, emergence, nature and scope b. Educational sociology: Meaning, nature, scope and importance c. Relation between Education and Sociology	8	**JULY-AUGUST**

					Unit – II: Social Factors, Issues and Education a. Culture: □ Concept, nature and elements □ Relation between culture and society □ Role of education in culture b. Cultural lag: Concept, characteristics, causes, education and cultural lag c. Social issues: □ Unemployment: Concept, types, causes, role of education in eradication of unemployment □ Inequality: Concept, causes and role of education in eradication of inequality	**8**	**AUGUST-SEPTEMBER**
				SAUGATA SARKAR	Unit – III: Social Groups and Education a. Social groups: Meaning and nature b. Types of Social groups: □ Primary Group: Meaning, characteristics and role	**10**	**JULY-AUGUST**

					□ Secondary Group: Meaning, characteristics and role □ Comparison between primary group and secondary group c. Socialization: □ Meaning and characteristics □ Factors of socialization □ Role of the school d. Social Institutions and Agencies of Education: (i) Family, (ii) School, (iii) State, (iv) Mass media and (v) Religion.		
					Unit – IV: Social Change and Education a. Social change: Definition, characteristics, factors, constraints and education as an instrument of social change b. Social change in India: □ Privatization: Concept and relationship with education	**08**	**AUGUST-SEPTEMBER**

					Globalization: Concept and relationship with education c. Social Stratification: Definition, characteristics, causes; education and social stratification d. Social Mobility: Definition, characteristics, causes; education and social mobility		

LECTURE PLAN

DEPARTMENT EDUCATION

SESSION:2022-2023

Mode	Year/ Semester	Paper/ Paper Code	Paper Name	Teacher	Unit/ Topic	No.of Lecture	Month/ Duration
CBCS CURRICULUM	**2nd SEMESTER 2023**	**EDU-H-GE-T2**	**Historical and Sociological foundations of Education**	**BAPPA DAS**	Unit 1: Education in 19th and 20th Century in India a) Charter Art of 1813 and its educational significance b) Macaulay Minuets 1835 and its educational significance c) Wood's Dispatch (1854): Major Recommendations and its importance in Education. d) Indian Education Commission (1882-83) : Major Recommendations and its impact of Education e) Contribution of Lord Curzon in Indian Education f) National Education Movement: Concept, characteristics & its Impacts in Education g) Sadler Commission (1917) : Major Recommendations and its impact on future	**15**	**APRIL-JUNE**

					development of Education h) Basic Education: Concept,Characteristics, Merits and De-merits. i) Sargent Plan Report (1944) : Pre-Primary Education, Primary Education, Secondary Education, Vocational & Technical Education. Unit 2 : Education in post-independence India and National policy on Education a) University Education Commission (1948-49):Aims and objective, Rural University, Teacher education, Vocational Education, Women Education b) Secondary Education Commission (1952-53): Aims and objectives, Structure of school Education System, Curriculum and evaluation System. c) Indian Education Commission (1964-66): Aims and objectives, Structure of Education System, Curriculum and Evaluation System, language policy and Equality of Opportunity. d) National Policy on Education 1986 : Main	**13**	**JUNE-AUGUST**

					features e) Revised National Policy on Education 1992 : Major changes		
				SAUGATA SARKAR	Unit 3: Educational sociology a) Meaning, Nature and Scope of Educational Sociology b) Relation between Education and Sociology c) Concept of Educational Sociology and Sociology of Education d) Education & Socialization: Meaning, characteristics and factors of Socialization, role of the family and education e) Social Institutions and Agencies of Education: Family , School & Mass Media	**14**	**APRIL-JUNE**
					Unit 4: Some Sociological concept and Education a) Social Group: Meaning and types (primary, Secondary and Tertiary),Characteristics and Educational Significance b) Culture: Concept, Characteristics, relation between education and culture c) Social change: Concept, types, Role of Education in Social Change d) Education and Social stratification: Concept and characteristics, Relation between education and Social Stratification e) Education and social Mobility: Concept, Characteristics, Relation between educationand Social Mobility. f) Value Education: Concept and Role of Education	**15**	**JUNE-AUGUST**

