

**Semester: III, Department of Education, Basirhat College, Session: July to Dec, 2023**

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

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

**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 Name	Class Hours	Remark
September	<b>Unit:1: Development of education in ancient and medieval India.</b> Salient features of Brahmanic, Buddhistic and Islamic education w.r.t:	RB	6	Theoretical:6
	<b>Unit:2: Development of education under east India company.</b> a.charter Act of 1813	PD	5	Theoretical:5
	<b>Unit:3: Development of education under British rule.</b> a.Wood' Despatch(1854).	SK	4	Theoretical:4
	<b>Unit:4 Development of education from 1917-1919</b>	DP	6	Theoretical:6
October	<b>Unit:1:a.</b> Aim of education	RB	7	Theoretical:5 Class Test:1 Tutorial:1
	<b>Unit:2:b.</b> Macaulay Minute. c.Bengal renaissance – nature.	PD	8	Theoretical:6 Class Test:2
	<b>Unit:3: b.</b> Hunter commission(1882-83)	SK	6	Theoretical:4 Class Test:1 Tutorial:1
	<b>Unit:4:a.</b> Calcutta University Commission (1917-1919)	DP	7	Theoretical:5 Class Test:1 Tutorial:1
November	<b>Unit:1,b.</b> Curriculum and method of teaching	RB	7	Theoretical:6 Class Test:1
	<b>Unit:2,c.</b> Bengal renaissance – characteristics	PD	3	Theoretical:3
	<b>Unit:3,c.</b> Curzon's Policy (1902)	SK	5	Theoretical:5
	<b>Unit:4,b.</b> Basic Education Policy	DP	6	Theoretical:5 Tutorial:1
December	<b>Unit:1,c.</b> Centres of learning: Nabadwip, Nalanda, Agra	RB	6	Theoretical:4 Class Test:1 Tutorial:1
	<b>Unit:2,d.</b> Contributions of Rammohan, Derozio, Vidyasagar	PD	5	Theoretical:3 Class Test:1 Tutorial:1
	<b>Unit:3,c.</b> Curzon's Policy (1902)	SK	3	Theoretical:3
	<b>Unit:4,a.</b> Calcutta University Commission (1917-1919) b. Basic Education Policy	DP	6	Theoretical:4 Class Test:1 Tutorial:1

	Internal Assessment		
January	End Semester Examination	90 Hours	

#### 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
- ❖ Chaube, S. (2010); History And Problems of Indian Education, Agrawal Publication, Agra.
- ❖ Chauhan, C.P.S. (2010); Modern Indian Education : Policies, Progress, and Problems, Kanishka Publishers, New Delhi.
- ❖ Ghosh, R. (2012); Adhunik Bharater Siksha Vikash, Soma Book Agency, Kolkata.
- ❖ Gupta, A. (2013); Education in the 21st Century, Shipra Publications, New Delhi.
- ❖ Halder, G.D. & Sharma, P. (2010); Adhunik Bharatiya Siksha Vikash, Banerjee Publishers, Kolkata.
- ❖ Purkait, B.R. (1992), Milestone in Ancient & Medieval Indian Education, New Central Book Agency, Kol-9.
- ❖ Purkait, B.R. (1992), Milestone in Modern Indian Education, New Central Book Agency, 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); Bharatiya Siksha Samprotik Bishoy, K. Chakraborty Publications, Kolkata.
- ❖ Mukhopadhyaya, D., Sarkar, B., Halder, T., & Pal, A.K. (2014);
- ❖ Bharater Siksha Chalaman Ghatanaboli, Aheli Publishers, Kolkata.
- ❖ Pal, D. (2014); Bharatiya Siksha Samprotik Ghatanaboli, Rita Publishers, Kolkata Kolkata

Other Resources: Internet

**Semester: III, Department of Education, Basirhat College, Session: July to Dec, 2023**

**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 Abhidjan

**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 Name	Class Hours	Remark
September	Unit :1A) University education commission (1948-49)	SK	4	Theoretical:3 Assignment:1
	Unit: 2 B) Indian education commission (1964-66)	PD	4	Theoretical:3 Assignment:1

