

**P. N. Das College**  
**Santinagar, Palta,24(N)Pgs**  
**Academic Calendar**  
**Subject: Education**  
**1<sup>st</sup> Semester(Honours)**  
**Session: 2021-2022**  
**July2021-December 2021**

<b>Semester-I</b>				
<b>Paper-EDCACOR01T : Educational Philosophy</b>		<b>Name of the lecturer</b>	<b>No. of Lectures</b>	<b>Remarks</b>
<b>Unit 1</b>	<b>Concept and scope of education</b>	<b>Debosree Bhattacharya Das</b>	<b>20L</b>	<b>October- Puja Vacation</b>
a.	Concept and scope of education, concept of modern education w.r.t. Delor's Commission, child centricism.		9L	
b.	Concept of different forms of education – informal, formal, non-formal and open education.		6L	
c.	Functions of education – individual and social development, Human Resource Development.		5L	
<b>Unit 2</b>	<b>Philosophical bases in education</b>	<b>Bonny Samanta</b>	<b>34 L</b>	
a.	Philosophy in education – philosophical bases of educational aims, knowledge, curriculum, methods of teaching, teacher and discipline.		10L	
b.	Western philosophical thoughts and their influence on education – Idealism, Naturalism, Pragmatism and Existentialism.		12L	
c.	Indian philosophical thoughts and their influence on education – Sankhya, Yoga, Jainism, Buddhism and Islamic.		12L	
<b>Unit 3</b>	<b>National values and role of education</b>	<b>Arup Paul</b>	9L	
a.	Values as enshrined in the Indian constitution – democracy, secularism, equality and justice.		5L	
b.	Educational provisions in the Indian constitution – Articles 15,17,28,30,45,46,350.		4L	
<b>Unit 4</b>	<b>Contributions of great educators on philosophy of education (w.r.t. aims,curricula and methods of teaching)</b>	<b>Arup Paul &amp; Bonny Samanta</b>	<b>12L</b>	
a.	Rabindranath Tagore		3L	
b.	Swami Vivekananda		3L	
c.	John Dewey		3L	
d.	Bertrand Russell		3L	

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**Session: 2021-2022**  
**July 2021-December 2021**

<b>Semester-I</b>				
<b>Paper-EDCACOR02T- Educational Psychology</b>		<b>Name of the lecturer</b>	<b>No. of Lectures</b>	<b>Remarks</b>
<b>Unit-1</b>	<b>Introduction to educational psychology</b>	<b>Bonny Samanta</b>	15L	
a.	Introduction to educational psychology, relation between education and psychology		5L	
b.	Introduction to neuro-physiological bases of human behavior- structure and function of human brain, neuron, synaptic transmission, endocrinal glands, sensation, perception		10L	
<b>Unit-2</b>	<b>Psychology of human development and education (20L)</b>		20L	
a.	Human development-concept, principles, types and stages	<b>Debosree Bhattacharya Das</b>	4L	
b.	Cognitive development ( Piaget) and its significance in education		4L	
c.	Moral development ( Kohlberg) and its significance in education		4L	
d.	Psycho-social development (Erikson) and its significance in education		4L	
e.	Personality – concept, types (Jung, Adler), personality development by Freud		4L	
<b>Unit-3</b>	<b>Intelligence and creativity</b>		20L	
a.	Intelligence – concept and scope	<b>Arup Paul</b>	3L	
b.	Theories of intelligence – Guilford, Gardner, Sternberg		7L	
c.	Creativity – concept, scope and characteristics of creative person		5L	
d.	Relationship between intelligence, creativity and education		5L	
<b>Unit-4</b>	<b>Psychology of learning</b>		20L	
a.	Learning – concept and scope	<b>Debosree Bhattacharya &amp; Arup Paul</b>	3L	
b.	Factors influencing learning – attention, maturation, motivation and emotion (concept only)		7L	
c.	Theories of learning: Pavlov, Skinner, Bandura and Vygotsky		10L	

