

**Course Name: Educational Philosophy**

**Course Outcome:**

- ✓ Understand the foundation of Education and disciplinary relationship between Education & Philosophy.
- ✓ Get an idea of the Philosophical bases in Education.
- ✓ Acquire knowledge of the Western & Indian Schools of Philosophy and their impact on Education.
- ✓ Perceive the values enshrined and educational provisions in the Indian Constitution.
- ✓ Understand contributions of some great educators and their Philosophies of Education

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

**Course planner**

| Month     | Course Topic  | Teacher | Class-hour | Remarks*                      |
|-----------|---|---------|------------|-------------------------------|
| July      | Unit 1 Concept and scope of education<br>a. Concept and scope of education, concept of modern education w.r.t.  | RB      | 8          | Theoretical: 6<br>Tutorial: 2 |
|           | Unit 2 Philosophical bases in education<br>b. Western philosophical thoughts and their influence on education – Idealism,   | SK      | 3          | Theoretical: 3<br>Tutorial: 0 |
|           | Unit 1 Concept and scope of education<br>b. Concept of different forms of education – informal, formal  | PD      | 5          | Theoretical: 4<br>Tutorial: 1 |
|           | Unit 2 Philosophical bases in education<br>a. Philosophy in education – philosophical bases of educational aims, knowledge, curriculum,   | BD      | 5          | Theoretical: 4<br>Tutorial: 1 |
| August    | Unit 1 Concept and scope of education<br>a. Delor's Commission.   | RB      | 6          | Theoretical: 5<br>Tutorial: 1 |
|           | Unit 2 Philosophical bases in education<br>b. Western philosophical thoughts and their influence on education – Naturalism, Pragmatism  | SK      | 5          | Theoretical: 4<br>Tutorial: 1 |
|           | Unit 1 Concept and scope of education<br>b. Concept of different forms of education – non-formal  | PD      | 3          | Theoretical: 3<br>Tutorial: 0 |
|           | Unit 2 Philosophical bases in education<br>a. Philosophy in education – philosophical bases of educational methods of teaching, teacher and discipline.   | BD      | 5          | Theoretical: 4<br>Tutorial: 1 |
| September | Unit 1 Concept and scope of education<br>a. child centricism.<br>c. Functions of education – individual and social development.   | RB      | 7          | Theoretical: 6<br>Tutorial: 1 |
|           | Unit 2 Philosophical bases in education<br>b. Western philosophical thoughts and their influence on education – Existentialism.<br>c. Indian philosophical thoughts and their influence on education –, Jainism, Buddhism . | SK      | 4          | Theoretical: 4<br>Tutorial: 0 |
|           | Unit 1 Concept and scope of education   | PD      | 5          | Theoretical:                  |