	Unit 4 A) Sarva siksha mission	BD	4	Theoretical:3 Class test:1
October	Unit :1 A) University education commission (1948-49)	SK	4	Theoretical:3 Assignment :1
	Unit: 2 B) National policy on education 1968	PD	6	Theoretical:5 Class test:1
	Unit : 4 B) Sarva sikkha mission	BD	8	Theoretical:6 Assignment:2
November	Unit 1 B) Secondary education commission (1952-53)	SK	4	Theoretical :3 Assignment:1
	Unit: 3 B) National policy on education 1986	PD	7	Theoretical :6 Assignment:1
	Unit :4 B) Right to education Act , 2009	BD	8	Theoretical:7 Class test:1
December	Unit 1 B) Secondary education commission (1952-53)	SK	4	Theoretical :2 Assignment:2
	Unit: 3 B) programme of Action, 1992	PD	6	Theoretical :5 assignment:1
	Unit :4 B) Right to Education Act,- 2009	BD	6	THEORETICAL:5 CLASS TEST:1
	<b>Internal Assessment</b>			
January	<b>End Semester Examination</b>		<b>90 Hours</b>	

#### Selected References:

- ❖ Aggarwal, J.C. (2013); Recent Development And Trends in Education, Shipra Publications, New Delhi.
- ❖ 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 2022st 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.
- ❖ 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 Dec, 2023**

**Lesson Plan for Course: B.A(H)      Code: EDCACOR7T      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

Month	Course Topic	Teacher Name	Class Hours	Remark
September	Unit:1 (a) language problem	RB	6	Theoretical:4 Assignment:2
	Unit:3 (a) problem of equalization of educational opportunities	SK	6	Theoretical:4 Class test:2
October	Unit:1 (b) problem of technical and vocational education	RB	8	Theoretical :7 Class test:1
	Unit:3 (b) problem of equalization of educational opportunities	SK	7	Theoretical:5 Class test:2
November	Unit: 2 (a) problems of education of backward classes	RB	8	Theoretical:6 Assignment:2
	Unit:3 (b) national curricular framework, 2009	SK	7	Theoretical:4 Class test:3
December	Unit:2 (b) problems of adult and non-formal education	RB	10	Theoretical:8 Assignment:2
	Unit:3 (b) national curricular framework, 2009	SK	8	Theoretical:6 Assignment:2
	<b>Internal Assessment</b>			
January	<b>End Semester Examination</b>		<b>60 Hours</b>	

**Selected References:**

- ❖ Aggarwal, J.C. (2013); Recent Development and Trends in Education, Shipra Publications, New Delhi.
- ❖ 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 2022st 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); Bharatiya Siksha Samprotik Bishoy, K. Chakraborty Publications, Kolkata.
- ❖ Mukhopadhyaya, D., Sarkar, B., Halder, T., & Pal, A.K. (2014);
- ❖ Bharater Siksha Chalaman Ghatanaboli, Aheli Publishers, Kolkata.
- Pal, D. (2014); Bharatiya Siksha Samprotik Ghatanaboli, Rita Publishers, Kolkata

Other Resources: Internet

**Semester: III, Department of Education, Basirhat College, Session: July to Dec, 2023**

**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 be able to link their learning with experience

**CO4:** to learn cooperative with each other

**CO5:** Students gain first hand exposure to different cultures

- **Course planner**

Sl	Course Topic	Teacher	Class-Hour	Remarks
September	Unit 1: Planning Aims & Objectives of Field Study Selection of Place mentioning its importance. Group formation & distribution of work.	RB	2	Theoretical:2
	Unit 1: Planning Aims & Objectives of Field Study Selection of Place mentioning its importance. Group formation & distribution of work.	PD	2	Theoretical:2
October	Unit 1: Planning Aims & Objectives of Field Study Selection of Place mentioning its importance. Group formation & distribution of work.	RB	4	Theoretical:3 Practical:1
	Unit 2: Execution of Journey Visit the place with proper attendance sheet. Photo Session Note down & Describing the special features.	PD	4	Theoretical:3 Practical:1
November	Unit 2: Execution of Journey Visit the place with proper attendance sheet. Photo Session Note down & Describing the special features.	RB	5	Theoretical:3 Practical:2
	Unit 2: Execution of Journey Visit the place with proper attendance sheet. Photo Session Note down & Describing the special features.	PD	5	Theoretical:3 Practical:2

