

Course Outcome:

CO1: To develop an understanding of educational philosophy

CO2: To be acquainted with the western and Indian schools of philosophy and their impact on education.

CO3: To understand contributions of some great educators and their philosophies of education

CO4: to understanding different forms of education

CO5: to understand national values in the Indian Constitution

Course planner

Month	Course Topic	Teacher	Class-hours	Remarks
September	Unit-1:(A) Concept and scope of education, concept of modern education w.r.t.Delor's Commission, child centricism. Unit-1:(B) Concept of different forms of education – informal, formal	BD	9	Theoretical:9
	Unit-2(A): Philosophy in education – philosophical bases of educational aims, knowledge, curriculum, methods of teaching, teacher and discipline.	PD	5	Theoretical:5
	Unit-3:(A) Values as enshrined in the Indian constitution – democracy, secularism, equality and justice.	DP	5	Theoretical:7
October	Unit-1(B):non-formal and open education.	BD	6	Theoretical:5 Assignment:1
	Unit-2(B): Western philosophical thoughts and their influence on education – Idealism	PD	7	Theoretical:5 Assignment:2
November	Unit-1(E):Functions of education – individual and social development,	BD	5	Theoretical: 3 Assignment:1 Class test: 1
	Unit-2(B):Naturalism, Pragmatism and Existentialism Unit-2(C):Indian philosophical thoughts and their influence on education – Sankhya, Yoga	PD	10	Theoretical: 5 Assignment:3 Class test: 2
	Unit-3(B):Indian philosophical thoughts and their influence on education – Sankhya, Yoga Unit-4(A):Rabindranath Tagore Unit-4(B):Swami Vivekananda	DP	7	Theoretical:5 Assignment:2
December	Unit-1(C):Human Resource Development	BD	10	Theoretical: 5 Assignment:3 Class test: 2
	Unit-2(C):Jainism, Buddhism and Islamic.	PD	18	Theoretical:10 Tutorial : 8
	Unit-4(C): John Dewey Unit-4(D):Bertrand Russell	DP	8	Theoretical:5 Tutorial :3
January	Internal Assessment			
February	End Semester Examination		90 Hours	

Selected References:

- ❖ Aggarwal J.C and Gupta S (2008), Great Philosophers and Thinkers on Education, Shipra Publications, New Delhi.

- ❖ Aggarwal, J.C. (2008), Theory and Principles of Education, Vikash Publishing House, New Delhi.
- ❖ 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); SikshaDarshanikBhitti, 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.
- ❖ Roy, S. (2007); SikshaTatwa O SikshaDarshan, Soma Book Agency, Calcutta.
- ❖ Uddin, A. and Das, S. (2008), SikshaDarsan, UpamaPrakason, Dhaka

Other Resources: Internet

Semester: I, Department of Education, Basirhat College,

Session: July to Dec 2021

Lesson Plan for Course: B.A (H)

Code: EDCACOR02T

Credit: 6

Course Name : Educational Psychology

Course coordinator: Prof. Ria Barua.

Course Outcome:

CO1: to understanding the concept of educational psychology

CO2: to make an understanding of different aspects of child development and relate that with education

CO3: to realize the relationship between psychology and education

CO4: to understanding different aspects of learning in the context of education

CO5: to understand Intelligence and creativity

Course planner

Month	Course Topic	Teacher	Class-hours	Remarks
September	Unit-1:(A)Introduction to educational psychology, relation between education and psychology	SK	4	Theoretical:4
	Unit-2(A): Human development-concept, principles, types and stages	BD	8	Theoretical:8
	Unit-3:(A) Intelligence – concept and scope Unit-3:(B) Theories of intelligence – Guilford, Gardener, Sternberg	RB	10	Theoretical:10
October	Unit-3(C):Creativity – concept, scope	RB	7	Theoretical:2 Assignment:1
November	Unit-1(B):. Bases of pedagogy – philosop Introduction to neuro-physiological bases of human behavior- structure and function of human brain, neuron,	SK	8	Theoretical: 5 Assignment:2 Class Test: 1
	Unit-2(B):Cognitive development (Piaget) and its significance in education Unit-2(C): Moral development (Kohlberg) and its significance in education	BD	10	Theoretical: 6 Assignment:3 Class Test: 1
	Unit-3(C):Creativity- characteristics of creative person Unit-3(D): Relationship between intelligence, creativity and education Unit-4(A): Learning – concept and scope Unit-4(B): Factors influencing learning – attention, maturation,	RB	15	Theoretical: 10 Assignment:2 Tutorial- 3
December	Unit-1(B):synaptic transmission, endocrinal glands, sensation, perception	SK	8	Theoretical:5 Assignment:1 Class Test : 2
	Unit-2(D):Psycho-social development (Erikson) and its significance in education Unit-2(E): Personality – concept, types (Jung, Adler), personality development by Freud	BD	10	Theoretical:6 Class Test :3 Tutorial- 2
	Unit-4(B): motivation and emotion (concept only) Unit-4(C): Theories of learning: Pavlov, Bandura and Vygotsky	RB	10	Theoretical:8 Class Test : 2 Tutorial- 4
January	Internal Assessment			

