Semester: II, Department of Education, Basirhat College, Session: January to June, 2023

Lesson Plan for Course: B.A (H)   Code: EDCACOR03T   Credit: 6

Course Name: Educational Sociology

- Course coordinator : Prof. Ria Barua
- Course Outcome
    CO1: to develop an understanding of educational sociology
    CO2: to be acquainted with culture and its relationship with education
    CO3: to be acquainted with some social issues in education
    CO4: to understand about Sustainable Development at present context
    CO5: to understand social importance of unity in diversity

Month	Course Topic	Teacher	Class-hours	Remarks
February	**Unit-1**: Introduction to educational sociology	RB	2	Theoretical:2
	Unit-2:Culture and education	PD	2	Theoretical:2
	Unit-3:Education and social development	BD	2	Theoretical:2
	Unit-2:Culture and education	DP	1	Theoretical:1
	Unit-4:Social issues and education	SK	1	Theoretical:1
March	**Unit-1(A):Value**-Educational sociology – concept, scope **Unit-1(B):** Relationship between education and sociology.	RB	8	Theoretical:8
	Unit-2(A):Culture – concept, interrelationship between education and culture,	PD	3	Theoretical:3
	Unit-3(A): Social development in India – Sanskritisation,, Globalisation..	BD	7	Theoretical:7
	Unit-2(C): National Integration,	DP	3	Theoretical:3
	Unit-4(A): Education for poverty eradication	SK	1	Theoretical: 1
April	**Unit-1(C):**Education as a social process –, social groups (primary, secondary),	RB	5	Theoretical: 4 Assignment:1
	Unit-2(A):importance of folk culture in education	PD	3	Theoretical:2 Assignment:1
	Unit-3(A): Globalisation. **Unit-3(B):** Education for sustainable development	BD	4	Theoretical:3 Assignment:1
	Unit-2(C): International Understanding.	DP	2	Theoretical:2
	Unit-4(A): Education for poverty eradication,	SK	3	Theoretical:3
May	**Unit-1(C):** Education as social process- social groups (tertiary), social mobility.	RB	9	Theoretical:7 Assignment:2
	Unit-2(B): The concept of ' Unity in Diversity	PD	5	Theoretical:3 Tutorial- 2
	Unit-3(B): Education for sustainable development - need, report of the Brundtland Commission	BD	5	Theoretical:4 Assignment:2
	Unit-2(E): International Understanding.	DP	4	Theoretical:2 Assignment:2
	Unit-4(A): Education for poverty eradication,	SK	3	Theoretical:3
	Internal Assessment			

June	**Unit-4(C):**Child rights and abuses	RB	6	Theoretical:4 Assignment:2
	Unit-2(B):cultural lag	PD	3	Theoretical:2 Assignment:1
	Unit-3(B): report of the Brundtland Commission.	DP	4	Theoretical:3 Assignment:1
	Unit-2(C): National Integration, International Understanding	DP	2	Theoretical:2
	Unit-4(A): Education for poverty eradication,	SK	2	Theoretical:2
End Semester Examination			Total: 90 Hrs	

Selected References:

• Adhikari, S.R. – SikshayMonobidya, Classique Books, Kolkata.

•Aggarawal. J.C.- Essentials of Educational Psychology, Vikash Publishing house Pvt. Ltd.

•ArunGhosh-Shiksha-ShraiMonobigyan; 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 WendkosOlds - Human Development: McGraw-Hill.

• Elizabeth, B., Hurlock,- Child Development, McGraw-Hill Book Company.

• Fernandes, M.M. – The Advanced Educational Psychology: Psychology of theLearner: 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.

•PramodbandhuSengupta&Prasanta Sharma -ShikshaManobigyan; BanerjeePublishers, Kolkata.

•Siddik, A.B. (2006), Manovigyan, SahityaKosh, Dhaka.

• Sushil Ray -ShikshaManovidya.Soma Book Agency; Kolkata.

OtherResources:

        Internet, Shodhganga etc .