|          |  |    |        |                               |
|----------|--|----|--------|-------------------------------|
|          | b. Concept of different forms of education –open education.<br>c. Functions of education –Human Resource Development.                            |    |        | 4<br>Tutorial:1               |
|          | Unit 2 Philosophical bases in education<br>c. Indian philosophical thoughts and their influence on education – Sankhya, Yoga and Islamic.        | BD | 4      | Theoretical: 3<br>Tutorial:1  |
| October  | Unit 3 National values and role of education<br>a. Values as enshrined in the Indian constitution – democracy, secularism, equality and justice. | RB | 8      | Theoretical: 6<br>Tutorial:2  |
|          | Unit 4 Contributions of great educators on philosophy of education (w.r.t. aims,curricula and methods of teaching)<br>a. Rabindranath Tagore     | SK | 5      | Theoretical: 4<br>Tutorial:1  |
|          | Unit 4 Contributions of great educators on philosophy of education (w.r.t. aims,curricula and methods of teaching) b. Swami Vivekananda          | PD | 4      | Theoretical: 3<br>Tutorial:1  |
|          | Unit 4 Contributions of great educators on philosophy of education (w.r.t. aims,curricula and methods of teaching)<br>c. John Dewey              | BD | 3      | Theoretical: 3<br>Tutorial: 0 |
| November | Unit 3 National values and role of education<br>b. Educational provisions in the Indian constitution – Articles 15,17,28,30,45,46,350.           | RB | 3      | Theoretical: 3<br>Tutorial: 0 |
|          | Unit 4 Contributions of great educators on philosophy of education (w.r.t. aims,curricula and methods of teaching)<br>d. Bertrand Russell        | SK | 2      | Theoretical: 2<br>Tutorial: 1 |
|          | Unit 4 Contributions of great educators on philosophy of education (w.r.t. aims,curricula and methods of teaching)<br>b. Swami Vivekananda       | PD | 2      | Theoretical: 2<br>Tutorial: 0 |
|          | Unit 4 Contributions of great educators on philosophy of education (w.r.t. aims,curricula and methods of teaching)<br>c. John Dewey              | BD | 1      | Theoretical: 2<br>Tutorial: 0 |
| December | Unit 3 National values and role of education<br>b. Educational provisions in the Indian constitution – Articles 15,17,28,30,45,46,350.           | RB | 2      | Tutorial: 2                   |
|          | Unit 4 Contributions of great educators on philosophy of education (w.r.t. aims,curricula and methods of teaching)<br>d. Bertrand Russell        | SK | 1      | Tutorial: 1                   |
|          | Unit 4 Contributions of great educators on philosophy of education (w.r.t. aims,curricula and methods of teaching)<br>b. Swami Vivekananda       | PD | 1      | Tutorial: 1                   |
|          | Unit 4 Contributions of great educators on philosophy of education (w.r.t. aims,curricula and methods of teaching)<br>c. John Dewey              | BD | 1      | Tutorial: 1                   |
|          | Assessment: Internal Assessment & Assignment   |    | TOTAL: | Theoretical:                  |

|  |  |  |        |                    |
|--|--|--|--------|--------------------|
|  |  |  | 90 Hrs | 75<br>Tutorial: 15 |
|--|--|--|--------|--------------------|

#### Books:

- Bandyopadhyay, A (2005); SikshaDarshan O SikshaNeeti, B.B.KunduGrandson, Kolkata.
- Brubacher, J.S. (1969); Modern Philosophies of Education, McGraw Hill, New Delhi.
- Dewey, J. (1961); Philosophy of Education, Little Field- Adams & Co., New Jersey.
- Ghanta, R and Das, B.N (2006); Foundations of Education, Neelkamal Publishers Pvt.Ltd., New Delhi.
- Ghosh, S (2010); SiksharDarshanikBhitti, Banerjee Publishers, Kolkata.
- Halder, G.& Sharma, P. - ShikshaTatta O ShikshaNiti, Banerjee Publishers, Kolkata
- Mondal, M. (2008); Sikshadarshan O Sikshabijnan, Calcutta University.
- Pal, A.K. (2013); SikshaDarshanarRuprekha, Classic Books; Calcutta
- Pathak, R.K. (2009); Philosophical and Sociological Foundation of Education, Kanishka Publishers Distributors, New Delhi.
- Purkait, B. R. (1995); Great Educators and their Philosophies, New Central Book Agency, Kolkata.
- Purkait, B.R (2000); Principles and Practices of Education, New Central Book Agency, Kolkata.

Other resources: Internet, sodhganga etc.

**Semester: I Department of Education, Basithat College Session: Jul-Dec, 2019**

**Lesson Plan for Course: B.A (H) Code: EDCACOR02T Credit: 6**

**Course Name: Educational Psychology**

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

#### **Course Outcome :**

- ✓ Develop a concept of Psychology, and its relationship with Education.
- ✓ Get an idea of Educational Psychology.
- ✓ Understand the different aspects of child development and relate that with Education.
- ✓ Learn about Psychology of Intelligence and Creativity and relate that with Education.
- ✓ Understand different aspects of Learning Psychology in the context of Education