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**Academic Calendar**  
**Subject: Education (Honours)**  
**2nd Semester**  
**Session: 2021-2022**  
**January 2022-June 2022**

**Semester-II**

<b>EDCACOR03T : Educational Sociology</b>		<b>Name of the teacher</b>	<b>No. of Lectures</b>	<b>Remarks</b>
<b>Unit 1</b>	<b>Introduction to educational sociology</b>	<b>Debosree Bhattachary a Das</b>	19 L	
a.	Educational sociology – concept, scope.		4L	
b.	Relationship between education and sociology		15L	
c.	Education as a social process –social groups ( primary, secondary, tertiary), social mobility.			
<b>Unit 2</b>	<b>Culture and education</b>	<b>Bonny Samanta</b>	18 L	
a.	Culture – concept, interrelationship between education and culture, importance of folk culture in education.		4L	
b.	The concept of ‘ Unity in Diversity’ , cultural lag .		10L	
c.	International Understanding.		4L	
<b>Unit 3</b>	<b>Education and social development</b>	<b>Debosree Bhattachary a Das</b>	20 L	
a.	Social development in India – Sanskritisation, Globalisation.		10L	
b.	Education for sustainable development – concept, need .		10L	
<b>Unit 4</b>	<b>Social issues and education</b>	<b>Bonny Samanta</b>	18 L	
a.	Education for poverty eradication		6L	
b.	Inclusive education		6L	

c.	Child rights and abuses			
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<b>Semester-II</b>				
<b>EDCACOR03T : Pedagogy</b>		<b>Name of the teacher</b>	<b>No. of Lectures</b>	<b>Remarks</b>
<b>Unit 1</b>	<b>Introduction to pedagogy</b>		<b>20 L</b>	
a.	Pedagogy – concept, scope; relationship between learning and teaching	<b>Debosree Bhattachar ya Das</b>	8	
b.	Bases of pedagogy – philosophical, psychological		8	
<b>Unit 2</b>	<b>Pedagogy as the science of teaching</b>		<b>20 L</b>	
a.	Teaching – concept, scope, principles and functions	<b>Bonny Samanta</b>	6	
b.	Levels of teaching – autonomous, memory, understanding, reflective		8	
<b>Unit 3</b>	<b>Pedagogy of teaching - learning</b>		<b>15 L</b>	
a.	Teaching – learning of verbal conditioning	<b>Debosree Bhattachar ya Das</b>	5	
b.	Teaching – learning of psychomotor skill		5	
<b>Unit 4</b>	<b>Applications of pedagogy in class room</b>		<b>20 L</b>	
a.	Teaching – learning of principles and concepts	<b>Bonny Samanta</b>	6	
b.	Teaching – learning of knowledge construction		6	

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**Academic Calendar**  
**Subject-Education**  
**4th Semester(Honours)**  
**Session-2021-2022**  
**January2022-June 2022**  
**EDCACOR08T**

<b>Topic</b>		<b>Number of Lectures</b>	<b>Name of the teacher</b>	<b>Remarks</b>
<b>EDCACOR08T : Educational Management</b>				
<b>Unit 1</b>	<b>Educational Management</b>	<b>20L</b>	<b>Bonny Samanta</b>	
a.	Educational management – concept,nature, need and scope.	6L		
b.	Types of educational management – centralized, decentralized, authoritarian, democratic, dynamic and laissez faire	7 L		
c.	Supervision and inspection – concept, scope, difference between supervision and inspection	7L		
<b>Unit 2</b>	<b>Leadership and management</b>	<b>18L</b>	<b>Debosree Bhattacharya Das</b>	
a.	Leadership in management – concept, significance, characteristics of an effective leader in education	12L		
b.	Total Quality in educational management(CONCEPT ONLY)	6L		
<b>Unit 3</b>	<b>Agencies of educational management</b>	<b>18L</b>	<b>Bonny Samanta</b>	
a.	Ministry of Human Resource Development	8L		
b.	Agencies of education (Centre and State) – UGC, NCERT,SCERT, WBSCHE	10L		
<b>Unit 4</b>	<b>Planning and Management</b>	<b>14L</b>	<b>Debosree Bbhattacharya Das</b>	
a.	Planning –concept, need, types	4L		
c.	Management Information System (MIS) (Concept only)	4L		