Semester: II, Department of Education, Basirhat College, Session: January to June, 2023

Lesson Plan for Course: B.A (H)   Code:EDCACOR04T   Credit:6
     Course Name: Pedagogy

- Course coordinator: Prof. Ria Barua
- Course Outcome

  CO1:to understanding develop of pedagogy
  CO2:to understanding different bases of pedagogy
  CO3:to develop an understanding of applications of pedagogy in education
  CO4:to understanding concept, scope, principles and functions of teaching
  CO5: to know about teaching-learning psychomotor skill, verbal conditioning, and problem solving and knowledge construction

Month	Course Topic	Teacher	Class-hours	Remarks
February	**Unit-1:** Introduction to pedagogy	RB	2	Theoretical:2
	Unit-2: Pedagogy as the science of teaching **Unit-2(A):** Teaching – concept	SK	2	Theoretical:2
	Unit-3:Pedagogy of teaching – learning	PD	2	Theoretical:2
	Unit-4:Applications of pedagogy in class room	BD	2	Theoretical:2
March	**Unit-1(A):**Pedagogy – concept, scope; relationship between learning and teaching	RB	8	Theoretical:6 Tutorial:2
	Unit-2(A): Teaching – concept, scope, principles and functions	SK	2	Theoretical:2
	Unit-3(B): Teaching – learning of verbal conditioning	PD	3	Theoretical:3
	Unit-4(A): Teaching – learning of principles and concepts	BD	6	Theoretical: 4 Assignment:2
April	**Unit-1(B):.** Bases of pedagogy – philosophical	RB	6	Theoretical: 4 Assignment:2
	Unit-2(B): Teaching as a process – input, process and output	SK	4	Theoretical:4
	Unit-3(B): Teaching – learning of verbal conditioning	PD	4	Assignment:3 Tutorial- 1
	Unit-4(C):. Teaching – learning of knowledge construction	BD	5	Theoretical: 4 Class Test:1
May	**Unit-1(B):**Bases of pedagogy – psychological	RB	7	Theoretical:7
	Unit-2(C): Levels of teaching – autonomous, memory, understanding, reflective	SK	4	Theoretical:4
	Unit-3(C): Teaching – learning of psychomotor skill	PD	5	Theoretical:2 Assignment:3
	Unit-4(A): Teaching – learning of principles and concepts	BD	5	Class Test:3 Tutorial- 2
Internal Assessment				

June	Unit-1(C):Pedagogy vs. Andragogy	RB	4	Theoretical:3 Assignment:1
	Unit-2(C):Levels of teaching – autonomous, memory, understanding, reflective	SK	1	Assignment:1
	Unit-3(C):Teaching – learning of psychomotor skill	PD	2	Class Test:1 Tutorial- 1
	Unit-4(C): Teaching – learning of knowledge construction,	BD	3	Class Test & Assignment:2 Tutorial- 1
End Semester Examination			Total: 90 Hrs	

Selected References:

• Chakraborty, P.K. (2012), SikshaManovigyan O SikhonPrakria, WestBengalStateBookCouncil.

• Chauhan, S.S. (1979). Innovations in Teaching-Learning Process, Vikash Publishing House Private Ltd., New Delhi.

• De Cecco, J.P. & Crawford, W (1977). The Psychology of Learning and Instruction:Educational

Other Resources: Internet

Semester-IV, Department of Education, Basirhat College, Session: Jan-Jun,2023

Lesson Plan for Course B.A (H)   Code: EDCACOR08T   Credit: 6

Course Name : Educational Management

- **Course coordinator : Prof. Ria Barua**
- **Course Outcome**
   CO1: to learn about management in education.
   CO2: student can take the leadership in future
   CO3: to know about the difference educational agencies like ugc,ncert etc
   CO4: *to* make the best use of human and material resources as well as educational leadership to supervise
   CO5: To ensure qualitative improvement of education

Month	Course Topic	Teacher	Class-hours	Remarks
February	**Unit:1 Educational Management** a. Educational management – concept	RB	1	Theoretical: 1
	Unit: 2 Leadership and management a. Leadership in management – concept	PD	2	Theoretical: 2
	Unit : 4 Planning and Management b. Resource management in educational institutions	SK	1	Theoretical: 2
	Unit : 4 Planning and Management a. Planning – concept	DP	1	Theoretical: 1
	Unit :3 Agencies of educational management a. Ministry of Human Resource Development	BD	2	Theoretical: 2
March	**Unit:1 Educational Management** a. Educational management –nature, need and scope	RB	5	Theoretical: 5
	Unit: 2 Leadership and management a. Leadership in management –scope, significance	PD	4	Theoretical: 4
	Unit : 4 Planning and Management b. Resource management in educational institutions – concept and aspects of resource management	SK	5	Theoretical: 5