#### **Course planner**

| Month | Course Topic   | Teacher | Class-hour | Remarks*                      |
|-------|--|---------|------------|-------------------------------|
| July  | Unit 2 Psychology of human development and education<br>a. Human development-concept, principles, types and stages<br>b. Cognitive development ( Piaget) and its significance in education | RB      | 6          | Theoretical: 5<br>Tutorial: 1 |
|       | Unit 1 Introduction to educational psychology<br>a. Introduction to educational psychology, relation between education and psychology  | SK      | 3          | Theoretical: 3<br>Tutorial: 0 |
|       | Unit 2 Psychology of human development and education<br>e. Personality – concept, types (Jung, Adler), personality development by Freud  | PD      | 5          | Theoretical: 4<br>Tutorial: 1 |

|           |  |    |   |                               |
|-----------|--|----|---|-------------------------------|
|           | Unit 1 Introduction to educational psychology<br>b. Introduction to neuro-physiological bases of human behavior- structure and function of human brain, neuron, n                                      | BD | 6 | Theoretical: 5<br>Tutorial:1  |
| August    | Unit 2 Psychology of human development and education<br>c. Moral development ( Kohlberg) and its significance in education<br>d. Psycho-social development (Erikson) and its significance in education | RB | 6 | Theoretical: 5<br>Tutorial:1  |
|           | Unit 3 Intelligence and creativity<br>a. Intelligence – concept and scope  | SK | 5 | Theoretical: 4<br>Tutorial:1  |
|           | Unit 3 Intelligence and creativity<br>c. Creativity – concept, scope and characteristics of creative person  | PD | 5 | Theoretical: 4<br>Tutorial: 1 |
|           | Unit 1 Introduction to educational psychology<br>b. Introduction to neuro- synaptic transmission, endocrinal glands,sensation, perception  | BD | 4 | Theoretical: 3<br>Tutorial:1  |
| September | Unit 3 Intelligence and creativity<br>b. Theories of intelligence – Guilford, Gardener, Sternberg  | RB | 7 | Theoretical: 6<br>Tutorial:1  |
|           | Unit 4 Psychology of learning<br>a. Learning – concept and scope   | SK | 3 | Theoretical: 3<br>Tutorial: 0 |
|           | Unit 4 Psychology of learning<br>b. Factors influencing learning – attention, maturation, (concept only)   | PD | 4 | Theoretical: 3<br>Tutorial:1  |
|           | Unit 4 Psychology of learning<br>b. Factors influencing learning – motivation and emotion (concept only)   | BD | 5 | Theoretical: 4<br>Tutorial:1  |
| October   | Unit 3 Intelligence and creativity<br>d. Relationship between intelligence, creativity and education   | RB | 7 | Theoretical: 6<br>Tutorial:1  |
|           | Unit 4 Psychology of learning<br>a. Learning – concept and scope   | SK | 4 | Theoretical: 3<br>Tutorial:1  |
|           | Unit 4 Psychology of learning<br>b. Factors influencing learning – attention, maturation, (concept only)   | PD | 4 | Theoretical: 3<br>Tutorial:1  |
|           | Unit 4 Psychology of learning<br>b. Factors influencing learning – motivation and emotion (concept only)   | BD | 5 | Theoretical: 4<br>Tutorial: 1 |
| November  | Unit 4 Psychology of learning<br>c. Theories of learning: Pavlov   | RB | 3 | Theoretical: 3<br>Tutorial: 0 |
|           | Unit 4 Psychology of learning<br>c. Theories of learning: Skinner  | SK | 2 | Theoretical: 2<br>Tutorial: 0 |
|           | Unit 4 Psychology of learning<br>c. Theories of learning: Bandura  | PD | 3 | Theoretical: 2                |

|          |  |    |                  |                                 |
|----------|--|----|------------------|---------------------------------|
|          |  |    |                  | Tutorial: 1                     |
|          | Unit 4 Psychology of learning<br>c. Theories of learning: Vygotsky | BD | 2                | Theoretical: 2<br>Tutorial: 0   |
| December | Unit 4 Psychology of learning<br>c. Theories of learning: Pavlov   | RB | 2                | Tutorial: 2                     |
|          | Unit 4 Psychology of learning<br>c. Theories of learning: Skinner  | SK | 1                | Tutorial: 1                     |
|          | Unit 4 Psychology of learning<br>c. Theories of learning: Bandura  | PD | 1                | Tutorial: 1                     |
|          | Unit 4 Psychology of learning<br>c. Theories of learning: Vygotsky | BD | 1                | Tutorial: 1                     |
|          | Assessment: Internal Assessment & Assignment                       |    | TOTAL:<br>90 Hrs | Theoretical: 75<br>Tutorial: 15 |

### Books:

- 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 Wendkos Olds - 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.