December	Unit 3: Reporting (within 500 words) The report of Field study to be developed in an A-4 size file, 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 size file, with real photos based on following: Title Objectives Date and Place of Journey including the mode of	RB	4	Theoretical:3 Practical:1
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	<b>Internal Assessment</b>			
	Unit 3: Reporting (within 500 words) The report of Field study to be developed in an A-4 size file, 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 size file, with real photos based on following: Title Objectives Date and Place of Journey including the mode of	PD	4	Theoretical:3 Practical:1
January	<b>End Semester Examination</b>		<b>40 Hours</b>	

**Semester: V, Department of Education, Basirhat College, Session: July to December, 2023**

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

**Course Name: Guidance and Counselling**

**Course co-ordinator:** Prof. Ria Barua

**Course Outcome:**

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

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

**CO3:** To understanding adjustment and maladjustment.

**CO4:** To understanding psychological testing.

**CO5:** to understand psychoanalytic, humanistic and behaviouristic approaches

**Course Planner:**

Month	Course Topic	Teachers Name	Class-Hour	Remarks
September	Unit 1. Guidance – basic concept A. Guidance – meaning, definition, scope, need and importance	RB	7	Theoretical:6 Assignment: 1
	Unit 3 Adjustment and Maladjustment A. Concept of adjustment – definition, scope, need for adjustment;	SK	5	Theoretical:4 Assignment: 1
	Unit 4. Testing and Diagnosis A. Basic data necessary for guidance	BD	5	Theoretical:5
October	Unit 1(B). Different types of guidance – educational, vocational and personal (nature, purpose and functions)	RB	10	Theoretical:8 Assignment: 1 Class Test: 1
	Unit 3(A) Criteria of good adjustment	SK	5	Theoretical:4 Assignment: 1
	Unit 4(B). Psychological testing – personality (TAT), intelligence (Stanford Binet scale)	BD	5	Theoretical:4 Class Test: 1
November	Unit 2 Counselling – basic concept A. Counselling – meaning, nature, scope, types (directive, non-directive, eclectic, individual and group counselling)	RB	10	Theoretical:9 Assignment: 1
	Unit 3(B) Concept of maladjustment – types, problem behaviour in adolescent stage	SK	5	Theoretical:3 Class Test: 2
	Unit 4 (B) Intelligence (Stanford Binet scale), creativity (Torrance)	BD	6	Theoretical:5 Assignment: 1
December	Unit 2(B): A brief introduction to approaches of counselling – directive, authoritarian, psychoanalytic, humanistic and behaviouristic	RB	13	Theoretical:12 Tutorial: 1
	Unit 3(B) Mental disorder (schizophrenia and paranoia)	SK	10	Theoretical:9 Tutorial: 1
	Unit 4 Testing and Diagnosis A. Basic data necessary for guidance B. Psychological testing – personality (TAT), intelligence (Stanford Binet scale), creativity (Torrance)	BD	9	Theoretical:8 Tutorial: 1
	<b>Internal Assessment</b>			
	<b>End Semester Examination</b>		<b>90 Hours</b>	