February	End Semester Examination	90 Hours
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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 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

Semester: III, Department of Education, Basirhat College, Session: July to Dec 2021

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

Course Name: Education in Pre-independence India

Course Outcome:

Course co-ordinator: Prof. Ria Barua

Course Outcome:

CO1: to know the educational history about pre independence India.

CO2: to learn about the Buddhist, Islamic etc educational institutions

CO3: to know about the Rammohan, Vidyasagar, Derozio and their contribution in education

CO4: to know about the Buniadi education

CO5: to learn development of education under British period

Course planner

Month	Course Topic	Teacher	Class-hours	Remarks
August	Unit 1. Development of education in ancient and medieval India Salient features of Brahmanic education w.r.t: A. Aims of education B. Curriculum and method of teaching	DP	7	Theoretical:6 Assignment:1
	Unit 2 Development of education under East India Company A. Charter Act of 1813	PD	6	Theoretical:5 Class Test: 1
	Unit 3 Development of education under British rule A. Wood's Despatch (1854)	SK	9	Theoretical:8 Assignment:1
September	Unit 1. Development of education in ancient and medieval India Salient features of Buddhistic and Islamic w.r.t: A. Aims of education B. Curriculum and method of teaching	DP	10	Theoretical:9 Class Test: 1
	Unit 2(b). Macaulay Minute	PD	6	Theoretical:5 Assignment:1
	Unit 3(B)Hunter Commission (1882-83)	SK	7	Theoretical:6 Class Test: 1
October	Unit 2(A). Charter Act of 1813	PD	1	Class Test:1
November	Unit 1(C). Centres of learning: Nabadwip, Nalanda,Agra	DP	8	Theoretical:7 Class Test: 1
	Unit 2(C). Bengal renaissance – nature, characteristics	PD	6	Theoretical:5 Assignment:1
	Unit 3(B). Curzon's Policy (1902)	SK	8	Theoretical:6 Assignment:2
Internal Assessment				
December	Unit 4 Development of education from 1917-1947 A. Calcutta University Commission(1917-1919) B. Basic Education Policy	DP	14	Theoretical:10 Class Test: 2 Tutorial:2

	Unit 2(D). Contributions of Rammohan, Derozio, Vidyasagar	PD	8	Theoretical:7 Class Test: 1
January	End Semester Examination		90 Hours	

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References:

- ❖ Aggarwal, J.C. (2013); Recent Development And Trends in Education, Shipra Publications, NewDelhi.
- ❖ 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.
- ❖ Chauhan, C.P.S. (2010); Modern Indian Education : Policies, Progress, and Problems, KanishkaPublishers, New Delhi.
- ❖ 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.
- ❖ 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.
- ❖ Mukhopadhaya, D., Sarkar, B., Halder, T., & Pal, A.K. (2014);
- ❖ BharaterSiksharChalamanGhatanaboli, Aheli Publishers, Kolkata.
- ❖ Pal, D. (2014); BharatiyaSikshaySamprotikGhatanaboli, Rita Publishers, KolkataKolkata

Other Resources: Internet

Semester: III, Department of Education, Basirhat College, Session: July to Dec 2021

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

Course Name: Education in Post-independence India

Course co-ordinator: Prof. Ria Barua

Course Outcome:

CO1: to know the educational history about post India

CO2: to know about university commission, Mudaliar commission, national policy of 1986 etc.

