

**SITANANDA COLLEGE, NANDIGRAM**  
**DEPT. OF EDUCATION**  
**LESSON PLAN (SEM-I)**

S. L	PAPER /CORE NUMBER OF	TOPIC	LEARNNG OBJECTIVES	LEARNING OUTCOME	NO. OF LECTURES	TEACHERS NAME	RECOMMENDED READING
1.	<b>CTI: Introduction to Education (Credit-06)</b>	Unit- I :Concept of Education Unit- II :Factors of Education Unit- III Agencies of Education Unit- IV : Child Centrim and Play-way in Education	1. To develop Understanding of the meaning, aims, objectives, and functions of education. 2.To develop Understanding of major components in education and their interrelationship 3. To develop an understanding the roles of child centric in Education.	1. Students understand the meaning, aims, objectives and functions of education. 2. Students understand the different agencies of education and identify the aims of education towards philosophy of life. 3. students understand about the different factors like child centric education, curriculum, educational institution and teacher. 4. Students understand and differentiate the different forms of education like the formal, informal and non-formal Forms of education.	<b>6 (Weekly)</b>	<b>(SS+ DD+ SD)</b>	Aggarwal,J.C.:Theory and Principles of Education: Philosophical and Sociological Bases of Education. 2. Banerjee,A.: Philosophy and Principles of Education. 3. Chakraborty, J. C.: Modern Education. 4. Kunduand Majumder: Theories of Education. 5. Mukherjee, K.K.: Principles of Education. 6. Sushil Ray: ShikshaTattwa. 7. Arun Ghosh: Shikshatattwa & Shiksha Darshan 8. Bibhuranjan Guha: Shikshaya Pathikrita. 9.GourdasHalder& Prasanta Sharma: Shiksha Tattwa & Shiksha Niti. 10. A. K. Pal: Sikshadarshner Ruparekha
2.	<b>CC2: History of Indian Education</b>	<b>Unit: 1 :</b> Education in India during ancient and medieval period <b>Unit: 2 :</b> Education in India during British period (1800-1853) <b>Unit: 3 :</b> Education in India during British period (1854-1946) <b>Unit: 4 :</b> Education in India after independence	1. To have an Adequate knowledge of their recommendatio ns of various commissions and committees on Indian Education.	1. Learners develop knowledge about the details history of Indian Education system from ancient to modern. 2. Acquaint with significant points of selected educational documents and reports of these periods 3. Adequate knowledge of the recommendations of various commissions and committees on Indian Education.	<b>6 (Weekly)</b>	<b>(MKM+KK+ SG)</b>	1. Atlekar, A.S. - Education in Ancient India. 2. Basu, A.N. - Adam's Report. 3. Banerjee,J.P. - Education in India-past, Present and future. 4. Dhar, Niranjana. -Fundamentals of Social Education. 5. Keay, E.E. -India Education in Ancient times. 6. Mukherjee, S.N. -History of Education (Modern Period). 7. Nurulla, S., Naik, J.P.- History of Education in India. 8. Purkait, B.R. -History of Indian Education. 9. Rawat, P.L. -History of Indian Education. 10. Govt. of India report on Educational policy