Other resources: Internet,Sodhganga etc.

**Semester: III Department of Education, Basithat College Session: Jul-Dec, 2019**

**Lesson Plan for Course: B.A (H) Code: EDCACOR05T Credit: 6**

**Course Name: Education in Pre-independence India**

- Course coordinator: Prof. Ria Barua**

**Course Outcome:**

- ✓ Develop an idea of education in ancient and medieval India
- ✓ Know about the education under East India Company
- ✓ Perceive the development of education under British rule
- ✓ Develop a concept of education from 1917-1947.

**Course planner**

| Sl  | Course Topic  | Teacher | Class-Hour | Remarks                   |
|-----|---|---------|------------|---------------------------|
| Jul | Unit 3(A): Wood's Despatch (1854)   | RB      | 1          | Theoretical:1             |
|     | Unit 2(A): Charter act of 1813  | SK      | 1          | Theoretical:1             |
|     | Unit 4: Development of Education from 1917- 1947  | BD      | 1          | Theoretical:1             |
|     | Unit 1; development of education in ancient and medieval India                          | PD      | 1          | Theoretical:1             |
| Aug | Unit 3(A): Wood's Despatch (1854)   | RB      | 2          | Class Test & Assignment:2 |
|     | Unit 2 (B): Macaulay minute   | SK      | 3          | Theoretical:3             |
|     | Unit 2 (C): Bengal Renaissance- nature  |         |            |                           |
|     | Unit 4(A): Calcutta University commission(1917-1919)                                    | BD      | 2          | Theoretical:2             |
| Sep | Unit 1; silent features ofbrahmanic Aims of education Curriculum and method of teaching | PD      | 2          | Theoretical:2             |
|     | Unit 3 (B): Hunter Commission (1882-83)   | RB      | 3          | Theoretical:3             |
|     | Unit 2 (C): Bengal Renaissance- characteristicsUnit 2(D): Contribution of Rammohan      | SK      | 3          | Theoretical:3             |
|     | Unit 4(A): Calcutta University commission(1917-1919)                                    | BD      | 2          | Theoretical:2             |
|     | Unit 1; silent features ofbrahmanic Aims of education Curriculum and method of teaching | PD      | 1          | Class Test & Assignment:2 |

|     |   |    |   |                           |
|-----|---|----|---|---------------------------|
| Oct | Unit 3 (B): Hunter Commission (1882-83)   | RB | 2 | Class Test & Assignment:2 |
|     | Unit 2(B):Charter act of 1813<br>Unit 2 (B): Macaulay minute<br>Unit 2 (C): Bengal Renaissance- nature  | SK | 2 | Class Test & Assignment:2 |
|     | Unit 4(A): Calcutta University commission(1917-1919)  | BD | 2 | Class Test & Assignment:2 |
|     | Unit 1; silent features of Buddhistic and Islamic education Aims of education Curriculum andmethodofteaching<br>Centres of learning ; nabadwip .nalanda ,Agra | PD | 2 | Theoretical:2             |
| Nov | Unit 3 (B): (C) : Curzon's Policy   | RB | 2 | Theoretical:2             |
|     | Unit 2(D): Contribution of Derozio, Vidhyasagar   | SK | 4 | Theoretical:4             |
|     | Unit 4(B):Basic Education Policy  | BD | 2 | Theoretical:2             |
|     | Unit 1; silent features of Buddhistic and Islamic education Aims of education Curriculum andmethodofteaching<br>Centres of learning ; nabadwip .nalanda ,Agra | PD | 2 | Theoretical:2             |
| Dec | Unit 3 (B): (C) : Curzon's Policy   | RB | 2 | Class Test & Assignment:2 |
|     | Unit 2(D): Contribution of Rammohan Derozio, Vidhyasagar  | SK | 2 | Class Test & Assignment:2 |
|     | Unit 4(B):Basic Education Policy  | BD | 2 | Class Test & Assignment:2 |
|     | Unit 1; silent features of Buddhistic and Islamic education Aims of education Curriculum andmethodofteaching<br>Centres of learning ; nabadwip .nalanda ,Agra | PD | 2 | Class Test & Assignment:2 |