	Unit : 4 Planning and Management a. Planning –need	DP	2	Theoretical: 2
	Unit :3 Agencies of educational management a. Ministry of Human Resource Development	BD	6	Theoretical: 4 Class Test & Assignment:2
April	**Unit:1 Educational Management** b. Types of educational management – centralized, decentralized, authoritarian	RB	5	Theoretical: 4 Class Test & Assignment:1
	Unit: 2 Leadership and management a. Leadership in management –characteristics of an effective leader in education	PD	5	Theoretical: 3 Class Test & Assignment:2
	Unit : 4 Planning and Management c. Management Information System (MIS)	SK	6	Theoretical: 2 Tutorial- 2
	Unit : 4 Planning and Management a. Planning –types	DP	3	Theoretical: 2 Class Test:1
	Unit :3 Agencies of educational management b. Agencies of education (Centre and State) – UGC, NCERT	BD	7	Theoretical: 5 Tutorial- 2
Internal Assessment				
May	**Unit:1 Educational Management** b. Types of educational management – democratic, dynamic and laissez faire	RB	5	Theoretical: 5
	Unit: 2 Leadership and management b. Total Quality in educational management	PD	5	Theoretical: 4 Tutorial- 1
	Unit : 4 Planning and Management c. Management Information System (MIS)	SK	5	Theoretical: 5
	Unit : 4 Planning and Management a. Planning –types	DP	3	Theoretical: 2 Class Test:1
	Unit :3 Agencies of educational management b. Agencies of education (Centre and State) –SCERT	BD	4	Theoretical: 1
June	**Unit:1 Educational Management** c. Supervision and inspection – concept, scope, difference between supervision and inspection	RB	4	Theoretical: 3 Class Test:1
	Unit: 2 Leadership and management b. Total Quality in educational management	PD	4	Theoretical: 2 Class Test & Assignment:2
	Unit : 4 Planning and Management b. Resource management in educational institutions – concept and aspects of resource management c. Management Information System (MIS)	SK	3	Theoretical: 3
	Unit : 4 Planning and Management a. Planning –types	DP	3	Theoretical: 3
	Unit :3 Agencies of educational management b. Agencies of education (Centre and State) –WBSCHE	BD	3	Theoretical: 3
End Semester Examination			Total: 90 Hrs	

Selected References:

- ❖ Aggarwal, J.C. (2007); Educational Administration and Management: Principles & Practices,DOABA House, New Delhi.
- ❖ ChakrabortyDilip, (2004), Sikshagata Babosthapana O Parikalpana, K. Chakraborty Publications.kolkata.
- ❖ Chakraborty, P.K., Sengupta, M. & Nag, S. (2007); Educational Management, Rita Publications,Kolkata.
- ❖ Chattopadhyay, Saroj, (2007), VidyalayaSangothan O SikshaPrasango, NewCentral Book Agency, Kolkata.
- ❖ Das, B.C., Sengupta, D., & Roy, P.R. (2005); SikshayBabostapana, West Bengal State Book Council, Kolkata.
- ❖ Dash, B.N. (2013); School Organisation Administration and Management, Neelkamal Publications, New Delhi.
- ❖ Mohanty, J. (2012); Educational Administration, Management, and School Organization, Deep & Deep Publication Pvt Ltd, New Delhi.
- ❖ Pal, D. (2014); SikshaBabostapana, Rita publications, Kolkata.
- ❖ Rahaman, M. (2009), Education of Administration, PravatiLibray, Dhaka.
- ❖ Roy Sushil, (2009), Sikshan O SikshaPrasanga, SomaBookAgency, Kolkata

Other Resources:

Internet, Shodhganga etc.

Semester-IV, Department of Education, Basirhat College, Session: Jan-Jun,

2023Lesson Plan for Course B.A (H)   Code: EDCACOR09T   Credit: 6

Course Name: Basics of Educational Research and Evaluation

- Course coordinator : Prof. Ria Barua
- Course Outcome
  CO1: To understanding the meaning and nature of Educational research.
  CO2: To understanding types of Research.
  CO3: To understanding research related terminologies.
  CO4: To understanding Sampling, Hypothesis, and measurement.
  CO5: To understanding Standardization Test.

Month	Course Topic	Teacher	Class-hours	Remarks
February	**Unit:1 Preliminary concepts on research methodology** a. Research – concept, nature, need for educational research	RB	3	Theoretical: 3
	Unit: 4 Standardization of a test a. Test – educational and psychological (concept, classification)	PD	3	Theoretical: 3
	Unit : 2 Sampling and hypothesis a. Sampling – meaning,	BD	2	Theoretical: 2
March	**Unit:1 Preliminary concepts on research methodology** b. Types of research – fundamental, applied, action, historical, descriptive, qualitative, quantitative (concept only)	RB	9	Theoretical: 9
	Unit: 4 Standardization of a test a. Test –criteria of a good test b. Reliability – concept, characteristics, causes of low reliability	PD	8	Theoretical: 7 Class Test & Assignment:1
	Unit : 2 Sampling and hypothesis a. Sampling –nature b. Types of sampling – random (definition, characteristics, uses)	BD	8	Theoretical: 7 Class Test & Assignment:1
April	**Unit:1 Preliminary concepts on research methodology** c. Research related terminologies – data, population, sample, variable (dependent, independent, intermittent)	RB	6	Theoretical: 5 Class Test:1
	Unit: 4 Standardization of a test b. Reliability –, determination of reliability (various types)	PD	6	Theoretical: 5 Class Test & Tutorial- 1
	Unit : 2 Sampling and hypothesis b. Types of sampling –stratified, cluster (definition, characteristics, uses)	BD	7	Theoretical: 6 Tutorial- 1
	Internal Assessment			