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4th Semester(Honours)  
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EDCACOR09T**

Topic		Number of lectures	Name of the teacher	Remarks
<b>EDCACOR09T : Basics Of Educational Research and Evaluation</b>				
<b>Unit 1</b>	<b>Preliminary concepts on research methodology</b>	<b>20L</b>	<b>Bonny Samanta</b>	
<b>a.</b>	Research – concept, nature, need for educational research	5L		
<b>b.</b>	Types of research – fundamental, applied, action, qualitative, quantitative (concept only)	8L		
<b>c.</b>	Research related terminologies – data, population, sample, variable ( dependent, independent, intermittent)	7L		
<b>Unit 2</b>	<b>Sampling and hypothesis</b>	<b>15L</b>	<b>Bonny Samanta</b>	
<b>a.</b>	Sampling – meaning, nature	4L		
<b>b.</b>	Types of sampling – random, stratified, cluster ( definition, characteristics, uses)	6L		
<b>c.</b>	Research hypothesis – meaning, nature, types	5L		
<b>Unit 3</b>	<b>Evaluation and Measurement</b>	<b>15L</b>	<b>Debosree Bhattacharya Das</b>	
<b>a.</b>	Evaluation – concept, scope, principles and importance	5L		
<b>b.</b>	Measurement – nature, characteristics, Difference between evaluation and measurement	6L		
<b>c.</b>	Scales of measurement	4L		
<b>Unit 4</b>	<b>Standardization of a test</b>	<b>20L</b>	<b>Debosree Bhattacharya a Das</b>	
<b>a.</b>	Test – educational and psychological (concept, classification), criteria of a good test	5L		
<b>b.</b>	Reliability – concept, characteristics, causes of low reliability,	8L		
<b>c.</b>	Validity – concept, causes of low validity, types,	7L		

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EDCACOR10T**

<b>Topic</b>		<b>Number of lectures</b>	<b>Name of the Teacher</b>	<b>Remarks</b>
<b>EDCACOR010T : Statistics in Education</b>				
<b>Unit 1</b>	<b>Statistics – Basic concept</b>	<b>15L</b>	<b>Bonny Samanta</b>	
<b>a.</b>	Statistics –concept, scope, uses of statistics in psychology and education	5L		
<b>b.</b>	Organization and tabulation of data	3L		
<b>c.</b>	Graphical representation of data – bar graph, frequency polygon, histogram, pie chart, ogive – drawing, uses (basic concept, uses, differences only; no plotting)	7L		
<b>Unit 2</b>	<b>Descriptive Statistics</b>	<b>25L</b>	<b>Debosree Bhattacharya Das</b>	
<b>a.</b>	Measures of central tendency – concept, properties, uses, calculation	8L		
<b>b.</b>	Measures of variability – concept, types (concept), uses, calculation of SD, QD, variance	9L		
<b>c.</b>	Normal Probability Curve – concept, characteristics, uses; skewness and kurtosis (concept only, no numerical calculation)	8L		
<b>Unit 3</b>	<b>Inferential Statistics</b>	<b>10L</b>	<b>Bonny Samanta</b>	
<b>a.</b>	PP, PR – concept, calculation, uses	5L		
<b>b.</b>	Correlation – concept, types, significance – rank difference, product moment( only calculation of rank difference, no numerical calculation of product moment method)	5L		