CO3: to know about of Sarva Siksha Abidjan

CO4: To know about human resource

CO5: at providing access to primary education for all children by reducing the primary drop- out

Course planner

Month	Course Topic	Teacher	Class-hours	Remarks
August	Unit 1 Development of education from 1947-1953 A. University Education Commission (1948-49)	BD	10	Theoretical:9 Assignment:1
	Unit 3 Development of education from 1986-1992 A. National Policy on Education, 1986	SK	10	Theoretical:7 Class Test: 1 Tutorial : 2
September	Unit 1(B). Secondary Education Commission (1952-53)	BD	13	Theoretical:12 Class Test: 1
	Unit 3(B). Programme of Action, 1992	SK	10	Theoretical:9 Assignment:1
October	Unit 4. Development of education from 1993 onwards	SK	4	Theoretical:3 Class Test: 1
November	Unit 2 Development of education from 1964-1968) A. Indian Education Commission (1964-66)	BD	8	Theoretical:7 Assignment:1
	Unit 4(A) Sarva Shiksha Mission	SK	11	Theoretical:8 Assignment:1 Tutorial: 2
Internal Assessment				
December	Unit 2(B). National Policy on Education, 1968	BD	12	Theoretical:9 Class Test: 1 Tutorial: 2
	Unit 4(B). Right to Education Act, 2009	SK	12	Theoretical:11 Class Test: 1
January	End Semester Examination		90 Hours	

Selected References:

- ❖ Aggarwal, J.C. (2013); Recent Development And Trends in Education, Shipra Publications, New Delhi.
- ❖ Banerjee, J.P. (2010); Bharatiya Siksha Itihas, Central Library, Kolkata.
- ❖ Bhakta, B.B. (1996), Bharatiya Siksha Ruprekha, A A Ka Kha Prakasani, Rita Book Agency, Kolkata
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- ❖ Chauhan, C.P.S. (2010); Modern Indian Education : Policies, Progress, and Problems, Kanishka Publishers, New Delhi.
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- ❖ 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 Resources: Internet

Semester: III, Department of Education, Basirhat College, Session: July to December, 2021

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

Course Name: Contemporary issues

Course co-ordinator: Prof. Ria Barua

Course Outcome:

CO1: to know the language problem of India

CO2: to know the educational technology and vocational problem of education

CO3: to know about the problem of other backward classes in education.

CO4: to understand National Curricular Framework,2009

CO5: to understand problems of adult education

Course planner

Month	Course Topic	Teacher	Class-hours	Remarks
August	Unit 1 Traditional issues A. Language problems B. Problems of technical and vocational education	RB	12	Theoretical:11 Class Test: 1
	Unit 3 Educational issues A. Problems of equalization of educational opportunities	PD	8	Theoretical:6 Assignment:2
September	Unit 2 Social issues A. Problems of education of backward classes B. Problems of adult	RB	16	Theoretical:15 Assignment:1 Tutorial: 1
	Unit 3(B). National Curricular Framework, 2009	PD	11	Theoretical:10 Class Test: 1
October	Unit 2(B). Non formal education	RB	5	Theoretical:4 Class Test: 1
November	Unit 3(B). National Curricular Framework, 2009	PD	5	Theoretical:4 Class Test: 1 Tutorial:2
Internal Assessment				
January	End Semester Examination		90 Hours	

Selected References:

- ❖ Aggarwal, J.C. (2013); Recent Development and Trends in Education, Shipra Publications, NewDelhi.
- ❖ 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.
- ❖ Chauhan, C.P.S. (2010); Modern Indian Education : Policies, Progress, and Problems, KanishkaPublishers, New Delhi.
- ❖ 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.
- ❖ 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.
- ❖ Mukhopadhaya, D., Sarkar, B., Halder, T., & Pal, A.K. (2014);
- ❖ BharaterSiksharChalamanGhatanaboli, Aheli Publishers, Kolkata.
- Pal, D. (2014); BharatiyaSikshaySamprotikGhatanaboli, Rita Publishers, KolkataKolkata

Other Resources: Internet

Semester: III, Department of Education, Basirhat College, Session: July to December, 2021

Lesson Plan for Course: B.A(H) Code: EDCACOR07P Credit: 2

Course Name: Field Tour & Report Writing

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

Course Outcome:

CO1: Gather experience regarding places of Philosophical, Psychological &Historical importance

CO2 : Field study includes proper planning, execution of journey and report writing.