May	**Unit 3: Evaluation and Measurement** a. Evaluation – concept, scope, principles and importance b. Measurement – nature, characteristics, difference between evaluation and measurement	RB	10	Theoretical: 10
	Unit: 4 Standardization of a test c. Validity – concept, causes of low validity	PD	6	Theoretical: 4 Class Test & Assignment:2
	Unit : 2 Sampling and hypothesis c. Research hypothesis – meaning, nature, types	BD	5	Theoretical: 3 Class Test & Assignment:2
June	**Unit 3: Evaluation and Measurement** c. Scales of measurement	RB	7	Theoretical: 4 Class Test & Assignment:1 Tutorial- 2
	Unit: 4 Standardization of a test c. Validity –types, determination of validity	PD	6	Theoretical: 4 Class Test & Assignment:1 Tutorial- 1
	Unit : 2 Sampling and hypothesis c. Research hypothesis –types	BD	4	Theoretical: 3 Class Test : 1
End Semester Examination			Total: 90 Hrs	

Selected References:

- ❖ Ahmed, A.A.A. (2012); Sikshay Gabeshana Paddhati, Pravati Library, Dhaka.
- ❖ Best & Khan (2010); Research in Education, Pearson, Prentice Hall, Delhi.
- ❖ Chakrabarty, A. (2014); SikshayParimap O Mulyan, Classique Books, Kolkata.
- ❖ 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 Pvt Ltd. New Delhi.
- ❖ Mangal&Mangal, (2013); Research Methodology in Behavioural Sciences, PHI
- ❖ 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.
- ❖ Roy, Sushil. (2005), Mullayan: Niti O Kousal, SomaBookAgency, Kolkata.

Other Resources:

Internet, Shodhganga etc.

Semester-IV, Department of Education, Basirhat College, Session: Jan-June,2023

Lesson Plan for Course B.A (H)   Code: EDCACOR10T   Credit: 4

Course Name: Statistics in education

- Course coordinator : Prof. Ria Barua
- Course Outcome

CO1: To understanding use of statistics in psychology and education
CO2: To understanding graphical representation of data.
CO3: To understanding concept of central tendency, variability and their properties
CO4: To understanding concept of Percentile and Percentile Rank and its application.
CO5: To understanding concept of co-relation and their application.

Month	Course Topic	Teacher	Class Hour	Remarks
February	**Unit:1 Statistics – Basic concept** a. Statistics – concept, scope, uses of statistics in psychology and education	SK	2	Theoretical: 2
	Unit:3 Inferential Statistics a. PP, PR – concept	BD	2	Theoretical: 2
March	**Unit:1 Statistics – Basic concept** b. Organization and tabulation of data c. Graphical representation of data – bar graph, frequency polygon– drawing, use	SK	8	Theoretical: 7 Tutorial- 1
	Unit:3 Inferential Statistics a. PP, PR –calculation, uses b. Correlation – concept, types, significance – rank difference, product moment	BD	4	Theoretical: 4
	Unit:1 Statistics – Basic concept c. Graphical representation of data –histogram, pie chart, ogive – drawing, use	SK	5	Theoretical: 4 Tutorial- 1
	Unit:3 Inferential Statistics b. Correlation – concept, types, significance – rank difference, product moment	BD	4	Theoretical: 4
April	**Unit:2 Descriptive Statistics** a. Measures of central tendency – concept, properties, uses, calculation b. Measures of variability – concept, types (concept), uses, calculation of SD,	SK	10	Theoretical: 10
	Unit:3 Inferential Statistics a. PP, PR –calculation, uses b. Correlation – concept, types, significance – rank difference, product moment	BD	4	Theoretical: 2 Class Test & Assignment:2
	Internal Assessment			
May	**Unit:2 Descriptive Statistics** b.QD, variance c. Normal Probability Curve – concept, characteristics, uses; skewness and kurtosis	SK	15	Theoretical: 15
	Unit:3 Inferential Statistics a. PP, PR – concept, calculation, uses b. Correlation – concept, types, significance – rank difference, product moment	BD	2	Tutorial- 2