					in Value development.		
		EDU-G-CC-T-2	Educational Psychology	**SAUGATA SARKAR**	Unit-1: Educational Psychology and Developmental aspects of human life a) Concept, Nature and Scope of Educational Psychology; Distinction between Psychology and Educational Psychology. b) Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive (Piaget's view) of Infancy, Childhood and Adolescence period and respective educational programmes.	**15**	**APRIL-JUNE**
					Unit-II: Learning a) Definition and characteristics of Learning; Factors influencing learning b) Theories of learning and their implications: Classical and Operant conditioning, Insightful Learning c) Transfer of Learning: Concept & Types (Positive, Negative & Zero) c d) Motivation: Types, factors and Role of Motivation in learning e) Memorization: Definition, factors, strategies for effective memorization. Forgetting-meaning and causes	**18**	**JUNE-AUGUST**
				BAPPA DAS	Unit-III: Intelligence & Creativity a) Intelligence: Definition; Theories of Intelligence and their implications- Spearman, Thurstone. b) Creativity: meaning, factors, and nurturing.	**15**	**APRIL-JUNE**

					Unit-IV: Personality and Individual difference a) Definition; Heredity & Environment as determinants of Personality. b) Type (Sheldon) and Trait (Cattell, Allport) theory, Psychoanalytical theory c) Individual differences-meaning and implications.	**15**	**JUNE-AUGUST**
	4th SEMESTAR	**EDU-H-GE-T2**	**Historical and Sociological foundations of Education**	**SAUGATA SARKAR**	Unit 1: Education in 19th and 20th Century in India a) Charter Art of 1813 and its educational significance b) Macaulay Minuets 1835 and its educational significance c) Wood's Dispatch (1854): Major Recommendations and its importance in Education. d) Indian Education Commission (1882-83) : Major Recommendations and its impact of Education e) Contribution of Lord Curzon in Indian Education f) National Education Movement: Concept, characteristics & its Impacts in Education g) Sadler Commission (1917) : Major Recommendations and its impact on future development of Education h) Basic Education: Concept,Characteristics, Merits and De-merits. i) Sargent Plan Report (1944) : Pre-Primary Education, Primary Education, Secondary Education, Vocational & Technical Education.	**12**	**MARCH-APRIL**

					Unit 2 : Education in post-independence India and National policy on Education a) University Education Commission (1948-49):Aims and objective, Rural University, Teacher education, Vocational Education, Women Education b) Secondary Education Commission (1952-53): Aims and objectives, Structure of school Education System, Curriculum and evaluation System. c) Indian Education Commission (1964-66): Aims and objectives, Structure of Education System, Curriculum and Evaluation System, language policy and Equality of Opportunity. d) National Policy on Education 1986 : Main features e) Revised National Policy on Education 1992 : Major changes	**13**	**MAY JULY**
				BAPPA DAS	Unit 3: Educational sociology a) Meaning, Nature and Scope of Educational Sociology b) Relation between Education and Sociology c) Concept of Educational Sociology and Sociology of Education	**12**	**MARCH-APRIL**

					d) Education & Socialization: Meaning, characteristics and factors of Socialization, role of the family and education e) Social Institutions and Agencies of Education: Family , School & Mass Media		
					Unit 4: Some Sociological concept and Education a) Social Group: Meaning and types (primary, Secondary and Tertiary),Characteristics and Educational Significance b) Culture: Concept, Characteristics, relation between education and culture c) Social change: Concept, types, Role of Education in Social Change d) Education and Social stratification: Concept and characteristics, Relation between education and Social Stratification e) Education and social Mobility: Concept, Characteristics, Relation between educationand Social Mobility. f) Value Education: Concept and Role of Education in Value development.	**12**	**MAY JULY**
		EDU-G-CC-T-4:	History of Education	**BAPPA DAS**	Unit-I: Education in 19th Century in India a) Charter Act of 1813 and its educational significance b) Macaulay Minuets- (1835)- its educational significance c) Bengal Renaissance-Contribution of Raja	**12**	**MARCH-APRIL**