**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, 2023**

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

**Course Name: Educational Technology**

**Course co-ordinator:** Prof. Ria Barua

**Course Outcome:**

**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	Teachers Name	Class-Hour	Remarks
<b>September</b>	Unit 1 Educational Technology A. Concept, nature	RB	6	Theoretical:5 Assignment: 1
	Unit 2 Communication A. Concept, components	SK	6	Theoretical:5 Assignment: 1
	Unit 3 Instructional Technology A. Mass instructional techniques – seminar, symposium,	BD	5	Theoretical:4 Assignment: 1
<b>October</b>	Unit 1(A): Educational Technology- Scope and limitations of educational technology	RB	10	Theoretical:9 Assignment: 1
	Unit 2 Communication A. classification and barriers	SK	4	Theoretical:2 Assignment: 1 Class Test: 1
	Unit 3 Instructional Technology A. Mass instructional techniques – workshop, panel discussion	BD	6	Theoretical:5 Assignment: 1
<b>November</b>	Unit 1(B). Approaches to educational technology – hardware, software	RB	11	Theoretical:10 Class Test: 1
	Unit 2(B). One basic classroom oriented model,i.e., linear and its significance in education	SK	4	Theoretical:2



				Assignment: 2
	Unit 3(B). Personalized instructional techniques – programme learning (linear),	BD	6	Theoretical:4 Class Test: 2
<b>December</b>	Unit 1(B). Approaches to educational technology – systems approach	RB	12	Theoretical:11 Tutorial: 1
	Unit 2 Communication A. Concept, components, classification and barriers B. One basic classroom oriented model,i.e., linear and its significance in education	SK	10	Theoretical:9 Tutorial: 1
	Unit 3(B). Personalized instructional techniques – microteaching, mastery learning, computer assisted instruction (CAI)	BD	10	Theoretical:9 Tutorial: 1
<b>Internal Assessment</b>				
	<b>End Semester Examination</b>		<b>90 Hours</b>	

### **Selected References:**

- Aggarwal, J.C. (2002), Essentials of Educational Technology, *Vikash Publishing House Pvt.Ltd.* New Delhi-110032.
- Chattaraj, S.P, (2005); SikshaPrajuktividyā, 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: Internet**

**Course co-ordinator:** Prof. Ria Barua

**Course Outcome:**

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
September	<b>Unit 1: Computer and its components</b> A. Opening and shutting down of computer: Outlook of Desktop & Laptop - Different parts of computer - Different Cables to join the ports - Power switch of UPS, CPU, & Monitor – Steps to opening & shutting down the computer 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	8	Theoretical:3 Practical: 5
	<b>Unit 3: Excel Operation.</b> 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). Unit 3(C). Charts & Graphs (2D & 3D Modes): Column – Line – Pie – Bar – Area – Scatter.	PD	7	Theoretical:3 Practical: 4
October	<b>Unit 2: DTP Operation.</b> 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	5	Theoretical:2 Practical: 3
	<b>Unit 4: Oral Presentation with PPT</b> 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	5	Theoretical:2 Practical: 3
November	<b>Unit 2: D. Page Set Up: Margins – Orientation – Sizes – Columns.</b> E. Insert: Tables (Drawing, Erasing, & Formatting) – Page Numbering – Adding Pictures & Symbols.	RB	5	Theoretical:3 Practical: 2

	F. Printing: Print Set Up – Landscape & Portrait – Page Range – Zooming – Copies.			
	<b>Unit 4: B.</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
December	<b>Unit 2: D.</b> 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
	<b>Unit 4: B.</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	3	Practical: 3
January	<b>End Semester Examination</b>		<b>40 Hours</b>	

#### **Selected References:**

- Aggarwal, J.C. (2002), Essentials of Educational Technology, *Vikash Publishing House Pvt.Ltd.* New Delhi-110032.
- Chattaraj, S.P, (2005); SikshaPrajuktividyā, 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: Internet**