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**EDCACOR10P**

<b>Topic</b>		<b>Number of lectures</b>	<b>Name of the Teacher</b>	<b>Remarks</b>
<b>EDCACOR010P : Statistics in Education</b>				
<b>Unit 1</b>	<b>Data Collection</b>	<b>5L</b>	<b>Bonny Samanta</b>	
<b>a.</b>	Introduction to Data: Definition, types, uses.	3L		
<b>b.</b>	Collection of Data: To collect relevant data of two set of Achievement Test from respective colleges or neighbourhood institutions (sample size 50).	2L		
<b>Unit 2</b>	<b>Data Analyses by any excel/ software and manual both.</b>	<b>20L</b>		
<b>a.</b>	Determination of Central Tendency & Variability (Range, SD, QD)	6L		
<b>b.</b>	Graphical Representation of Data: Frequency Polygon, Ogive.	6L		
<b>c.</b>	Comparison between two sets of data: Correlation ( <b>only software calculation</b> ) –Rank difference and product moment.	7L		

The report of statistical practical should be based on the following steps –

- 1) Title
- 2) Objectives
- 3) Description of Samples
- 4) Statistical Formulae
- 5) Tabulation of Data
- 6) Calculation and Analysis
- 7) Discussion/Interpretation,
- 8) Inference.

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**5<sup>th</sup> Semester (Honours)**  
**Session: 2021-2022**  
**July2021 -December 2021**

<b>Semester V</b>				
<b>EDCACOR011T : GUIDANCE AND COUNSELLING</b>		<b>Name of the teacher</b>	<b>No. of Lectures</b>	<b>Remarks</b>
<b>Unit 1</b>	<b>Guidance – basic concept</b>	<b>Debosree Bhattacharya Das</b>	<b>15L</b>	
a.	Guidance – meaning, definition, scope , need and importance		7L	
b.	Different types of guidance – educational, vocational and personal (nature, purpose and functions)		8L	
<b>Unit 2</b>	<b>Counseling – basic concept</b>	<b>Bonny Samanta &amp; Arup Paul</b>	<b>15 L</b>	
a.	Counseling – meaning, nature, , scope, types (directive, non-directive, eclectic, individual and group counseling)		8L	
b.	A brief introduction to approaches of counseling – directive, authoritarian, psychoanalytic, humanistic and behavioristic.		7L	
<b>Unit 3</b>	<b>Adjustment and Maladjustment</b>	<b>Bonny Samanta</b>	<b>23L</b>	
<b>a.</b>	Concept of adjustment – definition, scope, need for adjustment, criteria of good adjustment		10L	
<b>b.</b>	Concept of maladjustment – types, problem behavior in adolescent stage, mental disorder ( schizophrenia and paranoia)		13L	
<b>Unit 4</b>	<b>Testing and Diagnosis</b>	<b>Debosree Bhattacharya Das</b>	<b>22L</b>	
<b>a.</b>	Basic data necessary for guidance		5L	
<b>b.</b>	Psychological testing – personality (TAT), intelligence (Stanford Binet scale), creativity (Torrance)		17L	

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**5<sup>th</sup> Semester (Honours)**  
**Session: 2021-2022**  
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**EDCACOR12T**

<b>Semester -V</b>				
<b>EDCACOR012T : EDUCATIONAL TECHNOLOGY</b>		<b>Name of the teacher</b>	<b>No. of Lectures</b>	<b>Remarks</b>
<b>Unit 1</b>	<b>Educational Technology</b>		<b>15L</b>	
<b>a.</b>	Concept, Nature , Scope and Limitations of Educational Technology	<b>Debosree Bhattacharya Das</b>	5L	
<b>b.</b>	Approaches to educational technology – hardware, software, systems approach		5L	
<b>Unit 2</b>	<b>Communication</b>		<b>15 L</b>	
<b>a.</b>	Concept, components, classification and barriers	<b>Bonny Samanta</b>	8L	
<b>b.</b>	One basic classroom oriented model, i.e, linear and its significance in education		7L	
<b>Unit 3</b>	<b>Instructional Technology</b>		<b>23L</b>	
<b>a.</b>	Mass instructional techniques- seminar, symposium, workshop, panel discussion	<b>Bonny Samanta &amp; Arup Paul</b>	10L	
<b>b.</b>	Personalized instructional techniques – programme learning (Linear), microteaching, mastery learning, computer assisted instruction(CAI)		13L	