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**LESSON PLAN (SEM-II)**

S. L	PAPER /CORE NUMBER OF	TOPIC	LEARNNG OBJECTIVES	LEARNING OUTCOME	NO. OF LECTURE S	TEACH ERS NAME	RECOMMENDED READING
1.	<b>C3T:Psychologic al Foundation Of Education</b>	Unit-I Relation between psychology & Education Unit-II Stages and types of human development & their educational significance. Unit-III Learning concept & theories. Unit-IV Intelligence	1) To enable the student to understand the meaning and scope of educational psychology. 2) To enable to understand the dimensions of growth (e.g. social, emotional, creative and intellectual) and the causes of individual differences. 3) To develop understanding of the process of learning and reaching and problems of learning. 4) To acquaint them with the knowledge of Intelligence and Creativity. 5) To enable them to understand different aspects of personality and means of developing an	1. Learners acquire detail knowledge about relation between psychology and education, nature, scope and significance of educational psychology, and its importance. 2. They also learn about stages, types and theories of human development and their educational significance. 3. Students acquire knowledge about the concept of learning and its different theories and differentiate between the creativity and Learning. 4. Students learn about the Concept of Intelligence and Personality, their types and theories.	<b>6</b> <b>(Weekly)</b>	<b>(SS+DD+SD)</b>	1) Spear, P.D., Penrod, S.D., and Baker, T.B. (1988), Psychology: Perspectives on Behaviour, New York: John Wiley. 2) Berk, L.A. (2003). Child development, Delhi: Pearson Education. 3) Baron, R.A. (2001). Psychology, Delhi: Prentice Hale. 4) Norman Sprinthal and Richard, C. Sprinthal, Educational Psychology: McGraw-Hill 5) Publishing Company. 6) Chauhan. S.S., Advanced Educational psychology: Vikash Publishing House Pvt. Ltd. 7) Elizabeth, B., Hurlock, Child Development: McGraw-Hill Book Company. 8) Kundu, C.H. and Tutoo, D.N.: Educational Psychology: Sterling Publication. 9) Aggarawal. J.C., Essentials of Educational Psychology: Vikash Publishing house Pvt Ltd.
2.	<b>CT;4 Philosophical Foundation of Education</b>	Unit-I Concept of educational philosophy. Unit-II Indian schools of philosophy. Unit-III Western schools of philosophy. Unit-IV Philosophy for development of humanity.	1. To develop understanding of the meaning, aims, objectives, and functions of education. 2. To develop an understanding of the roles of Philosophy in Education. 3. To develop understanding of major components in education and their interrelationship. 4. To develop an understanding of the roles of Education in National Integration, International Understanding and Democracy. 5. To develop an understanding of the need of discipline.	1. Students understand the meaning, aims, objectives and functions of education. 2. Students understand the roles of Philosophy in Education and identify the aims of education towards philosophy of life. 3. students understand about the different factors like child centric education, curriculum, educational institution and teacher. 4. Students understand and differentiate the different forms of education like the formal, informal and non-formal forms of education.	<b>4(Weekly)</b>	<b>(KK+SG+MKM)</b>	Aggarwal,J.C.:Theory and Principles of Education: Philosophical and Sociological Bases of Education. 2. Banerjee,A.: Philosophy and Principles of Education. 3. Chakraborty, J. C.: Modern Education. 4. Kunduand Majumder: Theories of Education. 5. Mukherjee, K.K.: Principles of Education. 6. Sushil Ray: ShikshaTattwa. 7. Arun Ghosh: Shikshatattwa & Shiksha Darshan 8. Bibhuranjan Guha: Shikshaya Pathikrita. 9. GourdasHalder&Prasanta Sharma: Shiksha Tattwa & Shiksha Niti. 10. A. K. Pal: Sikshadarshner Ruparekha

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**LESSON PLAN (SEM-III)**

S.L	PAPER /CORE NUMBER OF	TOPIC	LEARNNG OBJECTIVES	LEARNING OUTCOME	NO. OF LECTURE S	TEACHE RS NAME	RECOMMENDED READING
1.	<b>C5T: Sociological Foundation of Education</b>	Unit-I Concept of Sociology of Education Unit-II Social Groups Unit-III Social Change and Education Unit-IV Social Communication in Education	1. To develop an Understanding of the meaning of Sociology and Education. 2. To develop an understanding of the processes of social change and its impact on education. 3. To become aware of Social Groups and socialization that influence education. 4. To develop an understanding of the culture and its impact on education. 5. To examine the social problems in present society.	1. Students assess the meaning, aims, objectives and functions of educational Sociology. 2. Students can differentiate between social change and social group 3. Understanding of major components and their interrelationship, knowledge of the structure and functions of the society and the process of social interaction for a change towards better human relationships.	<b>6 (Weekly)</b>	<b>(SS+KK+LKB)</b>	Sharma, Y. –Sociology of Education 2. Brown,F.L.-Educational Sociology 3. Gisbert, P.- Fundamentals of Sociology. 4. Chakraborty, J.C.- Educational Sociology. 5. Durkhiem-Sociology of Education 6. Bottroll - Applied principles of Educational Sociology 7. Rao, M.S.A - Education, Social stratification 8. Dighburn, W.F-Social exchange. 9. Aggarwal-Theoryand Principle of Education 10. Aggarwal-Philosophy and Social Basis of Education.
2.	<b>CT6:Educational organization, Management and Planning</b>	Unit-I Organization and Management Unit-II Educational organization Unit-III Educational Management Unit-IV Educational Planning	1. To develop knowledge and an Understanding of the meaning, scope, process and types of management. 2. To develop the ability to identify the roles of participating members (individual or collective) and to plan various institutionalized managerial activities. 3. To develop the ability of making objective decisions in educational management.	1. Students internalize the concept of Educational Organization, Management and Planning. 2. Students understand the educational planning and essential functions of educational management.	<b>7 (Weekly)</b>	<b>(SS+MK M+SD+D D+SKD)</b>	1. Aggarwal, J.C.(2012): EducationalAdministrati onandManagementPrinciples and Practices Doaba House Book Sellers and Publishers, Delhi. 2. Dash, B.N. (2013): School Organization Administration and Management, Neel Kamal Publications Pvt. Ltd. Hyderabad. 3. Goleman and Goel, S.L.(2009): Educational Administration and Management, Deep & Deep Publications Pvt.Ltd., New Delhi 23 4. Das, Bimal Chandra; Sengupta, Debjani Ebong Ray, Pradipta Ranjan: Shikhar Byabasthapan a Pashim Bangya Rajya Pustak Parshad, Kolkata. 5. Chakraborty, Dilip Kumar: Shikagata Byabsthapanaoparikalpa n a, K.Chakraborty Publishers, Kolkata