#### Books:

- Banerjee, J.P. (2010); BharatiyaSiksharItihas, Central Library, Kolkata.Bhakta, B.B. (1996)
- BharatiyaSiksharRuprekha, A AA KaKhaPrakasani, Rita Book Agency, Kolkata

- Chaube, S. (2010); History And Problems of Indian Education, Agrawal Publication, Agra.
- Halder, G.D. & Sharma, P. (2010); AdhunikBharatiyaSiksharVikash, Banerjee Publishers,Kolkata.
- Purkait, B.R. (1992), Milestone in Ancient & Medieval Indian Education, New Central BookAgency, Kol-9.
- Purkait, B.R. (1992), Milestone in Modern Indian Education, NewCentralBookAgency, Aggarwal,
- J.C. (2010); Educational Reforms in India, Shipra Publications, New Delhi.Ahuja, R. (2010); Social Problems in India; Rawat Publication; Jaipur.
- Halder, K & Nath, G. (2014); BharatiyaSiksharSamprotikBishoy, K. Chakraborty Publications,Kolkata.
- Mukhopadhyaya, D., Sarkar, B., Halder, T., & Pal, A.K. (2014)
- BharaterSiksharChalamanGhatanaboli, Aheli Publishers, Kolkata.
- Pal, D. (2014); BharatiyaSikshaySamprotikGhatanaboli, Rita Publishers, KolkataKolkata.

**Other resource:** Internet

**Semester: III Department of Education, Basithat College Session: Jul-Dec, 2019**

**Lesson Plan for Course: B.A (H) Code: EDCACOR06T Credit: 6**

**Course Name: Education in Post-independence India**

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

**Course Outcome:**

- ✓ Understand about the development of education from 1947-1953
- ✓ Develop a concept of education from 1964-1968
- ✓ Know about the education from 1986-1992
- ✓ Learn about the development of education from 1993 onwards

**Course planner**

| Sl  | Course Topic  | Teacher | Class-Hour | Remarks                   |
|-----|---|---------|------------|---------------------------|
| Jul | Unit 1 (A): University Education Commission (1948-49)   | RB      | 1          | Theoretical:1             |
|     | Unit 2:Development of education from 1986- 1992   | BD      | 1          | Theoretical:1             |
|     | Unit 2: Development of education from 1964- 1968<br>Unit 2 (A): Indian Education Commission (1964-66) | DP      | 1          | Theoretical:1             |
| Aug | Unit 1 (A): University Education Commission (1948-49)   | RB      | 2          | Theoretical:2             |
|     | Unit 2:Development of education from 1986- 1992   | BD      | 1          | Class Test & Assignment:1 |



|     |   |    |   |                               |
|-----|---|----|---|-------------------------------|
|     | Unit 2: Development of education from 1964- 1968<br>Unit 2 (A): Indian Education Commission (1964-66) | DP | 3 | Theoretical:3                 |
| Sep | Unit 1 (A): University Education Commission (1948-49)   | RB | 2 | Class Test & Assignment:2     |
|     | Unit 2(A): policy on Education, 1986  | BD | 2 | Theoretical:2                 |
|     | Unit 2 (B): National policy on Education, 1968  | DP | 2 | Theoretical:2<br>Class Test:1 |
| Oct | Unit 1 (B): Secondary Education Commission (1952-53)  | RB | 2 | Theoretical:2                 |
|     | Unit 2(A): policy on Education, 1986  | BD | 1 | Class Test & Assignment:1     |
|     | Unit 4: Development of education from 1993 onwards<br>Unit 4 (A): Sarva Shiksha mission               | DP | 3 | Theoretical:3                 |
| Nov | Unit 1 (B): Secondary Education Commission (1952-53)  | RB | 2 | Theoretical:2                 |
|     | Unit 2(B): Programme of action, 1992  | BD | 2 | Theoretical:2                 |
|     | Unit 4: Development of education from 1993 onwards<br>Unit 4 (A): Sarva Shiksha mission               | DP | 2 | Class Test & Assignment:2     |
| Dec | Unit 1 (B): Secondary Education Commission (1952-53)  | RB | 2 | Class Test & Assignment:2     |
|     | Unit 2(B): Programme of action, 1992  | BD | 1 | Class Test & Assignment:1     |
|     | Unit 4(B): Right to Education Act, 2009   | DP | 4 | Theoretical:3<br>Class Test:1 |