June	**Unit:3 Inferential Statistics** b. Correlation – concept, types, significance – rank difference, product moment	BD	2	Class Test & Assignment:2
	Unit:2 Descriptive Statistics a. Measures of central tendency – concept, properties, uses, calculation b. Measures of variability – concept, types (concept), uses, calculation of SD, QD, variance c. Normal Probability Curve – concept, characteristics, uses; skewness and kurtosis	SK	2	Class Test & Assignment:2
	End Semester Examination		Total: 60 Hrs	

Selected References:

- ❖ Ahmed, A.A.A. (2012); Sikshay Gabeshana Paddhati, Pravati Library, Dhaka.
- ❖ Best & Khan (2010); Research in Education, Pearson, Prentice Hall, Delhi.
- ❖ Chakrabarty, A. (2014); ShikshayParimap O Mulyan, Classique Books, Kolkata.
- ❖ 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 Pvt Ltd. 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 AndStaitistics 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.

Other Resources:

Internet, Shodhganga etc

Semester-IV, Department of Education, Basirhat College, Session: Jan- June'2023
Lesson Plan for Course B.A (H)   Code: EDCACOR10P Credit: 2
Course Name: Statistics Practical

- Course coordinator: Prof. Ria Barua.
- Course Outcome
  CO1:to understanding data collection
  CO2 to know introduction of data
  CO3:to understanding data analyses by excel
  C04:to understanding graphical representation of data by excel
  CO5 : to able report writing

Month	Course Topic	Teacher	Class Hour	Remarks
February	**Unit 1: Data Collection.** a. Introduction to Data: Definition, types, uses. b. Collection of Data: To collect relevant data of two set of Achievement Test from respective colleges or neighborhood institutions (sample size 50)	RB	1	Theoretical:1
	Unit 2: Data Analyses by any excel/ software and manual both. a. Determination of Central Tendency & Variability (Range, SD, QD) b. Graphical Representation of Data: Frequency Polygon, Ogive. c. Comparison between two sets of data: Correlation (only software calculation) – Rank difference and product moment	PD	2	Theoretical:2
March	**Unit 1: Data Collection.** b. Collection of Data: To collect relevant data of two set of Achievement Test from respective colleges or neighborhood institutions (sample size 50)	RB	6	Practical:5 Theoretical:1
	Unit 2: Data Analyses by any excel/ software and manual both. a. Determination of Central Tendency & Variability (Range, SD, QD)	PD	7	Practical:7
April	**Unit 1: Data Collection.** b. Collection of Data: To collect relevant data of two set of Achievement Test from respective colleges or neighborhood institutions (sample size 50)	RB	1	Tutorial :1
	Unit 2: Data Analyses by any excel/ software and manual both. b. Graphical Representation of Data: Frequency Polygon, Ogive.	PD	5	Practical:5

Month	Unit / Topic	Code	No.	Assessment
May	**Unit 1: Data Collection.** b. Collection of Data: To collect relevant data of two set of Achievement Test from respective colleges or neighborhood institutions (sample size 50)	RB	1	Assignment:1
	Unit 2: Data Analyses by any excel/ software and manual both. c. Comparison between two sets of data: Correlation (only software calculation) – Rank difference and product moment	PD	7	Practical:5
June	**Unit 1: Data Collection.** b. Collection of Data: To collect relevant data of two set of Achievement Test from respective colleges or neighborhood institutions (sample size 50)	RB	1	Assignment:1
	Unit 2: Data Analyses by any excel/ software and manual both. a. Determination of Central Tendency & Variability (Range, SD, QD) b. Graphical Representation of Data: Frequency Polygon, Ogive. c. Comparison between two sets of data: Correlation (only software calculation) – Rank difference and product moment	PD	2	Class Test & Assignment:2
End Semester Examination				

Selected References:

- ❖ Ahmed, A.A.A. (2012); Sikshay Gabeshana Paddhati, Pravati Library, Dhaka.
- ❖ Best & Khan (2010); Research in Education, Pearson, Prentice Hall, Delhi.
- ❖ Chakrabarty, A. (2014); SikshayParimap O Mulyan, Classique Books, Kolkata.
- ❖ 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, PHILearning Pvt Ltd. New Delhi.
- ❖ Pal, D. (2015); Research Methodology And Statistical Technique, Rita Book Agency,Kolkata.