3.	<b>CT;7 Guidance &amp; Counselling</b>	Unit-I Guidance- Meaning, Functions & Need, Unit-II Guidance- Educational Vocational & Personal, Unit- III Counselling- Meaning, Techniques & Types Unit-IV Basic data necessary for guidance	1. To help in understanding the meaning and importance of guidance and counselling. 2. To develop the ability to interpret various records for assessing the student's strengths and weaknesses. 3. To understand the qualities of an ideal counsellor. 4. To develop interest in one's own personal and professional growth. 5. To understand the concept of mental health and processes of healthy adjustment relationships.	1. Learners gain the basic knowledge about guidance and counselling its meaning, definitions functions, types, techniques and types of counselling and basic data necessary for Guidance. 2. The learners understand and develop skill about the concept of adjustment, maladjustment and some commonly found problem behaviour, the multi- axial classification of mental disorders, different coping strategies for stressful situation and the Administration.	7 (Weekly)	<b>(MKM+ KK+SD+ DD+SG)</b>	1. Crow,L.D., Crow, A.: An Introduction to Guidance. 2. Bhatia, K.K.: Principles of Guidance and Counselling, KalyaniPublishers,200 9. 3. Agarwal, Rashmi: Educational Vocational Guidance and Counselling; Principles, Techniques and Programmes, ShipraPublication, 2010. 4. Charles Kiruba & Jyothsna, N.G.: Guidance and Counselling, Neelkamal, Publication Pvt.Ltd. 5. Madhukar,L.: Guidance and Counselling, New Delhi, Authors Press.
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LESSON PLAN (SEM-IV)**

S L	PAPER /CORE NUMBER OF	TOPIC	LEARNNG OBJECTIVES	LEARNING OUTCOME	NO. OF LECTURE S	TEACHE RS NAME	RECOMMENDED READING
1	<b>CT8:Technology in Education</b>	1.Introductory Concept 2.Computer in Education and Communication 3.Instructional Techniques  4. ICT & e- learning	1. To enable the Students to understand about the concept, nature and scope of educational technology. 2. To expose the students to the basic developments in Educational Technology.	1. Students acquire in depth knowledge on Educational technology and its need, instructional techniques, System approach, Instructional techniques and models of teaching, Computer in education and communication, Nature and characteristics of e- learning and different approaches of ICT and e- learning.	6 (Weekly)	<b>(SS- 2+SKD- 1+LKB- 3)</b>	1. Sampathet.al. (1981): Introduction to Educational Technology. New Delhi: Sterling Publishers Pvt. Ltd. 2. Singh,L.C.(2010).Educati onal Technology for Teachers and Educators. New Delhi: Vasunandi Publication. 3.Kumar,K.L.(2008):Educ ationalTechnology.NewD elhi:NewAgeInternational Pvt.Ltd. 4. Mukhopadhyay, M. (2001). Educational Technology: Challenging Issues. New Delhi: Sterling.
2	<b>C9T: Curriculum Studies</b>	Unit-I Introductory concept Unit-II Content selection Unit-III Curriculum development Unit-IV Evaluation & reform of curriculum	1. To understand the meaning, concept and scope of curriculum. 2. To understand the basis of curriculum construction, transaction evaluation and innovation.	1. Students develop an understanding about concept, nature, types and major approaches of curriculum and the relation among curriculum, pedagogy and assessment, understanding about curriculum development and national curriculum framework, 2005 2. Students will get acquainted with content selection and selected theories in the reformation of curriculum.	6 (Weekly)	<b>(SG- 2+MKM- 3+SKD-1)</b>	1. Kumari, Sarita&Srivastava, D.S., "Curriculum and Instruction", Ishabooks, Delhi. 2. Hooper, Richard, "CurriculumDesign". 3.Lawton,D.,Gordon,P.,Ih g,M.,Gibby,B.,Pring,R.M oore,T.Theoryand practiceof curriculumstudies. 4. Taylor, P.H. &Richards,C.M.–An introduction to curriculumstudies. 5. Mrunalini, T.- Curriculum Development—Pearson Education

