

Lesson Plan 1

<p>College Name- Onda Thana Mahavidyalaya Semester- 3rd (Major) Time -1 Hour Teacher Name – Amit Kr. Bandhu</p>	<p>Subject – Political Science Unit- Rights Sub-Unit:</p> <ul style="list-style-type: none"> ➤ Right: Meaning, Definition, features ➤ Types of Rights ➤ Duties of Citizen, classification, Relation between Right & Duties ➤ Human Rights: Meaning & Natures ➤ Universal declaration of Human Rights: Importance implement, distinguish between Rights and Human Rights. <p>Today topic:</p> <ul style="list-style-type: none"> ● Rights: Meaning, definition features
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➤ Objectives and aims of Learning:

After listen today topic students will able to

1. Remembering	<p>Student will be able to</p> <ul style="list-style-type: none"> ● Recall the Meaning of rights. (factual knowledge) ● Tell the definition of rights according to Laski. (factual knowledge)
2. Understanding	<p>Student will be able to</p> <ul style="list-style-type: none"> ● Discuss the rights are universal. (factual knowledge) ● Determine the reasons of Rights is reasonable and just. (Concept knowledge)
3. Applying	<p>Student will be able to</p> <ul style="list-style-type: none"> ● Give two examples of rights. (factual knowledge)

	<ul style="list-style-type: none"> • Illustrate the limited rights as the features of rights. (Conceptual Knowledge)
4. Analyzing	<p>Student will be able to</p> <ul style="list-style-type: none"> • Analyse the features of rights. (Conceptual knowledge) • Examine the importance of rights of citizens. (procedural knowledge)
5. Evaluating	<p>Student will be able to</p> <ul style="list-style-type: none"> • Evaluate the features of rights. (Conceptual knowledge) • Estimate the role of rights in the life of Citizens. (procedural knowledge)
6. Creating	<p>Student will be able to</p> <ul style="list-style-type: none"> • Prepare a list on the rights of Citizens. (Meta-Cognitive knowledge) • Prepare the chart on the features of rights. (Meta-Cognitive knowledge)

➤ **Analyze Learners and Contexts:**

In the context of present lesson, the teacher will ask following question to make sure the student characteristic and initial initiated behavior:

- What are rights?
- When do you feel that your rights are being taken away?
- Which rights do you have?

➤ **Develop and select Learning Materials:**

- **Teaching Learning Materials:**

1. **General teaching aids:** - Blackboard, Duster, Pointer, Chalk, Textbook, Study Material etc.

2. **Special teaching aids:**

Chart on the features of Rights, ICT tools, PPT, etc.

➤ **Learning Strategies:**

Learning Areas	Related Strategies
<p>Lesson stage -1</p> <p>➤ Meaning and definition Of Rights.</p>	<p>Lesson stage -1</p> <p>The teacher will procedure the lesson through the demonstration and active participation of student through some question she will make proper use of the blackboard.</p> <div data-bbox="705 947 1283 1262" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Black Board</p> <p>Class – 3rd Sem (Major) Sub – Political science</p> <p>Today s Topic – Rights Meaning, definition and features.</p> <p style="text-align: center;">Rights: Rights are those condition of society life without which no man seek in general to be himself at his best.</p> </div>
<p>Lesson stage -2</p> <p>➤ Features of the rights.</p>	<p>Lesson stage -2</p> <p>The lecture will process the lesson in content of the discussion of the text. The student through the chart on the</p>

stage of evaluation of the internal features of rights.

Which thing is clear by the chart?

Chart

Features of Rights

- Rights is claim of people.
- Rights is possible only in Society.
- Rights are limited.
- Rights are Universal.
- Rights are Changeable.
- Rights are accompanied by Duties.

➤ **Planning and design for Evaluation:**

The following question will be given to the students to evaluated than progress.