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<b>Semester V</b>			
<b>EDCACOR12P: BASIC ICT</b>		<b>Name of the teacher</b>	<b>No. of Lectures</b>
<b>Unit 1</b>	<b>Computer and its components</b>	<b>Bonny Samanta</b>	<b>5L</b>
<b>a.</b>	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.		3L
<b>b.</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).		2L
<b>Unit 2</b>	<b>Unit 2: DTP Operation.(7L)</b>		<b>7L</b>
<b>a.</b>	Typing words: Creating new file – Typing – Opening & Saving the file – Copy, Cut & Paste		2L
<b>b.</b>	Font : Names – Sizes – Styles (Bold, Italic & Underline).		1L
<b>c.</b>	Paragraph: Align Text (Left, Right, Centre, Justifying) – Line Spacing – Bullets formation – Numbering.		1L
<b>d.</b>	Page Set Up: Margins – Orientation – Sizes – Columns.		1L
<b>e.</b>	Insert: Tables (Drawing, Erasing, & Formatting) – Page Numbering – Adding Pictures & Symbols		1L
<b>f.</b>	Printing: Print Set Up – Landscape & Portrait – Page Range – Zooming – Copies.		1L
<b>Unit 3:</b>	<b>Excel Operation.</b>		<b>6L</b>
<b>a.</b>	Introduction: Basic ideas of Data Sheets & Cells – Data Typing – Opening & Saving the file – Designing.		2L

<b>b.</b>	Data Editing: Sort – Filter – Insert – Functions (Sum, Average, Count, Maximum, Minimum, Mean, Standard Deviation, & Correlation).		2L
<b>c.</b>	Charts & Graphs (2D & 3D Modes): Column – Line – Pie – Bar – Area – Scatter.		2L
<b>Unit 4:</b>	Oral Presentation with PPT		<b>7L</b>
<b>a.</b>	Play Slide Show (at least 5 Slide for maximum 5 minutes presentation) from any Survey/Case study/Experiment or any relevant topic from syllabus.		2L
<b>b.</b>	Interaction (at least 2 minutes) on the above topic.		2L
<b>c.</b>	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		3L

**Academic Calendar**  
**5<sup>th</sup> Semester (Honours)**  
**Session: 2020-2021**  
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**Academic Calendar**

<b>Semester V</b>				
<b>EDCADSE01T : WOMEN EDUCATION</b>		<b>Name of the teacher</b>	<b>No. of Lectures</b>	<b>Remarks</b>
<b>Unit 1</b>	<b>Introduction to Women Education</b>		<b>15L</b>	
a.	Women Education- meaning, nature and scope.	<b>Debosree Bhattacharya a Das</b>	5L	
b.	Necessities of Women Education.		5L	
<b>Unit 2</b>	<b>Historical Development of Women Education in India</b>		<b>15 L</b>	
<b>a.</b>	Development of Women Education in ancient, mediaeval and British period (from 1600 to 1947)	<b>Bonny Samanta</b>	8L	
<b>b.</b>	Development of Women Education in Post- independence period : Recommendations of various Commission and Committee for the development of Women Education.		7L	
<b>Unit 3</b>	<b>Problems of Women Education in India.</b>		<b>23L</b>	
<b>a.</b>	Probable Remedial measures to solve the problems of Women Education with reference to NPE 1986, 1992 and 2019.	<b>Arup Paul</b>	10L	
<b>b.</b>	Role of Teacher in popularizing Women Education.		13L	
<b>Unit – 4:</b>	<b>Women Rights in India</b>			
<b>a.</b>	Constitutional Rights – Article 15, 16, 23, 39, 42, 51, 243	<b>Debosree Bhattacharya a Das</b>		
<b>b.</b>	Legal Rights – Domestic Violence Act (2005), National Commission for Women Act (1990), Sexual Harassment of Women at Workplace Act (2013).			