CO3 : Students will able to link their learning with experience

CO4: to learn cooperative with each other

CO5 : Students gains first hand exposure to different cultures

- **Course planner**

Sl	Course Topic	Teacher	Class-Hour	Remarks
August	Unit 1: Planning Aims & Objectives of Field Study Selection of Place mentioning it's importance. Group formation & distribution of work.	RB	1	Theoretical:1
	Unit 1: Planning Aims & Objectives of Field Study Selection of Place mentioning it's importance. Group formation & distribution of work.	PD	1	Theoretical:1
September	Unit 1: Planning Aims & Objectives of Field Study Selection of Place mentioning it's importance. Group formation & distribution of work.	RB	2	Theoretical:2

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

Semester: V, Department of Education, Basirhat College, Session: July to December, 2021

Lesson Plan for Course: B.A(H) Code: EDCACOR11T Credit: 6

Course Name: Guidance and Counseling

Course co-ordinator: Prof. Ria Barua

Course Objectives:

CO1: To understanding concept, nature, scope, types & importance of Guidance

CO2: To understanding concept, nature, scope, types & importance of Counseling.

CO3: To understanding adjustment and maladjustment.

CO4: To understanding psychological testing.

CO5: to understand psychoanalytic, humanistics and behaviouristic approaches

Course planner

Month	Course Topic	Teacher	Class-hours	Remarks
August	Unit :1a) guidance: meaning , definition, scope	DP	c	Theoretical:5 Assignment:1
	Unit :2 a) counseling : meaning, nature	PD	8	Theoretical:7 Assignment:1
	Unit 3 a) concept of adjustment- definition, scope, need for adjustment criteria of good adjustment	RB	12	Theoretical:10 Class Test:1
September	Unit :1 a) need and important b)different types of guidance: educational	DP	4	Theoretical:4
	Unit :2 a)scope, types (directive/non directive)	PD	6	Theoretical:5 Class Test:1
	Unit 3 a) concept of maladjustment : type, problem, behaviour in adolescent stage, mental disorder (schizophrenia)	RB	10	Theoretical:8 Assignment:2
October	Unit 1 b) different type of guidance: vocational	DP	1	Theoretical :1
	Unit 2 a) counseling: eclectic	PD	1	Theoretical:1
	Unit:3 b) paronoia	RB	1	Theoretical:1
November	Unit 1 b) different type of guidance: vocational	DP	5	Theoretical :4 Assignment:1
	Unit 2 a)individual and group counseling b) a brief introduction to approaches of counseling: directive, authoritarian	PD	10	Theoretical:9 Assignment:1
	Unit:4 a) basic data necessary for guidance	RB	10	Theoretical:9 Assignment:1
Internal Assessment				
December	Unit 1 b) different type of guidance: personal (nature, purpose and function)	DP	2	THEORETICAL :1 ASSIGNMENT:1
	Unit 2 b) psychoanalytic humanistics and Behaviouristic	PD	6	Theoretical:5 Assignment:1

	Unit: 4 b) psychological testing- personality (tat) intelligence (standford binet scale) creativity, (torrance)	RB	8	Theoretical:7 Assignment:1
January	End Semester Examination		90 Hours	

Selected References:

- ❖ Dutta, G & Nag, S. (2014) ; SangatibidhaneNirdeshana O Paramarshadan, Rita Publications,Kolkata.
- ❖ Ghosh, S.K. (2013) ; SikshaySangati Apasangati O Nirdeshana, Classique Books ,Kolkata.
- ❖ Kochhar, S.K. (2000), Guidance and Counselling in College & Universities, *Sterling Publishers Pvt. Ltd.* New Delhi.
- ❖ Pal , A.K. (2014) ; Guidance & Counseling, Abhijeet Publications, New Delhi .
- ❖ Pal , D. (2010) ; Nirdeshana 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

Semester: V, Department of Education, Basirhat College, Session: July to December, 2021

Lesson Plan for Course: B.A(H) Code: EDCACOR12T Credit: 6

Course Name: Educational Technology

Course co-ordinator: Prof. Ria Barua

Course Objectives:

- CO1: to understanding concept, nature and scope of educational technology.
- CO3: to understanding communication and classroom oriented model.
- CO3: to understanding mass instructional technologies.
- CO4: to understanding personalized instructional technologies.
- CO5 : to know approaches of educational technology.