- Recall the meaning of rights. (factual Remembering)
- Discuss the reasons of rights are reasonable and just. (Conceptual knowledge)
- Illustrated the rights are limited as features of rights. (Conceptual applying)
- Examine the important rights of citizens. (procedural Analyzing)
- Evaluate the features of rights. (Conceptual Evaluating)

Lesson Plan 2

<p>College Name- Onda Thana Mahavidyalaya Semester- 3rd (Major) Time -1 Hour Teacher Name – Amit Kr. Bandhu</p>	<p>Subject – Political Science Unit- Rights Sub-Unit:</p> <ul style="list-style-type: none"> ➤ Rights: Meaning, Definition, features ➤ Types of Rights ➤ Duties of Citizen, classification, Relation between Right & Duties ➤ Human Rights: Meaning & Natures ➤ Universal declaration of Human Rights: Importance implement, distinguish between Rights and Human Rights. <p>Today topic:</p> <ul style="list-style-type: none"> ➤ Types of Rights
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- **Objectives and aims of Learning:**

After listen today topic students will able to

1. Remembering	<p>Student will be able to</p> <ul style="list-style-type: none"> ● Tell the definition of the rights. (factual knowledge) ● Recall the meaning of moral rights. (factual knowledge)
2. Understanding	<p>Student will be able to</p> <ul style="list-style-type: none"> ● Explain the classification of rights. (Conceptual knowledge) ● Discuss the legal rights classification. (factual knowledge)
3. Applying	<p>Student will be able to</p> <ul style="list-style-type: none"> ● Illustrate the civil rights of the citizens. (Conceptual knowledge) ● Develop the idea on the political rights of citizens. (Procedural Knowledge)

4. Analyzing	Student will be able to <ul style="list-style-type: none"> • Analyze the Social rights of the citizen of India (Conceptual knowledge) • List the economic and political rights of citizen (procedural knowledge)
5. Evaluating	Student will be able to <ul style="list-style-type: none"> • Evaluate the social and civil rights of the citizens. (Conceptual knowledge) • Estimate the role of political rights in the life of Citizens. (procedural knowledge)
6. Creating	Student will be able to <ul style="list-style-type: none"> • Prepare a chart on the political rights of Citizens. (Meta-Cognitive knowledge) • Prepare a chart on the types of rights which are legal rights. (Meta-Cognitive knowledge)

- **Analyze Learners and Contexts:**

In the context of present lesson, the teacher will ask following question to make sure the student characteristic and initial Behavior.

- What are rights?
- Give the definition of rights?

- **Develop and select Learning Materials:**

- **Teaching Learning Materials:**

1. **General teaching aids:** - Blackboard, Duster, Chalk, Textbook, Study Material etc.

2. **Special teaching aids:**

Chart on the types of legal Rights, ICT tools, PPT, etc.

• **Learning Strategies:**

Learning Areas	Related Strategies
<p>Lesson stage -1</p> <ul style="list-style-type: none"> • Classification of Rights. 	<p>Lesson stage -1</p> <p>Through the lecture and discuss method she will explain the meaning of the classification of rights. He will write the classification of rights on the blackboard.</p> <div data-bbox="698 804 1299 1119" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Black Board</p> <p>Class – 3rd Sem (Major) Sub – Political Science</p> <p style="text-align: center;">Today s Topic –Types of Rights</p> <p style="text-align: center;">Rights</p> <p>A. Moral rights B. Legal rights</p> </div>
<p>Lesson stage -2</p> <ul style="list-style-type: none"> • Civil rights • Social rights • Political rights • Economic rights 	<p>Lesson stage -2</p> <p>Through the lecture and discussion method the teacher will explain the all type of rights. There are teachers will display the chart the showing the kinds of the rights.</p>

Chart

Kinds of Legal Rights

- Civil Rights
- Social Rights
- Political Rights
- Economic Rights

➤ **Planning and design for Evaluation: -**

To realize how far the students have to understood the todays the lesson will ask the following question.

- Recall the meaning of moral rights. (factual Remembering)
- Explain the legal rights as a classification of rights. (Conceptual Understanding)
- Develop the idea on the political rights of citizens. (procedural applying)
- Analyze the social rights of the citizens of India. (Conceptual Analyzing)
- Estimate the role of political rights in the life of citizens. (procedural evaluating)

➤ **Diagnosing the weakness for remedial class:**

After the evaluation the teachers will be able to diagnose the weakness of the student and if he finds any, he will arrange a remedial class for the said, 'Sub-Unit'.

Lesson Plan-4

Subject: Political Science (1st Semester-Hons.)
Name of Paper: Understanding Political Theory
Module/Unit: 1(a)
Title of the Lesson: Introducing Political Theory
Name of Teacher: Amit Kr. Bandhu

Date: 12/09/2022
Duration: 1 Hour

Learning objectives: 1. To give idea about 'Politics' and 'Political Theory' as a concept.
2. Importance of political theory in 21st century.
3. Give idea about importance of 'Value' in the political theory.
4. Decline and resurgence of value based political theory.