#### Books:

- Ghosh, R. (2012); AdhunikBharaterSiksharVikash, Soma Book Agency, Kolkata.
- Gupta, A.(2013); Education in the 21st Century, Shipra Publications, New Delhi.
- Halder, G.D. & Sharma, P. (2010); AdhunikBharatiyaSiksharVikash, Banerjee Publishers,Kolkata.
- Ahuja, R. (2010); Social Problems in India; Rawat Publication; Jaipur

- Halder, K & Nath, G. (2014); Bharatiya Sikshar Samprotik Bishoy, K. Chakraborty Publications, Kolkata.
- Mukhopadhyaya, D., Sarkar, B., Halder, T., & Pal, A.K. (2014)
- Bharater Sikshar Chalaman Ghatanaboli, Aheli Publishers, Kolkata.
- Pal, D. (2014); Bharatiya Sikshay Samprotik Ghatanaboli, Rita Publishers, KolkataKolkata.

**Other resource:** Internet

**Semester: III Department of Education, Basirhat College Session: Jul-Dec, 2019**

**Lesson Plan for Course: B.A (H) Code: EDCACOR07T Credit: 4**

**Course Name: Contemporary issues**

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

**Course Outcome:**

- ✓ Explore the Traditional issues, Social issues and Educational issues of Indian educational system.

- Course planner

| Sl  | Course Topic   | Teacher | Class-Hour | Remarks                   |
|-----|--|---------|------------|---------------------------|
| Jul | Unit 1 (A): Language problem                                       | RB      | 1          | Theoretical:1             |
|     | Unit 3(A): Problem of equalization of Educational opportunities    | SK      | 1          | Theoretical:1             |
|     | Unit 2: social issues<br>Problems of education of backward classes | PD      | 1          | Theoretical:1             |
| Aug | Unit 1 (A): Language problem                                       | RB      | 1          | Theoretical:1             |
|     | Unit 3(A): Problem of equalization of Educational opportunities    | SK      | 2          | Theoretical:2             |
|     | Unit 2: social issues<br>Problems of education of backward classes | PD      | 1          | Theoretical:1             |
| Sep | Unit 1 (A): Language problem                                       | RB      | 1          | Theoretical:1             |
|     | Unit 3(A): Problem of equalization of Educational opportunities    | SK      | 2          | Class Test & Assignment:2 |

|     |  |    |   |                           |
|-----|--|----|---|---------------------------|
|     | Unit 2: social issues<br>Problems of education of backward classes     | PD | 1 | Class Test & Assignment:1 |
| Oct | Unit 1 (A): Language problem   | RB | 1 | Class Test & Assignment:1 |
|     | Unit 3(B): National curriculum framework, 2009                         | SK | 2 | Theoretical:2             |
|     | Unit 2: social issues<br>b. Problems of adult and non formal education | PD | 2 | Theoretical:2             |
| Nov | Unit 1(B): Problems of technical and vocational education              | RB | 4 | Theoretical:4             |
|     | Unit 3(B): National curriculum framework, 2009                         | SK | 2 | Theoretical:2             |
|     | Unit 2: social issues<br>b. Problems of adult and non formal education | PD | 2 | Theoretical:2             |
| Dec | Unit 1(B): Problems of technical and vocational education              | RB | 3 | Class Test & Assignment:3 |
|     | Unit 3(B): National curriculum framework, 2009                         | SK | 2 | Class Test & Assignment:2 |
|     | Unit 2: social issues<br>b. Problems of adult and non formal education | PD | 2 | Class Test & Assignment:2 |