					Ram Mohan Roy & Derozio. d) Wood's Despatch (1854) and its impact on education. e) Indian Education Commission (1882-83) and its impact of education.		
					Unit-II: Education in 20th Century in India (1901-1944) a) Educational reformer Lord Curzon b) National education movement- Causes, Phases and Importance in Education. c) Basic Education- Concept, characteristics, merits and demerits. d) Sargent Plan Report (1944) - Pre-primary education, Primary education, Secondary education, Vocational & Technical education.	**13**	**MAY JULY**
				SAUGATA SARKAR	Unit-III: Education in Post-Independence India a) University Education Commission (1948-49) -Aims and Objectives, Rural University, Examination system, Teacher Education, Vocational Education, Women Education. b) Secondary Education Commission (1952-53)-Structure of Education system, Aims and Objectives, Curriculum and Evaluation system and Language Policy c) Indian Education Commission (1964-66) - Structure of Education system, Aims and Objectives, Curriculum, Language Policy,	**11**	**MARCH-APRIL**

					Examination system and Teacher Education, Equality in Educational Opportunity.		
					Unit-IV: National Policy on Education a) National Policy on Education (1986) - National System of Education, Equality in Education, ECCE, Operation Black Board, Navaday Vidyalaya. b) Revised National Policy on Education-1992.	**10**	**MAY JULY**
		EDU-G-SEC-P-2(B	**Use of Teaching Aids**	**SAUGATA SARKAR**	Unit-I: Concept of Teaching Aids a) Definition & Meaning of Teaching Aids b) Characteristics of Teaching Aids c) Utility of Teaching Aids d) Limitations of Teaching Aids	**8**	**MARCH-JULY**
				BAPPA DAS	Unit-II: Different Types of Teaching Aids a) Classification of Teaching Aids (Concept only) b) Projected Teaching Aids- OHP, Slide Projection, Film Strip (Concept, principles of construction, uses) c) Non-Projected Teaching Aids- Model, Chart, Poster (Concept, principles of construction, uses)	**8**	**MARCH-JULY**
	6th SEMESTER 2023	EDU-G-GE-T-4	Historical and Sociological Foundations of Education Generic Elective	**SAUGATA SARKAR**	Unit I; Education in 19th and 20th Century in India a. Charter Art of 1813 and its educational significance b. Macaulay Minuets 1835 and its educational significance c. Wood's Dispatch (1854): Major	**12**	**JANUARY-APRIL**

					Recommendations and its importance in Education. d. Indian Education Commission (1882-83): Major Recommendations and its impact of Education e. National Education Movement: Concept, characteristics & its Impacts in Education f. Sargent Plan Report (1944): Pre-Primary Education, Primary Education, Secondary Education.		
					Unit II: Education in post-independence India and National policy on Education a. University Education Commission (1948-49):Aims and objective, Rural University, Teacher education, Vocational Education, Women Education b. Secondary Education Commission (1952-53): Aims and objectives, Structure of school Education System, Curriculum and evaluation System. c. Indian Education Commission (1964-66): Aims and objectives, Structure of Education System, Curriculum and Evaluation System, language policy and Equality of Opportunity. d. National Policy on Education 1986: Main features e. National Policy Education 2020: Main features	**12**	**MAY JUNE**
				BAPPA DAS	Unit III: Educational sociology a. Meaning, Nature and Scope of	**10**	**JANUARY-APRIL**

					Educational Sociology b. Relation between Education and Sociology c. Education & Socialization: Meaning, characteristics and factors of Socialization, role of the family and education d. Social Institutions and Agencies of Education: Family, School.		
					Unit IV: Some Sociological concept and Education a. Social Group: Meaning and types (primary and Secondary), Characteristics and Educational Significance b. Culture: Concept, Characteristics, relation between education and culture c. Education and Social Stratification: Definition and characteristics, role of education in Social Stratification d. Education and Social Mobility: Concept, Characteristics, role of Education in Social Mobility.	**11**	**MAY JUNE**
		EDU-G-DSE-T-1/4 (A	**Guidance & Counseling**	**SAUGATA SARKAR**	Unit-I: Concept of Guidance a) Meaning, Nature, Scope, and Importance of Guidance. b) Different Types of Guidance- i) Educational guidance in schools: Meaning, need, importance, Characteristics, Purpose & Functions. ii) Vocational guidance: Meaning, Need, importance, purpose, Characteristics,	**11**	**JANUARY-APRIL**