Materials: 1. **Modern Politics and Government – Alan Ball.**
2. **Political Theory: Ideas and Concepts – Sushila Ramaswamy.**
3. **An Introduction of Political Theory – O.P. Gauba.**

Lesson outline: a. Meaning and nature of politics.
b. Meaning of political theory.
c. Classification of political theory.
d. The role and importance of political theory.
e. Decline of political theory.
f. Resurgence of political theory.

Teaching Method: 1. **Lecture**
2. **Board Work**
3. **Study Material**
4. **ICT tools.**

Subject Base Discussion: a. **What is the meaning of political theory?**
b. **Nature of political theory.**
c. **General meaning of political theory.**
d. **definition of political theory according to G.C. Field, G.H. Sabine and David Easton.**
e. **Two classification of political theory.**
f. **Present importance of Political theory.**
g. **What are the reason of decline of political theory according to D. Easton.**
h. **Resurgence of political theory.**

Class discussion and Conclusion: a. Read the study area and participate group discussion.
b. Summarize the study area.

- Assessment:**
- 1. What do you mean by the term 'politics' and 'political theory'?**
 - 2. Discuss briefly the importance of political theory.**
 - 3. Mention briefly, causes of decline of political theory according to David Easton.**
 - 4. discuss elaborately, decline and resurgence of political theory.**

Lesson Plan-5

Subject: Political Science (3rd Semester Hons.)
Name of Paper: Western Political Thought: Ancient and Medieval
Module/Unit: 1
Title of the Lesson: Greek Political Thought
Name of Teacher: Amit Kr. Bandhu

Date: 28/11/2022
Duration: 1 Hour

Learning objectives: To understand political philosophical tradition as they evolve in ancient Greece and Contribution of ancient Greek philosopher.

Materials: 1. Earnest Barker – Greek Political Theory
2. Sukhbir Sing – History of Political Thought
3. Amal Kumar Mukherjee – Western Political Thought

Lesson outline: a. Introduction
b. Political Institutions of Greece
c. Main Features of Greek Political Thought
d. Plato: Justice
e. Aristotle: State

Teaching Method: 1. Lecture
2. Board Work
3. Study Material
4. ICT Tools

Subject Base Discussion: a. Idea of political institution of Greece
b. Main features of Greek Political Thought
c. Sophists
d. Plato: Justice
e. Aristotle: State

Class discussion and Conclusion: 1. Read the study area and to understand importance of value and Institution Of ancient Greece
2. Participate in the Group discussion on the relevance of Plato, Aristotle's Thought in present scenario.
3. Summarize different concept and ideas of Greek political thought.

Assessment: 1. Briefly discuss, difference between Sparta and Athens's political institutions?
2. Shortly Discuss main features of Greek political Thought.
3. What do you mean by "Sophists"?

Lesson Plan-8

Subject: Political Science (3rd Semester, Hons.)
Name of Paper: Theories of International Relations
Module/Unit: 1
Title of the Lesson: Foundation of International Relations
Name of Teacher: Amit Kr. Bandhu

Date: 08/03/2023
Duration: 1 Hour

Learning objectives : 1. It is help to understand evolution of International Relation.
2. Why International Relation claim to be considered as an autonomous?
3. Scope and subject matter of International Relations.

Materials:

Lesson outline: a. Introduction
b. Development of International Relations as a field of study.
c. Difference between Internation Relations and International Politics.
d. The claim of International Relations to be considered as an autonomous discipline.
e. The scope and subject matter of International Relations.

Teaching Method: 1. Lecture
2. Board Work
3. Study Material
4. ICT Tools.

Subject Based Discussion: a. Evolution of International Relations as a field of study.
b. Definition of International Relations.
c. Difference between International Relations and International Politics.
d. Claim of International Relations to be considered as an autonomous discipline.
e. Scope and subject matter of International Relations.

Class discussion and Conclusion: 1. Read the study area and able to understand the journey of International Relations as an autonomous discipline.
2.