3	<b>C10T: Inclusive Education</b>	Unit-I Inclusion Overview Unit-II Differently Abled Unit-III Socially disabled Unit-IV Educational reforms for inclusive society	1. To comprehend the basic characteristics of Inclusive education in modern society. 2. To understand the basics related to design the platform of inclusive education.	1. The learners understand the meaning of Inclusion and exclusion, know the types of exclusion and their causes and develop knowledge how to bring about inclusion in different spheres. 2. The learners also develop clear concept regarding differently abled, Role of school and society in creating a barrier free environment, socially disabled, role of education and educational reforms for inclusive society.	8 (Weekly)	<b>(KK-2+DD-4+SKD-1+SD-1)</b>	1. Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education. Jha. M.( 2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India. 3. Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I.E. Mysore 4. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication. 5. Sharma,P.L (1988)Teacher Handbook –Helping children with special needs, Unicef assisted publication, N.C.E.R.T New Delhi.
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**LESSON PLAN (SEM-V)**

S. L	PAPER /CORE NUMBER OF	TOPIC	LEARNNG OBJECTIVES	LEARNING OUTCOME	NO. OF LECTURES	TEACHERS NAME	RECOMMENDED READING
1.	<b>C11T: Evaluation and Measurement in Education</b>	<b>Unit-I:</b> Measurement and Evaluation in Education <b>Unit:II</b> Evaluation Process: (Formative and Summative) <b>Unit: III :</b> Tools and Techniques of Evaluation <b>Unit-IV</b> Criteria of a Good Tool and its Construction	<ol style="list-style-type: none"> <li>1. To acquaint with different types of measuring Instruments and their uses.</li> <li>2. To acquaint with the principles of test construction– both educational and Psychological.</li> <li>3. To develop understanding of the concepts of validity and reliability and their importance in education measurement.</li> <li>4. To develop the ability to organize and to use various statistical measuring analysis and interpretation of relevant educational data</li> </ol>	<ol style="list-style-type: none"> <li>1. Acquaint with different types of measuring Instruments and their uses.</li> <li>2. Acquaint with the principles of test Construction both education and psychological.</li> <li>3.To develop Understanding of the concepts of validity reliability and their importance in education.</li> <li>4. They also understand the criteria of constructing standardized tests and utility of statistics in the field of education. .</li> </ol>	<b>8(Weekly)</b>	<b>(SKD+SS+KK+SD)</b>	<ol style="list-style-type: none"> <li>1. Aggrawal, J.C.(1997). Essentials of Examination System, Evaluation, Tests and Measurement. New Publishing House Pvt Ltd.</li> <li>2. Banks, S.R.(2005). Classroom Assessment: Issues and Practices. Boston: Allyn &amp; Bacon.</li> <li>3. Blooms, B.S.(1956). Taxonomy of Educational Objectives. New York: Longman Greenland Company</li> <li>4. Cooper, D. (2007). Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson</li> </ol>
2.	<b>C12T: Statistics in Education</b>	<b>Unit: 1 :</b> Concept of Statistics. Uses of Statistics in Education <b>Unit:2 :</b> Normal Distribution and Derived Score <b>Unit:3:</b> Measure of Relationship <b>Unit:4 :</b> Statistics (Practical)	<ol style="list-style-type: none"> <li>1. To develop the ability to represent educational data through graphs and to develop skill in analysing different descriptive measures.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop the ability to use various statistical measures in analysis and interpretation of Educational data.</li> <li>2. Develop the abilities to interpret test data results.</li> </ol>	<b>6 (Weekly)</b>	<b>(SS+DD)</b>	<ol style="list-style-type: none"> <li>1. Mangal, S.K. (2008). Statistics in Education and Psychology. New Delhi: Prentice-Hall of India Private Limited</li> <li>2. Garrett, H.E.(1971). Statistics in Psychology and Education. New Delhi: Paragon International Publisher</li> <li>3. Ferguson, G.A.(1971). Statistical Analysis in Psychology and Education. Kogakusha,</li> </ol>
	<b>DSE-1: Peace and Value Education</b>	<b>Unit-I</b> Concept and Scope of Peace Education <b>Unit-II</b> Factors of Violence, Role of Peace for Non-Violence <b>Unit-III</b> Value Education <b>Unit: IV :</b> Peace, Value and Conflict Resolution	<ol style="list-style-type: none"> <li>1. To comprehend the basic concept &amp; importance of Peace education.</li> <li>2. To understand the Role of peace and value added education in the current scenario.</li> </ol>	<ol style="list-style-type: none"> <li>1. The learners understand the Meaning of peace education and effecting factors of Sconflicts and its resolution.</li> <li>2. The learners also develop clear concept regarding the importance of value education and its integration into the education.</li> </ol>	<b>6 (Weekly)</b>	<b>(MKM+SKD+SG)</b>	<ol style="list-style-type: none"> <li>1. <a href="https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/PEACE%20EDUCATION.pdf">https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/PEACE%20EDUCATION.pdf</a></li> <li>2. <a href="https://ncert.nic.in/depfe/pdf/education_for_peace.pdf">https://ncert.nic.in/depfe/pdf/education_for_peace.pdf</a></li> <li>3. <a href="https://ncert.nic.in/depfe/pdf/WaystoPeace.pdf">https://ncert.nic.in/depfe/pdf/WaystoPeace.pdf</a></li> <li>4. <a href="https://gppac.net/files/201907/PeaceEducation_3rdEdition_March-2019.pdf">https://gppac.net/files/201907/PeaceEducation_3rdEdition_March-2019.pdf</a></li> </ol>

