

Course Name: Psychological Foundation of Education

✓ Course coordinator: Prof. Ria Barua

Course Outcome:

CO1: Develop a concept of Psychology, and its relationship with Education.

CO2: Get an idea of Educational Psychology.

CO3: Understand the different aspects of child development and relate that with Education.

CO4: Learn about Psychology of Intelligence and Creativity and relate that with Education.

CO5: to know personality and education

Course planner

Month	Course Topic	Teacher	Class-hours	Remarks
February	Unit-1: Introduction to Educational Psychology	RB	2	Theoretical:2
	Unit-2:Psychology of Human Development and Education Unit-2(A): Human Development – concept, principles	DP	4	Theoretical:4
	Unit-4:Personality & Education	SK	1	Theoretical:1
March	Unit-1(A):Relationship between Psychology and Education	RB	4	Theoretical:2 Assignment:1 Class Test: 1
	Unit-2(A):Human Development – types and stages. Unit-2(B): Concept of Physical, Cognitive development and its significance in Education	DP	16	Theoretical:12 Assignment:4
	Unit-4(A):Personality-concept, characteristics	SK	4	Theoretical:3 Assignment:1
April	Unit-1(B):Educational Psychology- concept, nature of Educational Psychology.	RB	3	Theoretical:2 Class Test: 1
	Unit 3: Attention and Memory Unit-3(A): Concept, nature	DP	10	Theoretical:8 Assignment:2
	Unit-4(A):Personality- types	SK	3	Theoretical:2 Assignment:1
May	Unit-1(B):contribution of Educational Psychology	RB	3	Theoretical:2 Assignment:1
	Unit-3(A):determinants of attention Unit-3(B): . Concept and process of memorization	DP	15	Theoretical:10 Class Test :3 Tutorial:2
	Unit-4(B):Psychoanalytic theory by Freud	SK	4	Theoretical:3 Assignment:1
June	Unit-1(B):Educational Psychology- concept, nature of Educational Psychology & contribution of Educational Psychology	RB	2	Class Test :1 Assignment:1

	Unit-3(B): Concept and process of memorization, causes of forgetting.	DP	10	Theoretical:2 Class Test :6 Tutorial: 2
	Unit-4(A):Personality-concept, characteristics & types Unit-4(B): Psychoanalytic theory by Freud	SK	2	Class Test : 2

Selected References:

- ❑ Adhikari, S.R. – Sikshay Monobidya, Classique Books, Kolkata.
- ❑ Aggarawal. J.C.- Essentials of Educational Psychology, Vikash Publishing house Pvt. Ltd.
- ❑ Arun Ghosh-Shiksha-Shrai Monobigyan; Educational Enterprises, Kolkata
- ❑ Chauhan. S.S. - Advanced Educational psychology: Vikash Publishing House Pvt. Ltd.
- ❑ Dandapani, S. – A text Book of Advanced Psychology, Anmol Publications. New Delhi.
- ❑ Diane. E., Papalia and Sally Wendkos Olds - Human Development: McGraw-Hill.
- ❑ Elizabeth, B., Hurlock,- Child Development, McGraw-Hill Book Company.
- ❑ Fernandes, M.M. – The Advanced Educational Psychology: Psychology of the Learner: Himalaya Publishing House, Mumbai.
- ❑ Hilgard, E.R. & Bower, G.H. - Theories of Learning, Prentice-Hall of India, New Delhi.
- ❑ Kundu, C.H. and Tutoo, D.N. - Educational Psychology, Sterling Publication.
- ❑ Mangal S.K. – Advanced Educational Psychology; Prentice Hall of India Pvt. Ltd. New Delhi
- ❑ Pramodbandhu Sengupta & Prasanta Sharma -Shiksha Manobigyan; Banerjee Publishers, Kolkata.
- ❑ Siddik, A.B. (2006), Manovigyan, Sahitya Kosh, Dhaka.
- ❑ Sushil Ray -Shiksha Manovidya. Soma Book Agency; Kolkata

Other Resources: Internet

Course Name: Evaluation in Education

✓ Course coordinator: Prof. Ria Barua

Course Outcome:

- CO1: To understand scales of measurement
- CO2: To understand Develop the basic concept of Statistics
- CO3: To understand Organize and tabulate data
- CO4: To learn difference between educational and psychological tests
- CO5: To know tools of evaluation