**5<sup>th</sup> Semester (Honours)**

**Session: 2021-2022**  
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<b>Semester V</b>				
<b>EDCADSE03T : Life Skill Education</b>		<b>Name of the Lecturer</b>	<b>No. of Lectures</b>	<b>Remarks</b>
<b>Unit 1</b>	<b>An Introduction to Life Skill Education (15L)</b>	<b>Arup Paul</b>	<b>15L</b>	
a.	Life Skills– Definition Characteristics, Types ( Personal, Inter Personal , Writing, Numeracy).		5L	
b.	Life Skill Education- Meaning, Nature, Characteristics, Types and Scope. Necessities of Life Skill Education at Present Context.		5L	
<b>Unit 2</b>	<b>Role the Agencies of Education in Life Skill Education (20L)</b>	<b>Bonny Samanta</b>	<b>20L</b>	
a.	Role of Educational Institutes, Parents, Teachers and the Governments ( Central and State).		10L	
b.	Role of NGOs in imparting Life Skill Education ( with special emphasis on physical, social, emotional and cognitive Development) in primary, secondary and higher education.		10L	
<b>Unit 3</b>	<b>Issues in Life Skill Education (14L)</b>	<b>Debosree Bhattachar ya Das</b>	<b>14L</b>	
a.	Problems related to Life Skill Education- Domestic Violence, Juvenile Delinquency in primary and secondary levels.		7L	
b.	Preparation of Life Skill Curriculum in School and Colleges.		7L	
<b>Unit-4:</b>	<b>Acts related to Life Skill Education (26L)</b>	<b>Debosree Bhattachar ya Das &amp; Bonny Samanta</b>	<b>26L</b>	
a.	POCSO(2012)		16L	
b.	Domestic Violence Act (2005)		10L	

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**6<sup>th</sup> Semester (Honours)**  
**Session: 2021-2022**  
**January 2022–June 2022**

<b>Semester VI</b>				
<b>EDCACOR013T : CURRICULUM STUDIES</b>		<b>Name of the teacher</b>	<b>No. of Lectures</b>	<b>Remarks</b>
<b>Unit 1</b>	<b>Introduction to curriculum</b>	<b>Bonny Samanta</b>	<b>17L</b>	
<b>a.</b>	Meaning, nature, scope of Curriculum.		5L	
<b>b.</b>	Relationship among curriculum, syllabus, content		2L	
<b>c.</b>	Types of Curriculum – brief introduction (definition and example only).		5L	
<b>d.</b>	Basic sources of curriculum- philosophical,socio-cultural and psychological.		5L	
<b>Unit 2</b>	<b>Aims and Objectives of Curriculum</b>	<b>Debosree Bhattacharya Das</b>	<b>15 L</b>	
<b>a.</b>	Need to form aims and objectives of curriculum		7L	
<b>b.</b>	Areas of educational objectives: Bloom’s taxonomy. (Cognitive only)		8L	
<b>Unit 3</b>	<b>Development of Curriculum</b>	<b>Bonny Samanta</b>	<b>26L</b>	
<b>a.</b>	UGC model of curriculum development: CBCS		13L	
<b>b.</b>	Factors of curriculum development		13L	
<b>Unit 4</b>	<b>Evaluation of Curriculum</b>	<b>Debosree Bhattacharya Das</b>	20L	
<b>a.</b>	Meaning and purpose of curriculum evaluation		8L	
<b>b.</b>	Approaches of curriculum evaluation: formative and summative		6L	
<b>c.</b>	Scientific model of curriculum evaluation – Stenhouse’s model		6L	