Lesson Plan – 9**Subject:** Political Science**Unit:** II (Karl Marx, Lenin and Mao)**Std:** 1st Semester (Major)**Topic:** Marx's Concept of Dialectical Materialism**Course Title:** Understanding Political Theory**Name of the Teacher:** Rahul Kabiraj**Course Code:** APLS/101/MJC-1**Duration:** 90 Minutes**▪ Learning Objective:**

1. Understand the fundamental principles of Marx's theory of dialectical materialism.
2. Analyse how dialectical materialism explains historical and social development.
3. Critically evaluate Marx's method in the context of materialism and dialectics.
4. Apply dialectical materialism to contemporary social phenomena.

▪ Lesson Outline:

1. Introduction.
2. Dialectics of Nature and Society.
3. Key Concepts in Dialectical Materialism.
4. Application of Dialectical Materialism to Contemporary Issues.
5. Conclusion and Q & A.

▪ Materials:

1. Power Point presentation on key points.
2. Excerpts from primary texts (e.g., *The Communist Manifesto*, *State and Revolution*, *On Protracted War*)
3. White board/Markers

▪ Teaching Method:

1. Lecture: Provide foundational knowledge on Marx's ideas.

2. Discussion: Encourage student participation in critical analysis and comparative discussions.
3. Case Studies: Analyse real-world applications of these ideologies in historical and contemporary contexts.
4. Group Work: Break into small groups to work on specific themes and present findings.

▪ **Assessment:**

1. What is dialectical materialism?
2. What does Marx mean by the "material basis" of society?
3. How does dialectical materialism differ from idealism?
4. How does dialectical materialism relate to historical materialism?
5. What is the relationship between the base (economic structure) and the superstructure in Marx's theory?
6. How does dialectical materialism explain the development of human history?

▪ **Reference:**

1. Marx, K., Engels, F. (2011) *The German Ideology*, Martino Fine Books: Connecticut, USA.
2. Mukherjee, S., Ramaswami, S. (2011) *A History of Political Thought: Plato to Marx*, Prentice Hall India Learning Private Limited: New Delhi.
3. Jha, S. (2009) *Western Political Thought from Plato to Marx*, Pearson India: New Delhi.
4. Sharma, U. (2017) *Western Political Thought (From Plato to Marx)*, Laxmi Narain Agarwal: New Delhi.

Lesson Plan-6

Subject: Political science 5th semester (Honours Generic)

Name of Paper: মানবাধিকার

Module/Unit: 1

Title of the Lesson: মানবাধিকারের তৃতীয় প্রজন্ম।

Name of Teacher: দুলাল খান

Date:

Duration: 1 Hour

Learning objectives

শিক্ষার্থীরা মানবাধিকারের অর্থ জানতে পারবে। শিক্ষার্থীরা যাতে অধিকার ও মানবাধিকারের মধ্যে তুলনা করতে পারে। মানবাধিকারের উৎসাহ ও প্রকৃতি সম্পর্কে জ্ঞান দেওয়া। মানবাধিকারের তৃতীয় প্রজন্ম বিষয় গুলি বোঝানো।

Materials:

মানবাধিকারের সংজ্ঞা, পরিধি, স্বরূপ আলোচনার জন্য মানবাধিকার বিভিন্ন গ্রন্থ এবং ইন্টারনেট থেকে বিভিন্ন প্রাসঙ্গিক আলোচনা।

Lesson outline:

ভূমিকা

- ক) মানবাধিকার কথাটির বুৎপত্তিগত অর্থ কি তা বলা।
- খ) মানবাধিকার একটি নির্ভরযোগ্য সংজ্ঞা প্রদান করা।
- গ) মানবাধিকারের তৃতীয় প্রজন্ম সম্পর্কে আলোচনা করা।
- ঘ) মানবাধিকারের পরিধি বিষয়ে আলোচনা করা

Teaching Method:

১. বক্তৃতা (Lecture)
২. কৃষ্ণফলকের ব্যবহার(Board Work)
৩. পঠন উপাদান(Sudy Material)
৪. তথ্যপ্রযুক্তির ব্যবহার(ICT tools)

বিষয় কেন্দ্রিক আলোচনা:

- ক) মানবাধিকার কথাটির বুৎপত্তিগত অর্থ কি ?
- খ) অধিকার ও মানবাধিকার এর মধ্যে পার্থক্য কি ?
- গ) মানবাধিকার ও কর্তব্য কি ?
- ঘ) নাগরিকদের মানবাধিকার কেন প্রয়োজন ?
- ঙ) প্রথম প্রজন্মের মানবাধিকার কি ?
- চ) দ্বিতীয় প্রজন্মের মানবাধিকার কি ?
- ছ) তৃতীয় প্রজন্মের মানবাধিকার কি ?