					Purpose & Functions. Personal: Meaning, Characteristics, Purpose & Functions.		
					Unit-II: Concept of Counselling a) Meaning, Nature, Scope, and Importance of Counselling b) Types of Counselling- a. Directive: Meaning, Characteristics, Purpose & Functions. b.Non-directive: Meaning, Characteristics, Purpose & Functions. C. Eclectic: Meaning, Characteristics, Purpose & Functions. c) Steps of Counselling; Characteristics of good Counselor.	**13**	**MAY JUNE**
				BAPPA DAS	Unit-III: Tools and Techniques of Guidance and Counselling a) Basic data necessary for Educational Guidance- Pupils abilities, Aptitudes, Interests and Attitudes, Educational Attainments and Personality Traits. b) Difference between Guidance, Counselling and Teaching.	**12**	**JANUARY-APRIL**
					Unit-IV: Guidance and Counseling for Diverse Learners a) Identification of Gifted, Slow learners, Learner with learning disabilities. b) Need of Guidance for diverse learners c) Need of Counseling for diverse learner d) Guidance for CWSN, School Guidance	**11**	**MAY JUNE**

					Clinic		
		EDU-G-SEC-T-4(B	Yoga Education	SAUGATA SARKAR	Unit-I: Concept of Yoga Education a) Meaning and definition, and nature of Yoga Education b) Types and aims of Yoga Education c) Role of teachers in implementing Yoga Education	8	JANUARY-MARCH
					Unit-II: Yoga and Health a) Need of Yoga for good health b) Yogic concept of healthy life style c) Yoga for reduction of stress	8	APRIL-JUNE
	1St SEMESTER 2022	EDU-H-GE-T-1	Philosophical and Psychological Foundation of Education	BAPPA DAS	Unit - I : Concept, Scope, Aim and Factors of Education a) Meaning, nature and scope of Education b) Individualistic and socialistic aim - Meaning, characteristics and difference c) Meaning and scope of Educational Philosophy; relation between education and philosophy d) Factors of Education : • Child : Meaning and characteristics of child centric education system • Teacher: Qualities and duties of a good teacher • Curriculum: Meaning, nature, types and	14	NOVEMBER-JANUARY

					importance • School : Meaning and function		
					Unit - II : Schools of Philosophy, Great Philosophers and their Educational Philosophy a) Concept : Indian Schools of Philosophy • Meaning and nature • Importance in Education • Sankhya, Vedanta, Buddhism; nature in terms of knowledge, reality and value. b) Concept : Western Schools of Philosophy • Meaning and nature • Importance in Education • Idealism, Naturalism, Pragmatism : Nature with special reference to principles, aims of education, curriculum, teaching method, teacher, discipline c) Great Educators : • Indian Philosophers : Swami Vivekananda, Rabindranath Tagore • Western Philosopher : Rousseau, Dewey	**12**	**FEBRUARY-APRIL**
				SAUGATA SARKAR	Unit - III : Educational Psychology and Development a) Concept, nature and scope; Distinction between Psychology and Educational Psychology b) Growth and development: stages and aspects of development in human life; physical, social, emotional, cognitive (Piaget's view)	**13**	**NOVEMBER-JANUARY**

					of infancy, childhood and adolescence period and educational importance		
					Unit - IV: Different Aspects of Educational Psychology a) Learning :16 • Definition and characteristics of learning • Factors influencing learnig • Theory of learning and its implications : Classical conditioning b) Intelligence : Definition and nature c) Transfer of Learning : Concept and types (positive, negative and zero) d) Motivation : Types, factors and role of motivation in learning e) Memorization : Definition, factors and types f) Forgetting : Meaning and causes g) Creativity : Meaning and factors h) Individual differences : Meaning, types and implications	**14**	**FEBRUARY-APRIL**
		EDU-G-CC-T-1	**Educational Philosophy**		Unit-I: Education and Educational Philosophy a) Meaning, nature and scope of education b) Individualistic and socialistic aim (meaning, characteristics and difference) c) Educational Philosophy: Meaning and nature Scope of Educational Philosophy d) Relation between Education and Philosophy	**14**	**NOVEMBER-JANUARY**
					Unit-II: Factors of Education	**13**	**FEBRUARY-**

					a) Child: Meaning and characteristics of child centric education system b) Teacher:Qualities and duties of a good teacher c) Curriculum:Meaning, nature and importance Co-curricular activities- Meaning, nature and importance d) School: Vision and functions		**APRIL**
					Unit-III: Schools of Philosophy a) Concept: Indian Schools of Philosophy Meaning and nature Classifications in Indian Schools of Philosophy Importance in education Sankhya and Buddhism in terms of knowledge, reality and value b) Concept: Western Schools of Philosophy Meaning and nature Importance in education Realism and Humanism (aims, curriculum, methods, teacher & discipline)	**12**	**NOVEMBER-JANUARY**
					Unit-IV: Great Educators and their Educational Philosophy a) Indian: * Swami Vivekananda Rabindranath Tagore b) Western:Rousseau,Dewey	**15**	**FEBRUARY-APRIL**
	3rd SEMESTER	**EDU-G-CC-T-3**	**EDUCATIONAL SOCIOLOGY**	**SAUGATA SARKAR**	Unit-I: Sociology and Educational Sociology	**10**	**SEPTEMBER-NOVEMBER**