• Course planner

<i>Month</i>	<i>Course Topic</i>	<i>Teacher</i>	<i>Class Hour</i>	<i>Remarks</i>
February	Unit:1 A) Concept, Principal, And Importance of Evaluation	SK	3	Theoretical:2 Assignment:1
March	Unit :2 A)Scale of Measurement B)Tools of Evaluation - Questionnaire, Interview, Observation, And CRC (Characteristics, Advantages and Disadvantages)	DP	6	Theoretical:5 Assignment:1
	Unit:1: B)Comparison Between Evaluation andMeasurement	SK	4	Theoretical:3 Assignment:1
March	Unit :2 B)Tools of Evaluation - Questionnaire,Interview, Observation Characteristics, Advantages and Disadvantages)	DP	6	Theoretical:5 Assignment:1
April	Unit:1: B)Comparison Between Evaluation andMeasurement	SK	2	Assignment:2
	Unit :2 B)Tools of Evaluation - CRC (Characteristics, Advantages and Disadvantages)	DP	6	Theoretical:4 Assignment:2
May	Unit:3 A) Educational Test- Concept, Type and Characteristics of a Good Test	SK	4	Theoretical:3 Assignment:1
	Unit:4 A) Statics- Concept, Utility , Score, Tabulation B)Measure of Central Tendency- Concept, Properties, Use, Calculation	DP	5	Theoretical:4 Class Test:1
June	Unit :3 B) Difference Between Educational and Psychological Test	SK	3	Theoretical :2 Assignment:1
	Unit:4 C) Measures of Variability - Concept , Type (Concept) Uses, Calculation of S.D	DP	5	Theoretical :4 Assignment:1

Selected References:

- Chattopadhyay, K.D. (2009); Samajik Gabeshana O Prakriya, Arambag Book House, Kolkata.
- Dhali, S. (2009), SikshayParimap O Mullayan, Pravati Library, Dhaka.
- Jamaluddin, M and Chowdhury, M.S, (1998), SikshaMullayan O Nirdesana, Banglaacademy, Dhaka.
- Kaul, L. (2012); Methodology of Educational Research, Vikash Publishing House PvtLtd. New Delhi. Mangal&Mangal, (2013); Research Methodology in Behavioural Sciences, PHI Learning Pvt Ltd. New Delhi.
- Pal, D. (2015); Research Methodology And Statistical Technique, Rita Book Agency, Kolkata.
- Bhat, S, &Chakrabarty, S.C. (2013); Research Methodology And Statistics in Education, Aaheli Publishers, Kolkata.
- Das, N.G. (2011), Statistical Methods (Vol.II), Tata McGraw Hill Education Private Limited, New Delhi.
- Garrett, H.E. (1981), Statistics in Psychology & Education, VakilsFefferandSimonsLtd, Mumbai.
- Guilford, J.P. (1954). Psychometric Methods, Tata McGraw Hill Education Private Limited, New Delhi.
- Mangal, S.K. (2008); Statistics In Education & Psychology, PHI Learning Pvt Ltd. New Delhi.
- Rahaman, L, Khan, A. K. M. S, and Das, S. (2012), Research Methodology & Statistics, GranthaKutir, Dhaka.
- Roy, Sushil. (2005), Mullayan: Niti O Kousal, SomaBookAgency, Kolkata.
- S. Kaberi, (2012), Statistics In Education & Psychology, Asian Books Pvt Ltd. New Delhi.
- Sidhu, K.S. (2007); Statistics In Education & Psychology, Sterling Publishers Pvt Ltd. New Delhi.

Other Resources: Internet

Semester: VI, Department of Education, Basirhat College, Session: January to June, 2021

Lesson Plan for Course: B.A(G) Code: EDCGGEC02T Credit: 6

Course Name: Inclusive Education in India

Course Outcome:

CO1 : To know basic concept of inclusive education

CO2 : To know develop of inclusive education in India

CO3 : To understand meaning, nature and importance of Adult and Social education

CO4 : To know barriers and facilitators in Inclusive Education

CO5 : To know special education and administration of special education

- Course coordinator : Prof. Ria Barua

Course planner

<i>Month</i>	<i>Course Topic</i>	<i>Teacher</i>	<i>Class-hours</i>	<i>Remarks</i>
February	Unit-1: Inclusive Education – Basic Concept <i>(a) Inclusive Education—meaning, nature and importance</i>	DP	10	<i>Theoretical: 10</i>
	Unit-2: Adult and Social Education <i>a) Meaning, nature, importance of Adult & Social Education; relationship between adult and social education</i>	BD	6	<i>Theoretical: 6</i>
March	Unit-1: Inclusive Education – Basic Concept <i>(b) Development of Inclusive Education - in British and post-independence period</i>	DP	10	<i>Theoretical: 10</i>
April	Unit-2: Adult and Social Education <i>a) Meaning, nature, importance of Adult & Social Education; relationship between adult and social education</i>	BD	8	<i>Theoretical: 8</i>
	Unit-3:(a) Special Education – meaning, nature and importance	DP	10	<i>Theoretical: 6 Class Test : 4</i>
	Unit-2: (b) National Adult Education Programme	BD	6	<i>Theoretical: 4 Class Test : 2</i>
May	Unit-3: (b) RCI, NIOH, NIMH, NIVH - brief history, objective and functions	DP	10	<i>Theoretical: 6 Class Test : 4</i>
	Unit-2: (b) National Literacy Mission (NLM)	BD	6	<i>Theoretical: 6</i>
	Unit-4: Issues in Inclusive Education <i>a) Barriers and facilitators in Inclusive Education-</i>	DP	10	<i>Theoretical: 6 Class Test : 4</i>