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<b>Semester VI</b>				
<b>EDCACOR014T : SPECIAL EDUCATION</b>		<b>Name of the teacher</b>	<b>No. of Lectures</b>	<b>Remarks</b>
<b>Unit 1</b>	<b>Introduction to Special Education</b>	<b>Bonny Samanta</b>	<b>14L</b>	
<b>a.</b>	Special education – concept, nature, objectives and characteristics		7L	
<b>b.</b>	Inclusive Education- Concept & types. Is inclusion a viable alternative?		7L	
<b>Unit 2</b>	<b>Development and Organization of Special education in India</b>	<b>Bonny Samanta</b>	<b>13 L</b>	
<b>a.</b>	Development of Special education in India-----Post independence.		5L	
<b>b.</b>	Organization and Administration of special education in India		8L	
<b>Unit 3</b>	<b>Gifted and slow Learners</b>	<b>Debosree Bhattacharya Das</b>	<b>12L</b>	
<b>a.</b>	Gifted children – definition, classification, identification, needs, problems, educational support for them		7L	
<b>b.</b>	Slow learners – definition, classification, identification, needs, problems, educational support for them		5L	
<b>Unit 4</b>	<b>Types of exceptional w.s.r.t. definition, characteristics, classification, causes</b>	<b>Debosree Bhattacharya Das</b>	<b>20L</b>	
<b>a.</b>	Visual impairment		6L	
<b>b.</b>	Auditory impairment		7L	
<b>c.</b>	Mental retardation		7L	

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**January 2022 –June 2022**

<b>Semester VI</b>				
<b>EDCADSE05T: PEACE EDUCATION</b>		<b>Name of the Lecturer</b>	<b>No. of Lectures</b>	<b>Remarks</b>
<b>Unit 1</b>	<b>An introduction to Peace Education</b>	<b>Debosree Bhattacharya Das</b>	<b>10L</b>	
a.	Peace- meaning, characteristics, scope and importance.		5L	
b.	Peace Education – Concept, nature and importance.		5L	
<b>Unit 2</b>	<b>Barriers of Peace Education</b>	<b>Bonny Samanta</b>	<b>20 L</b>	
a.	Psychological, Socio-cultural, Political Barriers		12L	
b.	Preventive measures to overcome the barriers of Peace Education; functions and role of UNESCO.		8L	
<b>Unit 3</b>	<b>Factors Responsible for Disturbing individual Peace</b>	<b>Debosree Bhattacharya Das</b>	<b>20L</b>	
a.	Psychological and Social & Cultural		10L	
b.	Violence in home and educational institutions		13L	
<b>Unit-4:</b>	<b>Role of Peace Education present context</b>	<b>Bonny Samanta</b>	<b>25L</b>	
<b>a.</b>	Role of education to maintain peace; approaches promoting peace among individuals		13L	
<b>b.</b>	Learning experiences in peace education through imitation, indoctrination, inculcation and internalization		12L	

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<b>EDCACOR06T : ENVIRONMENTAL EDUCATION</b>		<b>Name of the teacher</b>	<b>No. of Lectures</b>	<b>Remarks</b>
<b>Unit 1</b>	<b>Introduction to Environmental Education</b>	<b>Debosree Bhattacharya Das</b>	<b>10L</b>	
a.	Environmental Education- meaning, characteristics, components and scope.		7L	
b.	Necessities to study Environmental Education.		3L	
<b>Unit 2</b>	<b>Introduction to Eco system</b>	<b>Bonny Samanta</b>	<b>15 L</b>	
a.	Eco system- concept, types, inter relations of components, energy flow in Eco system.		8L	
b.	Role of Education in Eco- system.		7L	
<b>Unit 3</b>	<b>Environmental pollution</b>	<b>Debosree Bhattacharya Das</b>	<b>23L</b>	
a.	Eco system-Concept, types, components, inter relations of components, energy flow in Eco system.		10L	
b.	Role of Education to combat various environmental pollutions.		13L	
<b>Unit 4</b>	<b>Environmental Awareness</b>	<b>Bonny Samanta</b>	30L	
a.	Concept and need for environmental awareness, role of the agencies of education in promoting environmental awareness.		15L	
b.	Some environmental movements - Narmada Bachao Andolan (NBA), Chipko Movement, Silent Valley Movement		15L	