	2023				a) Sociology: Meaning and scope. b) Educational sociology: Meaning, scope and importance. c) Relation between education and sociology. d) Concept of Educational sociology and sociology of education.		
					Unit-I: Sociology and Educational Sociology **a**) Sociology: Meaning and scope. b) Educational sociology: Meaning, scope and importance. c) Relation between education and sociology. d) Concept of Educational sociology and sociology of education.	**15**	**DECEMBER-FEBRUARY**
				BAPPA DAS	Unit-III: Culture, Values and some social issues and Education a) Culture: * Concept, nature and types (Political, Economical, Social, and Technological) * Importance of culture Role of education in culture. b) Values: Concept and Role of Education in value development c) Social issues: * Unemployment: Concept, causes, role of education in eradication of unemployment.	**15**	**SEPTEMBER-NOVEMBER**

					* Inequality: Concept, causes and role of education in eradication of Inequality.		
					Unit-IV: Social change and Education a) Social Change: concept, factors and education as an instrument of social change. b) Social Stratification: Concept and relation with Education c) Social Mobility: Concept and relation with Education	**12**	**DECEMBER-FEBRUARY**
		EDU-G-SEC-T-1(B):	Achievement Test	**BAPPA DAS**	Unit-I: Concept of test and test item a) Test-Concept, meaning & characteristics b) Test item- Identification of test iten Types of test item (Concept, characteristics, advantage, limitation) ➤ Essay type test (Extended and Restricted) ➤ Objective type test (MCQ, True-False, Matching) ➤ Speed test and Power test ➤ Individual test and Group test	**10**	**SEPTEMBER-FEBRUARY**
				SAUGATA SARKAR	Unit-II: Concept & Different aspects of Achievement Test a) Meaning of Achievement test b) Characteristics of Achievement Test c) Objectives of Achievement Test d) Principles of Achievement test construction e) Functions of Achievement Test f) Steps involved in the construction of	**15**	**SEPTEMBER-FEBRUARY**

					Achievement Test		
		EDU-H-GE-T-1/3	**Philosophical and Psychological foundation of Education**	**BAPPA DAS**	Unit-I: Concept, Scope, Aim and factors of Education (a) Meaning, Nature and Scope of Education. b) Individualistic and socialistic aim- (Meaning, characteristics and Difference) c) Meaning and scope of educational Philosophy; Relation between education and philosophy. d) Factors of Education .Child: Meaning and characteristics of child centric education system .Teacher: Qualities and duties of a good teacher .Curriculum: Meaning, nature, types and Importance .School: Meaning and Function	**12**	**SEPTEMBER-NOVEMBER**
					Unit-II: : Schools of Philosophy, Great Philosophers and their educational philosophy a) Concept : Indian schools of Philosophy .Meaning and Nature/Concept Importance in Education Sankhya,Vedanta, Buddhism; Nature / in terms of knowledge, reality and value b) Concept : Western schools of Philosophy Meaning and Nature/ Concept Importance in Education .Idealism, Naturalism, Pragmatism: Nature/ special reference to principles, aims of education, curriculum, teaching method, teacher, discipline. c) Great Educators ,Indian Philosophers : Swami Vivekananda, Rabindranath Tagore	**14**	**DECEMBER-FEBRUARY**