Course planner

Month	Course Topic	Teacher	Class-hours	Remarks
August	Unit 1 Educational Technology A. Concept, nature, scope	SK	7	Theoretical: 7
	Unit 2 Communication A. Concept, components,	BD	6	Theoretical: 6
	Unit 3- Instructional Technology A. Mass instructional techniques – seminar,symposium,	PD	5	Theoretical: 5
September	Unit 1(A). Limitations of educational technology	SK	5	Theoretical: 3
	Unit 2(A) Communication- classification	BD	5	Theoretical: 5
	Unit 3(A). Mass instructional techniques –workshop, panel discussion	PD	2	Theoretical: 2
October	Unit 1(B). Approaches to educational technology – hardware, software,	SK	4	Theoretical: 3 Class Test:1
	Unit 2(A) Communication- barriers	BD	3	Theoretical: 3

	Unit 3(B). Personalized instructional techniques – programme learning (linear),	PD	3	Theoretical:
November	Unit 1(B). Approaches to educational technology – systems approach	SK	5	Theoretical: 2 Class Test & Assignment:3
	Unit 2(B). One basic classroom-oriented model,i.e., linear and its significance in education	BD	2	Theoretical: 2
	Unit 3(B). Personalized instructional techniques – microteaching, mastery learning, computerassisted instruction (CAI)	PD	2	Theoretical: 1 Class Test: 1
Internal Assessment				
December	Unit 1(B). Approaches to educational technology – systems approach	SK	2	Tutorial :1 Class Test: 1
	Unit 2(B). One basic classroom-oriented model,i.e., linear and its significance in education	BD	2	Tutorial :1 Class Test: 1
	Unit 3(B). Personalized instructional techniques – microteaching, mastery learning, computerassisted instruction (CAI)	PD	2	Tutorial :1 Class Test: 1
January	End Semester Examination		55 Hours	

Selected References:

- ❖ Aggarwal, J.C. (2002), Essentials of Educational Technology, *Vikash Publishing House Pvt.Ltd.* New Delhi-110032.
- ❖ Chattaraj, S.P, (2005); SikshaPrajuktividy, Cental Library, Kolkata.
- ❖ Mangal&Mangal, (2009); Essential of Educational Technology, PHI Learning Pvt. Ltd, NewDelhi.
- ❖ Rao, U. (2005); Educational Technology, Himalaya Publishing House, Mumbai.
- ❖ Sen, M.K. (2010); SikshaPrajuktiBijnan, Soma Book Agency, Kolkata.
- ❖ Sharma, Y.K. (2010); Fundamental Aspect of Educational Technology, Kanishka Publishers,New Delhi.

Other Resources: Internet

Semester: V, Department of Education, Basirhat College, Session: July to December, 2021

Lesson Plan for Course: B.A(H) Code: EDCACOR12P Credit: 6

Course Name : Basic ICT

Course co-ordinator: Prof. Ria Barua

Course Objectives:

CO1: to understanding computer and different components.

CO2: to know typing word, font, page set up, insert and printing.

CO3: to know basics ideas of Data Sheets & Cell, Data Editing and 2D/3D model.