Class discussion and Conclusion:

- ক) পাঠ্য অংশ পাঠ এবং গ্রুপ আলোচনার মধ্য দিয়ে মানবাধিকারের বিভিন্ন প্রজন্ম গুলি বুঝতে পারবে।
- খ) মানবাধিকারের ব্যাখ্যা দিতে পারবে এবং এর স্বরূপ বিশ্লেষণ করতে পারবে।
- গ) আলোচনা বিষয়ে সারসংক্ষেপ করা।

Assessment: মানবাধিকারের পরিধি আলোচনা কর।

Lesson Plan-7

Subject: Political science 3rd semester (Honours Generic)

Name of Paper: প্লেটোর আদর্শ রাষ্ট্র

Module/Unit: 1

Title of the Lesson: প্লেটোর রাষ্ট্রদর্শন ও আধুনিক যুগে তার প্রাসঙ্গিকতা।

Name of Teacher: দুলাল খান

Date:

Duration: 1 Hour

Learning objectives

আদর্শ রাষ্ট্র কাকে বলে সেটা বোঝানো। আদর্শ রাষ্ট্রে যথার্থ ন্যায় বিচার প্রতিষ্ঠিত করা। প্লেটো তার আদর্শ রাষ্ট্রে শ্রম বিভাগ ও বিশেষীকরণ নীতি প্রতিষ্ঠা করাই ছিল তার উদ্দেশ্য। এই আদর্শ রাষ্ট্রে যোগ্যতা অনুযায়ী কাজ ভাগ করে দেয়া ছিল তার লক্ষ্য। নাগরিকদের কে সুন্দর করে গড়ে তোলার দায়িত্ব ছিল এ রাষ্ট্রের উদ্দেশ্য। আদর্শ রাষ্ট্রের বিষয়বস্তু বা পরিধি বিষয়ে অবগত করা।

Materials:

প্লেটোর আদর্শ রাষ্ট্রের সংজ্ঞা, পরিধি, স্বরূপ আলোচনার জন্য রাষ্ট্রদর্শনের বিভিন্ন গ্রন্থ এবং ইন্টারনেট থেকে বিভিন্ন প্রাসঙ্গিক আলোচনা।

Lesson outline:

ভূমিকা

- ক) প্লেটোর 'আদর্শ রাষ্ট্র' কথাটির বুৎপত্তিগত অর্থ কি তা বলা।
- খ) আদর্শ রাষ্ট্রের মূল উদ্দেশ্য গুলো নিয়ে আলোচনা করা।
- গ) সাধারণ রাষ্ট্র ও আদর্শ রাষ্ট্রের মধ্যে কি পার্থক্য তা আলোচনা করা।
- ঘ) আদর্শ রাষ্ট্রের পরিধি বিষয়ে আলোচনা করা

Teaching Method:

১. বক্তৃতা (Lecture)
২. কৃষ্ণফলকের ব্যবহার(Board Work)
৩. পঠন উপাদান(Sudy Material)
৪. তথ্যপ্রযুক্তির ব্যবহার(ICT tools)

বিষয় কেন্দ্রিক আলোচনা:

- ক) প্লেটোর 'আদর্শ রাষ্ট্র' কথাটির বুৎপত্তিগত অর্থ কি?
- খ) আদর্শ রাষ্ট্রের একটি নির্ভরযোগ্য সংজ্ঞা কি?
- গ) আদর্শ রাষ্ট্রের শ্রেণীবিভাগ ?
- ঘ) কারিগর শ্রেণী বা উৎপাদক শ্রেণী ?
- ঙ) যোদ্ধা শ্রেণী বা সামরিক শ্রেণী ?
- চ) শাসক শ্রেণী বা দার্শনিক রাজা ?
- ছ) আধুনিক যুগে প্লেটোর আদর্শ রাষ্ট্র কতটা প্রাসঙ্গিক তা নিয়ে আলোচনা করা।

1. एक संख्याओं का एक समुच्चय

- a. 10 का एक गुणक है जो कि संख्याओं के बीच पूर्ण वर्गों के बीच संख्याओं के बीच
- b. एक पूर्ण वर्ग है, जो कि संख्याओं के बीच
- c. संख्याओं के बीच संख्याओं के

संख्याओं के पूर्ण वर्गों के बीच के संख्याओं के