					Western Philosopher: Rousseau, Dewey		
				SAUGATA SARKAR	Unit-III: Educational Psychology and Development a) Concept, Nature and Scope; Distinction between Psychology and Educational Psychology. b) Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive (Piaget's view) of Infancy, Childhood and Adolescence period and educational Importance.	**12**	**SEPTEMBER-NOVEMBER**
					Unit-IV: Different aspects of Educational Psychology a) Learning: Definition and characteristics of Learning Factors influencing learning .Theory of learning and its implications: Classical Conditioning b) Intelligence: Definition and nature c) Transfer of Learning: Concept & Types (Positive, Negative & Zero) d) Motivation: Types, factors and Role of Motivation in learning e) Memorization: Definition, factors, Types. f) Forgetting: Meaning and causes g) Creativity: Meaning, factors h) Individual differences: Meaning, types and implications	**14**	**DECEMBER-FEBRUARY**
	5th SEMESTER 2023	EDU-G-DSE-T-	Value & Peace Education	BAPPA DAS	Unit-I: Meaning and nature of Value and Value Education a. Concept, Objectives, need,	**12**	**AUGUST-OCTOBER**

		1/4(A)			characteristics and importance of Value and Value Education. b. Classification of values as proposed by NCERT c. Value education at different stages -- Primary - Secondary - Higher education.		
					Unit- II: Inculcate Values and Value Education a. Values enshrined in Indian constitution b. Value Education through Co-Curricular Activities. c. Role of teacher and family in imparting Value Education	**14**	**NOVEMBER JANUARY**
				SAUGATA SARKAR	Unit-III: Concept of Peace and Peace Education Concept, need and characteristics of Peace and Peace Education a. b. Curricular contents of peace education at different levels Education with reference to Tagore and Aurobindo. Primary, Secondary and Higher c. Relevance of peace education in national and international context	**14**	**AUGUST-OCTOBER**
					Unit- IV: Challenges of Peace education and Role of Different Organisations a. Various challenges of peace education b. Role of national and international organizations for promoting Peace Education- * International Institute for Peace(IIP),	**12**	**NOVEMBER JANUARY**

					UNESCO, International Peace Bureau (IBP), UNO,UNICEF, Global Peace Foundation (GPF), Mahatma Gandhi Institute of Education for Peace and Sustainable Development		
		EDU-G-SEC-T-3(A	Guidance Services		Unit-I: Guidance services: * Meaning, nature, and importance of the following guidance services: Individual Inventory Services, Testing Services, Counseling Services, Information Service, Placement Service, Follow up Service	**10**	**AUGUST-JANUARY**
					Unit-II: Organizing guidance services at educational institution: Pre-requisites for organizing guidance services	**8**	**AUGUST-JANUARY**
		EDU-G-GE-T-1	Philosophical and Psychological Foundations of Education	BAPPA DAS	Unit-1: Concept, Scope, Aim and factors of Education a) Meaning, Nature and Scope of Education. b) Individualistic and socialistic aim-(Meaning, characteristics and Difference) c) Meaning and scope of educational Philosophy; Relation between education and philosophy. d) Factors of Education: Child: Meaning and characteristics of child centric education system Teacher: Qualities and duties of a good teacher	**16**	**AUGUST-OCTOBER**

					Curriculum: Meaning, nature, types and Importance School: Meaning and Function		
					Unit-II:: Schools of Philosophy, Great Philosophers and their Educational Philosophy a) Concept: Indian schools of Philosophy: Meaning and Nature/Concept Importance in Education Sankhya, Vedanta, Buddhism; Nature / in terms of knowledge, reality and value. b) Concept: Western schools of Philosophy: Meaning and Nature/Concept, Importance in Education Idealism, Naturalism, Pragmatism: Nature/ special reference to principles, aims of education, curriculum, teaching method, teacher, discipline. c) Great Educators Indian Philosophers: Swami Vivekananda, Rabindranath Tagore Western Philosopher: Rousseau, Dewey	**20**	**NOVEMBER JANUARY**
				SAUGATA SARKAR	Unit-III: Educational Psychology and Development a) Concept, Nature and Scope; Distinction between Psychology and Educational Psychology. b) Growth and Development: Stages and aspects of Development in human life;	**20**	**AUGUST-OCTOBER**

					Physical, Social,		
					Unit-IV: Different aspects of Educational Psychology a) Learning Definition and characteristics of Learning, Factors influencing learning Theory of learning and its implications: Classical Conditioning b. Intelligence: Definition and nature c. Transfer of Learning: Concept & Types (Positive, Negative & Zero) d. Motivation: Types, factors and Role of Motivation in learning e. Memorization: Definition, factors, Types. f. Forgetting: Meaning and causes g. Creativity: Meaning, factors h. Individual differences: Meaning, types and implications	**20**	**NOVEMBER JANUARY**