Other Resources: Internet

Semester: VI, Department of Education, Basirhat College, Session: January to June, 2023

Lesson Plan for Course: B.A(H)   Code: EDCACOR13T   Credit: 6

Course Name: Curriculum Studies

- Course coordinator : Prof. Ria Barua
- Course Outcome :

  CO1: to understanding meaning, nature, scope, determinants and functions of Curriculum.
  CO2: to understanding types and bases of curriculum.
  CO3: to understanding Bloom's taxonomy and development model.
  CO4: to understanding curriculum construction, evaluation and innovation
  CO5 : to learn Scientific Model Of Curriculum Evaluation

Course Planner :

Month	Course Topic	Teacher	Class-hours	Remarks
February	**Unit: 1.** a) Meaning, Nature, Scope of Curriculum	SK	4	Theoretical:3 Assignment:1
	Unit :2 A) Need to Form Aim and Objective of Curriculum	BD	4	Theoretical:3 Assignment:1
	Unit 3 A)UGC Model of Curriculum Development CBCS	PD	4	Theoretical:3 Class Test:1
March	**Unit :1** B) Relationship Among Curriculum, Syllabus, Content	SK	9	Theoretical:8 Assignment :1
	Unit :2 A) Need to Form Aim and Objective of Curriculum	BD	6	Theoretical:5 Class Test:1
	Unit 3 B) Factors of Curriculum Development	PD	8	Theoretical:6 Assignment:2
April	**Unit 1** C) Type of Curriculum Brief Introduction (Definition and Example Only)	SK	8	Theoretical :7 Assignment:1
	Unit 2 B) Bloom's Taxonomy (Cognitive)	BD	7	Theoretical :6 Assignment:1
	Unit:4 A)Meaning of Purpose of Curriculum Evaluation	PD	8	Theoretical:7 Class Test:1
Internal Assessment				
May	**Unit 1** D) Basic Sources Of Curriculum - Philosophical , Sociological	SK	12	Theoretical :10 Assignment:2
	Unit 2 B) Bloom's Taxonomy (Cognitive)	BD	8	Theoretical :7 Assignment:1
	Unit:4 B) Approaches Of Curriculum Evaluation: Formative And Summative	PD	10	Theoretical:9 Class Test:1
June	**Unit 1** D) Basic Sources of Curriculum - Psychological	SK	4	Theoretical :3 Assignment:1
	Unit 2 B) Bloom's Taxonomy (Cognitive)	BD	3	Theoretical :2 Assignment:1
	Unit:4 C) Scientific Model Of Curriculum Evaluation - Stenhouse's Model	PD	3	Theoretical:2 Class Test:1
End Semester Examination			Total: 90 Hrs	

Selected References:
- ❖ Aggarwal, J.C. (2010); Curriculum Development, Shipra Publications, New Delhi.
- ❖ Bhalla, N. (2010); Curriculum Development, Author Pess, Delhi.
- ❖ Bhattacharya, D. (2015); PathyakramCharcha O Mulyan, Alpana Enterprises, Kolkata.
- ❖ Chakrabarty, P.K. (2014); PathyakramNeeti O Nirman, Classique Books, Kolkata
- ❖ Chakraborty, S. (2014); Curriculum Development, Shova, Kolkata.
- ❖ Ehsan, M.A. (2010); SikshakramUnnayan :Neeti O Paddhati, Lipica Books, Dhaka.

❖ Samad, A.(2011); Curriculum Studies, Pravati Library, Dhaka.
❖ Srivastava, H.S. (2006); Curriculum & Method of Teaching, Shipra Publishers, New Delhi.

❖ Talla, M (2012), Curriculum Development: Perspective, Principles and Issues, *Pearson,Dorling Kindersley Pvt.Ltd.*
❖ Yadav, Y.P. (2006); Fundamentals of Curriculum Design, Sri Sai Printographers, New Delhi.

Other Resources: Internet , Sodhganga

Lesson Plan for Course: B.A(H)   Code: EDCACOR14T   Credit: 6

Course Name : Special Education

- Course coordinator : Prof. Ria Barua

- Course Outcome

CO1: To understanding Concept, nature, need of special education
CO2: To understanding gifted children and slow learner.
CO3: To understanding visual impairment, auditory impairment and mental retardation.
CO4:To understanding development of special education in India
CO5: To assess the teaching learning and skills of children with disabilities in the classroom

Course Planner :