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 empowermentCourse planner

Month	Course Topic	Teacher Name	Class Hours	Remarks
September	<b>Unit-1: Introduction to Women Education.</b> a. Women Education—meaning	RB	5	Theoretical:5
	<b>Unit-2: Historical Development of Women Education in India.</b> a. Development of Women Education in ancient,	BD	3	Theoretical:3
	<b>Unit-3: Problems of Women Education in India.</b> a. Probable Remedial measures to solve the problems of Women Education with reference to NPE 1986.	SK	5	Theoretical:5
	<b>Unit – 4: Women Rights in India</b>	PD	2	Theoretical:2
October	<b>Unit-1:a.</b> Women Education— nature and scope.	RB	5	Theoretical:5
	<b>Unit:-2:a.</b> mediaeval and British period (from 1600 to 1947)	BD	6	Theoretical:5 Class Test:1
	<b>Unit-3:a.</b> Probable Remedial measures to solve the problems of Women Education with reference to NPE 1986, 1992	SK	3	Theoretical:8 Class Test:1
	<b>Unit-4:a.</b> Constitutional Rights – Article 15, 16, 23, 39, 42, 51, 243	PD	9	Theoretical:7 Class Test:1 Tutorial:1
November	<b>Unit-1:b.</b> Necessities of women Education	RB	7	Theoretical:5 Class Test:1 Tutorial:1
	<b>Unit-2:b.</b> Development of Women Education in post – independence period: Recommendations of various Commission .	BD	11	Theoretical:9 Class Test:1 Tutorial:1
	<b>Unit-3:a.</b> Probable Remedial measures to solve the problems of Women Education with reference to NPE 2019.	SK	5	Theoretical:3 Class Test:1 Tutorial:1
	<b>Unit-4 b.</b> Legal Rights – Domestic Violence Act (2005)	PD	2	Theoretical:2
December	<b>Unit-1: a.</b> Women Education—meaning, nature and scope. <b>b.</b> Necessities of women Education.	RB	10	Theoretical:8 Class Test:1 Tutorial:1
	<b>Unit-2:b.</b> Development of Women Education in post – independence period: Recommendations of various Committee for the development of Women Education.	BD	6	Theoretical:5 Class Test:1
	<b>Unit-3:b.</b> Role of Teacher in popularizing Women Education	SK	6	Theoretical:4 Class Test:1 Tutorial:1

	<b>Unit-4:b.</b> Legal Rights – Domestic Violence Act (2005), National Commission for Women Act (1990), Sexual Harassment of Women at Workplace Act (2013)	PD	5	Theoretical:3 Class Test:1 Tutorial:1
	<b>Internal Assessment</b>			
January	<b>End Semester Examination</b>		<b>90 Hours</b>	

**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: New Delhi

**Other Resources: Internet**

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 Name	Class Hours	Remark
September	Unit:1 (a) teacher education- meaning, nature	RB	6	Theoretical:4 Assignment:2
	Unit:2 (a) function of teacher, characteristics of an ideal teacher	DP	4	Theoretical:3 Class test:1
	Unit:3 (a) development of teacher education in pre independence period: wood despatch to wood abbot report	SK	10	Theoretical:8 Class test:2
	Unit:4 (a)teaching model: advance organizer model	BD	5	Theoretical:4 Class test:1
October	Unit:1 (a) teacher education- scope	RB	5	Theoretical :4 Class test:1
	Unit:2 (a) role of teacher at present context.	DP	3	Theoretical:2 Class test:1
	Unit:3 (a) development of teacher education in pre independence period; wood despatch to wood abbot report	SK	6	Theoretical :4 Class test:2
	Unit: 4 (a) teaching models: concept attainment model	BD	6	THEORETICAL:4 ASSIGNMENT:2
November	Unit :1 (b) aims and objective of teacher education in elementary	RB	6	Theoretical:4 Assignment:2
	Unit: 2 (b) definition and characteristics of teaching	DP	2	Theoretical:2
	Unit: 3 (b) development of teaching education in post independence period: recomendation ofvarious commission and comittee for the development of teacher education	SK	6	Theoretical:4 Assignment:2
	Unit: 4 (b) micro teaching	BD	5	Theoretical:4 Assignment:1
December	Unit:1 (b) secondary and higher secondary level	RB	5	Theoretical:4 Assignment:1

	Unit: 2(b) teaching as profession , ethics of a teacher	DP	4	Theoretical:2 Assignment:2
	Unit: 3 (b) development of teacher education in post independence period; recommendation of various commission and committee for the development of teacher education	SK	6	Theoretical:4 Assignment:2
	Unit:4 (b) simulated teaching	DP	4	Theoretical:2 Assignment:2

### **Selected References:**

- ❖ Chattopadhyay, M.K & Sengupta, M (2022). 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**