June	<i>Psychological, Social and Ethical. Role of technology in inclusive classroom- aids, appliances and remedial teaching</i>			
	Unit-2: (b) National Adult Education Programme, National Literacy Mission (NLM)	BD	6	<i>Theoretical: 2 Class Test :4</i>

Selected Reference Books:

- Agarwal Rashmi and Rao, BVLN(2015): Education for Disabled Children, New Delhi, Shipra
- Mangal, S.K(2017): Educating Exceptional Children, New Delhi, PHI Learning Private Limited
- Nanda, Bishnu Pada (2015): Sikshay Ekibhaban, Kolkata, Classique Books

Other Resources: Internet

Lesson Plan for Course B.A(G)

Code: EDCGDSE03T

Credit: 6

Course Name : Guidance and counseling in education

Course Outcome :

CO 1 : The meaning, scope and need for adjustment and causes and remedies for maladjustment;

CO 2 ;Meaning, scope , types and importance of guidance and its need in secondary and higher secondary schools;

CO 3:The meaning, nature, scope, and importance of Counselling;

CO 4: The techniques of data collection for guidance and counselling; and the students may use this knowledge in their own life situation.

CO 5: To know types of counseling

Course coordinator : Prof. Ria Barua

Course planner

<i>Month</i>	<i>Course Topic</i>	<i>Teacher</i>	<i>Class Hour</i>	<i>Remarks</i>
<i>February</i>	<i>Unit:1 A)Concept of Adjustment,Definition, Scope</i>	<i>DP</i>	6	<i>Theoretical: 6</i>
	<i>Unit:2 A)Guidance -Meaning,Definition, Scope, Need and Importance of Guidance</i>	<i>PD</i>	3	<i>Theoretical: 3</i>
	<i>Unit:3 A)Meaning; Nature, Scope of Counseling</i>	<i>RB</i>	5	<i>Theoretical: 5</i>
<i>March</i>	<i>Unit:1 A)Concept of Adjustment,Definition, Scope</i>	<i>DP</i>	5	<i>Theoretical: 5</i>
	<i>Unit:2 A)Guidance -Need and Importance of Guidance</i>	<i>PD</i>	3	<i>Theoretical: 3</i>
	<i>Unit:3 A)Importance of Counseling</i>	<i>RB</i>	4	<i>Theoretical: 4</i>
<i>April</i>	<i>Unit:1 A)Need for Adjustment ,Criteria of Adjustment, Défense Mechanisms</i>	<i>DP</i>	9	<i>Theoretical: 7 Class Test: 2</i>
	<i>Unit:2 B)Difference Type of Guidance-Educational, Vocational (Nature, Function)</i>	<i>PD</i>	7	<i>Theoretical: 5 Class Test: 2</i>
	<i>Unit:3 A)Difference BetweenGuidance and Counseling</i>	<i>RB</i>	10	<i>Theoretical: 6 Class Test: 4</i>
<i>May</i>	<i>Unit:1 B)Concept of Maladjustment-Causes, Type W.R.T Adolescence</i>	<i>DP</i>	6	<i>Theoretical: 5 Class Test: 1</i>
	<i>Unit:2 B)Difference Type of Guidance-Personal(Nature, Function)</i>	<i>PD</i>	3	<i>Theoretical: 3</i>
	<i>Unit:3 B)Individual and GroupCounseling</i>	<i>RB</i>	5	<i>Theoretical: 4 Class Test: 1</i>
<i>June</i>	<i>Unit:1 B)Concept of Maladjustment-Causes, Type W.R.T Adolescence</i>	<i>DP</i>	7	<i>Theoretical: 5 Class Test: 2</i>

	<i>Unit:4 A)Basic Data Necessaryfor Guidance B)Techniques of Data CollectionFor Guidance</i>	<i>PD</i>	<i>7</i>	<i>Theoretical: 5 Class Test: 2</i>
	<i>Unit:3 B)Individual and GroupCounseling</i>	<i>RB</i>	<i>7</i>	<i>Theoretical: 3 Class Test: 4</i>

Selected References:

- Dutta, G & Nag, S. (2014) ; Sangat ibidhaneNi rdeshana O Paramarshadan, Rita Publications,Kolkata.
- Ghosh, S.K. (2013) ; SikshaySangatiApasangati O Nirdeshana, Classique Books ,Kolkata.
- Kochhar, S.K. (2000), Guidance and Counselling in College & Universities, *SterlingPublishersPvt. Ltd.* New Delhi.
- Pal , A.K. (2014) ; Guidance & Counseling, Abhijeet Publications, New Delhi .
- Pal , D. (2010) ; Ni rdeshana O Paramarsha, Central Library, Kolkata.
- Roychowdhury, A. (2001), Manuser Mon, *West Bengal State Book Council*.
- Rao, N.(2000) Guidance & Counselling. Tata McGraw Hill, New Delhi.

Other Resources: Internet