Month	Course Topic	Teacher	Class-hours	Remarks
February	**Unit: 1.** a) Special Education - Concept, Nature	DP	2	Theoretical:1 Assignment:1
	Unit: 2. A) Development Of Special Education In India	SK	5	Theoretical:4 Assignment:1
	Unit: 3. A)Gifted Children Definition , Classification, Identification, Needs, Problems, Educational Support For Them	RB	6	Theoretical:5 Class Test:1
March	**Unit: 1.** A)Special Education And Characteristics	DP	4	Theoretical:3 Assignment :1
	Unit: 2. A) Development Of Special Education In India	SK	6	Theoretical:5 Class Test:1
	Unit 3. B) Slow Learner- Definition, Needs, Problems, Educational Support For them	RB	8	Theoretical:6 Assignment:2
April	**Unit: 1.** B)Inclusive Education Concept	DP	4	Theoretical :3 Assignment:1
	Unit: 2. B) Organization Of Special Education In India	SK	7	Theoretical :6 Assignment:1
	Unit:4. A)Visual Impairment	RB	8	Theoretical:7 Class Test:1
Internal Assessment				
May	**Unit 1** B)Inclusive Education Type	DP	4	Theoretical :2 Assignment:2
	Unit 2 B) Administration Of Special Education In India	SK	6	Theoretical :5 Assignment:1
	Unit:4 B) Auditory Impairment	RB	6	Theoretical:5 Class Test:1
June	**Unit 1** B) Inclusive Education Is Inclusion A Viable Alternative?	DP	2	Theoretical :1 Assignment:1
	Unit 2 B) Administration Of Special Education In India	SK	3	Theoretical :2 Assignment:1
	Unit:4 C) Mental Retardation	RB	4	Theoretical:3 Class Test:1
End Semester Examination			Total: 90 Hrs	

Selected References:

❖ Aggarwal, R. &Rao, B.V.L.N. (2008); Education for Disabled Children, Shipra Publications,New Delhi.
❖ Debnath, D.&Debnath, A.K. (2010); ByatikramDharmiShishu O Tar Siksha, RitaPublications,Kolkata.
❖ Jaman, S.S, and Nanda, B.(2010), Exceptional Children, *Mowla Brothers,* Dhaka.
❖ Mangal&Mangal, (2015); Special Education, PHI Learning Pvt Ltd. New Delhi.
❖ Mithu, A. & Michael, B. (2005); Inclusive Education : From Rhetoric to Reality, Viva BooksPvtLtd. New Delhi.
❖ Nanda, B.P. (2013); BishesChahidaSampannaShishu, Classique Books, Kolkata.
❖ Nanda, B.P. (2014); SikshayEkibhaban, Classique Books, Kolkata.
❖ Panda, K.C. (2000), Education of Exceptional Children, *VikashPublishingHousePvt.Ltd*.

Other Resources: Internet , Sodhganga

Semester: VI, Department of Education, Basirhat College, Session: January to June, 2023

Lesson Plan for Course: B.A(H)   Code: EDCADSE04T   Credit: 6

Course Name : Value Education

Course Outcome :

        CO1: to know concept of Value

        CO2: to know values from different perspective

        CO3: to know Causes of Value crises with respect to Social,   Economic and Political life

        CO4: to know classification of Indian and western values

        CO5: to learn value education

- Course coordinator : Prof. Ria Barua

Course planner

Month	Course Topic	Teacher	Class-hours	Remarks
February	Unit-1: An introduction to Values	RB	1	Theoretical: 1
	Unit-2: Values from different perspectives	PD	2	Theoretical: 2
	Unit-3: Value Crises A. Value Crises – Definition	SK	3	Theoretical: 3
	Unit-4: Value Education	BD	1	Theoretical: 1
March	Unit-1(A): Value - Meaning, nature and importance.	RB	5	Theoretical: 5
	Unit-2(A): Philosophy, History, Environment,(concept, nature, importance).	PD	4	Theoretical: 4
	Unit-3(A): Value Crises – nature and characteristics.	SK	4	Theoretical: 4
	Unit-3(A): Value Crises – Definition, nature and characteristics.		3	Class Test & Assignment:3
	Unit-4(A): Value Education - meaning, nature, approaches.	BD	6	Theoretical: 4 Class Test & Assignment:2
April	Unit-1(A): Value - Meaning, nature and importance.	RB	5	Class Test & Assignment:5
	Unit-2(A): Literature, Religion and Education (concept, nature, importance).	PD	5	Theoretical: 3 Class Test & Assignment:2
	Unit-3(B): Causes of Value crises with respect to Social, Economic	SK	8	Theoretical: 4 Class Test & Assignment:2 Tutorial- 2
	Unit-4(A): Learning experiences in value education through imitation, indoctrination,	BD	7	Theoretical: 3 Class Test & Assignment:2 Tutorial- 2