#### Books:

- Ghosh, R. (2012); AdhunikBharaterSiksharVikash, Soma Book Agency, Kolkata.
- Purkait, B.R. (1992), Milestone in Modern Indian Education, NewCentralBookAgency, Aggarwal,
- J.C. (2010); Educational Reforms in India, Shipra Publications, New Delhi. Ahuja, R. (2010); Social Problems in India; Rawat Publication; Jaipur.
- Halder, K & Nath, G. (2014); BharatiyaSiksharSamprotikBishoy, K. Chakraborty Publications, Kolkata.
- Mukhopadhyaya, D., Sarkar, B., Halder, T., & Pal, A.K. (2014);
- BharaterSiksharChalamanGhatanaboli, Aheli Publishers, Kolkata.
- Pal, D. (2014); BharatiyaSikshaySamprotikGhatanaboli, Rita Publishers, KolkataKolkata.

**Other resource:** Internet

**Semester: III Department of Education, Basirhat College Session: Jul-Dec, 2019**

**Lesson Plan for Course: B.A (H) Code: EDCACOR07p Credit: 6**

**Course Name: Field Tour & Report Writing**

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

**Course Outcome:**

- ✓ Gather experience regarding places of Philosophical, Psychological & Historical importance
- ✓ Field study includes proper planning, execution of journey and report writing. • Students will be able to link their learning with experience

- **Course planner**

| Sl  | Course Topic   | Teacher | Class-Hour | Remarks       |
|-----|--|---------|------------|---------------|
| Jul | Unit 1: Planning<br><br>Aims & Objectives of Field Study<br><br>Selection of Place mentioning its importance.<br><br>Group formation & distribution of work. | RB      | 1          | Theoretical:1 |
|     | Unit 1: Planning<br><br>Aims & Objectives of Field Study<br><br>Selection of Place mentioning its importance.<br><br>Group formation & distribution of work. | PD      | 1          | Theoretical:1 |
| Aug | Unit 1: Planning<br><br>Aims & Objectives of Field Study<br><br>Selection of Place mentioning its importance.<br><br>Group formation & distribution of work. | RB      | 2          | Theoretical:2 |
|     | Unit 2: Execution of Journey<br><br>Visit the place with proper attendance sheet.<br><br>Photo Session<br><br>Note down & Describing the special features.   | PD      | 1          | Theoretical:1 |
| Sep | Unit 2: Execution of Journey<br><br>Visit the place with proper attendance sheet.<br><br>Photo Session<br><br>Note down & Describing the special features.   | RB      | 1          | Theoretical:1 |

|     |   |    |   |               |
|-----|---|----|---|---------------|
|     | Unit 2: Execution of Journey<br><br>Visit the place with proper attendance sheet.<br><br>Photo Session<br><br>Note down & Describing the special features.  | PD | 1 | Theoretical:1 |
| Oct | Unit 3: Reporting (within 500 words)<br><br>The report of Field study to be developed in an A-4 sizefile, with real photos based on following:<br><br>Title<br><br>Objectives<br><br>Date and Place of Journey including the mode of conveyance<br><br>Description of the place mentioning it's educational importance<br><br>Comments. | RB | 1 | Theoretical:1 |
|     | Unit 3: Reporting (within 500 words)<br><br>The report of Field study to be developed in an A-4 sizefile, with real photos based on following:<br><br>Title<br><br>Objectives<br><br>Date and Place of Journey including the mode of conveyance<br><br>Description of the place mentioning it's educational importance<br><br>Comments. | PD | 2 | Theoretical:1 |
| Nov | Unit 3: Reporting (within 500 words)<br><br>The report of Field study to be developed in an A-4 sizefile, with real photos based on following:<br><br>Title<br><br>Objectives<br><br>Date and Place of Journey including the mode of  | RB | 1 | Practical:1   |