	<p><b>DSE-2: Teacher Education</b></p>	<p><b>Unit-I</b> Concept and meaning of teacher education  <b>Unit: II :</b> Development of teacher education in India  <b>Unit: III :</b> Role of the different agencies in teacher education  <b>Unit: IV :</b> Some Courses for preparation of teacher</p>	<p>1. To enable the students to understand the meaning; scope, objectives of teacher education and its development in India.  2. To acquaint the students with different agencies of teacher education India and their roles and functions.  3. To acquaint the students with the various aspects of student-teaching programme, prevailing in the country.  4. To develop in the students an</p>	<p>1. Mastery of subject matter knowledge and expertise in the chosen teaching field.  2. Understanding of educational psychology and its application to classroom instruction.  3. Proficiency in developing and implementing effective instructional strategies.  4. Skill in designing and adapting Curriculum to meet diverse student needs.  5. Ability to create a positive and inclusive learning environment for all students.</p>	<p><b>6 (Weekly)</b></p>	<p><b>(KK+LKB)</b></p>	<p>. Anderson, L.W. (Ed.) - International Encyclopedia of Teaching and Teacher Education, Cambridge University Press.  2. Adams, M.P.- Basic Principles of student Teaching. Emas Publishing House, New Delhi.  3. Gage, N.L. (Ed.)- Handbook of Research in Teaching Rand McNally, Chicago.  4. Gage, N.L.- Teacher effectiveness and Teacher Education: The search for a scientific bases, Palo Alto, California.  5. Gupta Y.K.- Contemporary Research in Teacher Effectiveness, Shree Publishing House, New Delhi</p>
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**LESSON PLAN (SEM-VI)**