May	Unit-1(B): Classification of value -Indian and Western context.	RB	5	Theoretical: 5
	Unit-2(B): Democratic and Universal Human Values – Concept, nature	PD	6	Theoretical: 4 Tutorial- 2
	Unit-3(B): Political life, preventive measures of value crises.	SK	7	Theoretical: 5 Class Test & Assignment:2
	Unit-4(A): Learning experiences in value education through inculcation and internalization.	BD	5	Theoretical: 3 Class Test & Assignment:2
June	Unit-1(B): Classification of value -Indian and Western context.	RB	5	Class Test & Assignment:3 Tutorial- 2
	Unit-2(B): Democratic and Universal Human Values – importance.	PD	4	Theoretical: 2 Class Test & Assignment:2
	Unit-3(A): Value Crises – Definition, nature and characteristics.	SK	5	Class Test & Assignment:3 Tutorial- 2
	Unit-4(B): Role of parents, teachers, mass-media in inculcating values	BD	3	Theoretical: 3

Selected References:

- ❖ Chand, J(2007).Value Education. Shipra Publication:Delhi
- ❖ Muthuja, B. Peace & Value Education. Anmol Publication Pvt. Ltd.: New Delhi
- ❖ Chattopadhyay, M.K & Pandey, P(2020). Value Education. Rita Publication: Kolkata
- ❖ Roy, P. R & P(2020). Value Education. Rita Publication: Kolkata

Other Resources: Internet

Semester: VI Department of Education, Basirhat College, Session: January to June, 2023
Lesson Plan for Course: B.A(H)   Code: EDCADSE05T   Credit: 6

Course Name : Peace Education

Course Outcome :

    CO1: to know concept of peace and peace education
    CO2: to know Factors Responsible for Disturbingindividual Peace
    CO3: to know Role of Peace Education present context
   CO4: to make people aware of the importance of peacemaking and develop a positive environment
    CO5: to understand how to promoting a culture of peace
- Course coordinator : Prof. Ria Barua

Course planner

Month	Course Topic	Teacher	Class-hours	Remarks
February	Unit-1: An introduction to Peace Education	RB	2	Theoretical: 2
	Unit-2: Barriers of Peace Education	BD	2	Theoretical: 2
	Unit-3: Factors Responsible for Disturbing individual Peace	PD	1	Theoretical: 1
	Unit-4: Role of Peace Education present context	SK	2	Theoretical: 2
March	Unit-1(A): Peace - meaning, characteristics, scope	RB	5	Theoretical: 5
	Unit-2(A): Psychological, Socio-cultural Barriers	BD	5	Theoretical: 5
	Unit-3(A): Psychological, Social	PD	5	Theoretical: 5
	Unit-3(A): Role of education to maintain peace; approaches promoting peace among individuals.	SK	7	Theoretical: 7
April	Unit-1(A): Peace - importance.	RB	2	Theoretical: 2
	Unit-1(A): Peace - meaning, characteristics, scope		3	Class Test &

	and importance.			Assignment:3
	Unit-2(A): Political Barriers	BD	2	Theoretical: 2
	Unit-2(A): Psychological, Socio-cultural, Political Barriers		3	Class Test & Assignment:3
	Unit-3(A): Cultural	PD	2	Theoretical: 2
	Unit-3(A): Psychological, Social & Cultural		2	Class Test & Assignment:2
	Unit-4(B): Learning experiences in peace education through imitation,	SK	3	Theoretical: 3
	Unit-3(A): Role of education to maintain peace; approaches promoting peace among individuals.		4	Class Test & Assignment:4
May	Unit-1(B): Peace Education – Concept, nature	RB	4	Theoretical: 4
	Unit-2(B): Preventive measures to overcome the barriers of Peace Education;	BD	5	Theoretical: 3 Class Test & Assignment:2
	Unit-3(B): Violence in home and educational institutions	PD	5	Theoretical: 5
	Unit-4(B): Indoctrination, inculcation and internalization.	SK	8	Theoretical: 6 Tutorial: 2
June	Unit-1(B): Peace Education – importance.	RB	2	Theoretical: 2
	Unit-1(B): Peace Education – Concept, nature and importance.		2	Class Test & Assignment:2
	Unit-2(B): Functions and role of UNESCO.	BD	4	Theoretical: 3 Tutorial: 1
	Unit-3(B): Violence in home and educational institutions	PD	5	Class Test & Assignment:4 Tutorial: 1
	Unit-4(B): Learning experiences in peace education through imitation, indoctrination, inculcation and internalization.	SK	4	Class Test & Assignment:4

Selected References:

- ❖ Pal, A & Behera, S.K. (2020). Peace Education. Kolkata, Rita Publication
- ❖ Muthuja, B. Peace & Value Education. Anmol Publication Pvt. Ltd.: New Delhi
- ❖ Roy, P. R & P(2020). Peace Education. Rita Publication: Kolkata

Other Resources: Internet