CO4: to learn presentation with ppt

CO5: to learn face to face oral presentation

Course planner

Month	Course Topic	Teacher	Class-hours	Remarks
August	Unit 1: Computer and its components A. Opening and shutting down of computer: Outlook of Desktop & Laptop - Different parts of computer - Different Cables to join the ports - Powerswitch of UPS, CPU, & Monitor – Steps to opening & shutting down the computer	RB	8	Theoretical:3 Practical: 5
	Unit 3: Excel Operation. A. Introduction: Basic ideas of Data Sheets & Cells –Data Typing – Opening & Saving the file – Designing. B. Data Editing: Sort – Filter – Insert – Functions(Sum, Average, Count, Maximum, Minimum, Mean, Standard Deviation, & Correlation).	PD	7	Theoretical:3 Practical: 4
September	Unit 1(B). Identification of different components of a computer: Basic introduction of computer – Classification – Different components – Input devices – Output devices – Storage devices – Bit & Byte Concept –Data Transfer devices (Bluetooth & Wi-Fi).	RB	5	Theoretical:2 Practical: 3
	Unit 3(C). Charts & Graphs (2D & 3D Modes): Column – Line – Pie – Bar – Area – Scatter.	PD	5	Theoretical:2 Practical: 3
October	Unit 2: DTP Operation. A. Typing words: Creating new file – Typing – Opening & Saving the file – Copy, Cut & Paste. B. Font : Names – Sizes – Styles (Bold, Italic & Underline). C. Paragraph: Align Text (Left, Right, Centre, Justifying) – Line Spacing – Bullets formation – Numbering.	RB	4	Theoretical:2 Practical: 2
	Unit 4: Oral Presentation with PPT A. Play Slide Show (at least 5 Slide for maximum 5 minutes presentation) from any Survey/Case study/Experiment or any relevant topic from syllabus	PD	4	Theoretical:2 Practical: 2

November	Unit 2: D. Page Set Up: Margins – Orientation – Sizes – Columns. E. Insert: Tables (Drawing, Erasing, & Formatting) – Page Numbering – Adding Pictures & Symbols. F. Printing: Print Set Up – Landscape & Portrait – Page Range – Zooming – Copies.	RB	5	Theoretical:3 Practical: 2
	Unit 4: B. Interaction (at least 2 minutes) on the above topic. C. The report of PPT presentation (within 500 words) should be based on following steps – 1) Title, 2) Objectives, 3) Date of presentation, 4) Description of study, 5) Interpretation, 6) Comments	PD	5	Theoretical:3 Practical: 2
Internal Assessment				
December	Unit 2: D. Page Set Up: Margins – Orientation – Sizes – Columns. E. Insert: Tables (Drawing, Erasing, & Formatting) – Page Numbering – Adding Pictures & Symbols. F. Printing: Print Set Up – Landscape & Portrait – Page Range – Zooming – Copies.	RB	2	Practical: 2
	Unit 4: B. Interaction (at least 2 minutes) on the above topic. C. The report of PPT presentation (within 500 words) should be based on following steps – 1) Title, 2) Objectives, 3) Date of presentation, 4) Description of study, 5) Interpretation, 6) Comments	PD	2	Practical: 2
January	End Semester Examination		40 Hours	

Selected References:

- ❖ Aggarwal, J.C. (2002), Essentials of Educational Technology, *Vikash Publishing House Pvt.Ltd.* New Delhi-110032.
- ❖ Chattaraj, S.P, (2005); SikshaPrajuktividya, Cental Library, Kolkata.
- ❖ Mangal&Mangal, (2009); Essential of Educational Technology, PHI Learning Pvt. Ltd, New Delhi.
- ❖ Rao, U. (2005); Educational Technology, Himalaya Publishing House, Mumbai.
- ❖ Sen, M.K. (2010); SikshaPrajuktiBijnan, Soma Book Agency, Kolkata.
- ❖ Sharma, Y.K. (2010); Fundamental Aspect of Educational Technology, Kanishka Publishers, New Delhi.

Other Resources:

Semester: V, Department of Education, Basirhat College, Session: July to December, 2021

Lesson Plan for Course: B.A(H) Code: EDCADSE01T Credit: 6

Course Name: Teacher Education

Course co-ordinator: Prof. Ria Barua

Course Outcome:

CO1: To know about concept and nature of teacher education

CO2: To know history teacher education in India

CO3: Equipping the prospective teachers with necessary pedagogic skills

CO4: Developing proper attitudes and ethics towards teaching

CO5: Developing self-confidence in the teachers

Course planner

Month	Course Topic	Teacher	Class-hours	Remarks
August	Unit :1a) teacher education : meaning , nature and scope	BD	15	Theoretical:13 Assignment:2
	Unit: 2 a) function of teacher , characteristics of an ideal teacher , role of teacher at present context	PD	12	Theoretical:10 Assignment:12
September	Unit:1 b) aims and objective of teacher education in elementary , secondary level	BD	13	Theoretical:10 Assignment:3
	Unit: 2 b) definition and charecteristics of teaching , as a profession	BD	6	Theoretical:5 Class Test:1
October	Unit 1 a) higher secondary level	PD	1	Theoretical :1
	Unit: 2 b) ethics of a teacher	BD	1	Theoretical:1
November	Unit: 3 a) development of teacher education in pre independent india: wood's despatch to wood . Abbot report	PD	12	Theoretical :10 Assignment:2
	Unit :4 a) teaching model: advance organizer model , concept attainment model	BD	10	Theoretical:8 Assignment:2
Internal Assessment				
December	Unit 3 b) development of teacher education in post independen period : recommendation of various commission and committee for the development of teacher education	PD	7	Theoretical :6 Assignment:1
	Unit 4 b) micro teaching: simulated teaching	BD	7	Theoretical:6 Assignment:1
January	End Semester Examination		90 Hours	

Selected References:

- ❖ Chattopadhyay, M.K & Sengupta, M (2021). Women Education. Rita Publication: Kolkata
- ❖ Bhakta, B. (2002).Bharatiya Sikhar Ruprekha. Midnapore: A AA Ka Kha Publisher
- ❖ Mukharjee, D., Halder, T. & Chand, B. (2016). Samakalin Bharatbarsh o sikha. Kolkatta:Aaheli Publisher

Other Resources: Internet

Semester: V, Department of Education, Basirhat College, Session: July to December, 2021

Lesson Plan for Course: B.A(H) Code: EDCADSE01T Credit: 6

Course Name: Women Education

Course co-ordinator: Prof. Ria Barua

Course Outcome:

CO1: to know basic concept of women education

CO2: to Understand history women education

CO3: to know how to develop various committee & commission for women education in India

CO4: to know about women rights in India (Constitutional and Legal Rights)

CO5: to know about women empowerment

Course planner

Month	Course Topic	Teacher	Class-hours	Remarks
August	Unit :1a) women education: meaning, nature, and scope	RB	15	Theoretical:12 Assignment:3
	Unit :3 a) probable remedial measure to solve the problems of women education with reference to npe1986	SK	5	Theoretical:4 Assignment:1
	Unit 4 a) women constitutional rights - article 15 , 16 , 23 , 39	PD	6	Theoretical:5 Class Test:1
September	Unit :1 b) necessities of women education	RB	13	Theoretical:10 Assignment:3
	Unit :3 a) 1992	SK	4	Theoretical:3 Class Test:1
	Unit 4 a) article: 42, 51 , 243	PD	5	Theoretical:4 Assignment:2
October	Unit 2 a) development of women education in ancient mediaeval	RB	2	Theoretical :2
	Unit 3 a) 1992	SK	1	Theoretical:1
	Unit:4 b) legal right- domestic violence act (2005)	PD	2	Theoretical:2
November	Unit 2 a) british period	RB	12	Theoretical :10 Assignment:2
	Unit 3 a)2019	SK	4	Theoretical:3 Assignment:1
	Unit:4 a) national commission for women act (1990)	PD	5	Theoretical:4 Assignment:1

Internal Assessment				
December	Unit 2 b) recommendation of various commission and committee for the development of women education	RB	8	Theoretical :6 Assignment:2
	Unit 3 b)role of teacher in popularizing women education	SK	4	Theoretical:3 Assignment:1
	Unit: 4 b) sexual harassment of women at workplace act (2013)	PD	4	Theoretical:3 Assignment:1
January	End Semester Examination		90 Hours	

Selected References:

- ❖ Bhattacharya,D & Sinha, A.K.(2018). Teacher Education and Pedagogy, Alpana Publication:Kolkata
- ❖ Mete, J., Ghosh, B. &Dev, R. Sikhak Sikhon O Mullayam.
- ❖ Chakraborty, A & Islam, N. Sikhak Sikhon Mullayan
- ❖ Radhamohan (2017):Teacher Education ,PHI Learning Private Limited: Delhi
- ❖ Mohanty Jagannath(2015): Teacher Education, Deep & Deep Publications Pvt. Ltd: New Delhi
- ❖ Sharma Sashi Prova (2017):Teacher Education ,Kaniska Publishers and Distributors: NewDelhi

Other Resources: Internet