S. L	PAPER /CORE NUMBER OF	TOPIC	LEARNNG OBJECTIVES	LEARNING OUTCOME	NO. OF LECTURE S	TEACHE RS NAME	RECOMMENDED READING
1.	<b>CT13: Psychology Of Adjustment</b>	Unit-1 Adjustment, maladjustment & problem behaviour Unit-2 Multi - axial classification of mental disorders Unit-3 Coping strategies for stressful situation Unit-4 Administration, scoring and Interpretation of the following tests	1. To comprehend the meaning of adjustment & maladjustment. 2. To comprehend the meaning and causes of maladjustment with its multifaceted dimensions.	Understand the concept of mental Healthy adjustment and causes of anti-social behaviour. 2. Increased knowledge and Awareness of various mental health conditions. 3. Improved Understanding of the factors influencing mental well-being and level of mental disorders.	5(Week)	<b>(KK-2+DD-2+LKB-1)</b>	1. Bernard, Harold W &Fullmer Daniel W. (1977). Principles of Guidance, Second Edition, New York -Thomas Y.Crowell Company. 2. Jones, J.A. (1970) Principles of Guidance, Bombay, Tata. New York. McGraw Hill. 28 3. Pandey, K.P.(2000). Educational and Vocational Guidance in India – Vishwa Vidyalaya Prakashan Chowk, Varanasi. 4. McGowan, J.P.Chmidt. (1962). Counselling: Readings in Theory and Practice, New York Holt, Rinehard and
2.	<b>CT14: Basic Concept of Educational Research</b>	Unit-1 Concept of educational research. Unit-2 Basic elements of educational research. Unit-3 Data collection procedure	1. To comprehend the basic concept &characteristics of Research and its application in current scenario. 2. To understand the basics elements related to research design & the procedure of data collection.	1. Acquaint with basic concept & types of research. 2. Acquaint with the principles and steps of conducting research. 3.To develop an Understanding about the frameworks & methodology of research.	6 (Weekly)	<b>(SS-4+MKM-2)</b>	1. <a href="https://osre.ncert.gov.in/imagessurvey/First_Survey/ch1_s.pdf">Research in Education</a> Pearson 2016.64 Pearson 2013 <a href="https://osre.ncert.gov.in/imagessurvey/First_Survey/ch1_s.pdf">https://osre.ncert.gov.in/imagessurvey/First_Survey/ch1_s.pdf</a> 2. <a href="https://islmblogblog.files.wordpress.com/2016/05/rme-edu-helpline-blogsopot-com.pdf">https://islmblogblog.files.wordpress.com/2016/05/rme-edu-helpline-blogsopot-com.pdf</a> 3. <a href="https://niepid.nic.in/THE%20MEANING%20OF%20RESEARCH.pdf">https://niepid.nic.in/THE%20MEANING%20OF%20RESEARCH.pdf</a>
3.	<b>DSE-3: Educational Thought of Great Educators</b>	Unit-1 Western educators-I Unit-2 western educators -II Unit-3 Indian educators-I Unit-4 Indian educator-II	1. To develop an understanding of the thoughts of great educationists and their contributions in education. 2. To be acquainted with the process of data collections. 3. To be acquainted with the process of reporting of the collected data.	1.Enable the students to develop an understanding of Educational ideas of Indian and Western Educations. 2.Obtain an understanding of Pedagogical concepts given by Indian and Western educational thinkers. 3.Orient the student to scientific study of some educational Problem.	6 (Weekly)	<b>(KK-1+SG-2+SKD-1+SD-1+LKB-1)</b>	1. Mukherjee, K.K.: Some great educators of the world. 2. Purkait, B. R.: Great Educators. 3. Sharma, Y. K.: Educational Thinkers (Eastern and Western)
4.	<b>DSE-4: Women Education</b>	Unit-1 Historical perspectives of women education Unit-2 Policy perspective, committee& commission on women education Unit-3 Role of Indian thinkers in promoting women education Unit-4 major constraints of women education & women empowerment	1. To develop an understanding about the historical perspectives of education. 2. To be acquainted With the implementation of policy, commission report about the rights of women education. 3. To be acquainted With the educational thoughts of thinker regarding the women education & empowerment perspectives.	1. Students will be enable to develop an understanding about the ancient to modern perspectives & status of women in the society. 2.Obtain an Understanding about the concepts given by Indian and Western educational thinkers about women education. 3. Students must be aware about the constraints and present facilities about the welfare rights of women.	6 (Weekly)	<b>(KK-1+SS-1+SKD-2+SD-1+LKB-2)</b>	<a href="#">The College Woman's Handbook: Educating Ourselves</a> , Rachel Dobkin. New York: Workman Pub., c1995. <a href="#">Fact Book on Higher Education [serial]</a> . New York: American Council on Education. <a href="#">Handbook for Achieving Gender Equity through Education</a> . Susan Klein. Mahwah, N.J.: Lawrence Erlbaum Associates, 2007.