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<b>Paper DSC 1A (EDCGCOR02T/ GE 1 (EDCHGE02T)</b>	<b>Topic Philosophical Foundation of Education</b>	<b>Number of Lectures</b>	<b>Name of the teacher</b>	<b>Remarks</b>
<b>Unit:1</b>	<b>Concept and Scope of Education</b>	<b>20L</b>	<b>Debosree Bhattacharya Das</b>	
a.	Concept, nature and Scope of education	10L		
b.	Factors of Education	10L		
<b>Unit 2:</b>	<b>Forms and Aims of Education</b>	<b>20L</b>	<b>Arup Paul</b>	
a.	Forms of Education – Informal, Formal and Non-formal and Open Education.	8 L		
b.	Aims of Education – Individualistic, Socialistic and Democratic view of Education.	12L		
<b>Unit 3:</b>	<b>Values and Education</b>	<b>20L</b>	<b>Bonny Samanta</b>	
a.	Value- Definition, characteristics, types	10L		
b.	Relation between values and education, importance of values in education	10L		
<b>Unit:4</b>	<b>Great Educators</b>	<b>15L</b>	<b>Debosree Bhattacharya Das</b>	
a.	R. N. Tagore	7 L		
b.	F. W. A. Froebel	<b>8L</b>		

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<b>Paper DSC1B(EDCG COR02T) / GE 1 (EDCHGE02T)</b>	<b>Topic Psychological Foundation of Education</b>	<b>Number of Lectures</b>	<b>Name of the teacher</b>	<b>Remarks</b>
<b>Unit 1:</b>	<b>Introduction to Educational Psychology</b>	<b>15L</b>	<b>Debosree Bhattacharya Das</b>	
a.	Relationship between Psychology and Education	7 L		
b.	Educational Psychology- concept, nature of Educational Psychology & contribution of Educational Psychology	8 L		
<b>Unit 2:</b>	<b>Psychology of Human Development and Education</b>	<b>20L</b>	<b>Bonny Samanta</b>	
a.	Human Development – concept, principles, types and stages.	8 L		
b.	Concept of Physical ,Cognitive development and its significance in Education	12L		
<b>Unit 3:</b>	<b>Attention and Memory</b>	<b>20L</b>	<b>Debosree Bhattacharya Das</b>	
a.	Concept, nature, types and determinants of attention;	10L		
b.	Concept and process of memorization, causes of forgetting.	10L		
<b>Unit 4:</b>	<b>Personality and Education</b>	<b>20L</b>	<b>Bonny Samanta</b>	
a.	Personality – concept, characteristics and types.	6 L		
b.	b. .Psychoanalytic Theory by Freud	7L		

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<b>Paper DSC 1D (EDCGCOR04T) / GE4 (EDCHGE04T)</b>	<b>Topic Evaluation in Education</b>	<b>Number of lectures</b>	<b>Name of the teacher</b>	<b>Remarks</b>
<b>Unit 1:</b>	<b>Evaluation</b>	<b>15L</b>	<b>Debosree Bhattacharya Das</b>	
<b>a.</b>	Concept, principles and importance of evaluation.	10 L		
<b>b.</b>	Comparison between evaluation and measurement.	5 L		
<b>Unit 2:</b>	<b>Tools and Techniques of Evaluation</b>	<b>20L</b>	<b>Debosree Bhattacharya Das</b>	
<b>a.</b>	Scales of measurement	5 L		
<b>b.</b>	Tools of evaluation –Questionnaire, CRC (characteristics, advantages and disadvantages).	15 L		
<b>Unit 3:</b>	<b>Educational tests</b>	<b>20L</b>	<b>Bonny Samanta</b>	
<b>a.</b>	Educational test-concept, types & characteristics of a good test	12 L		
<b>b.</b>	Difference between educational & psychological tests	10 L		
<b>Unit 4:</b>	<b>Statistics</b>	<b>20L</b>	<b>Bonny Samanta</b>	
<b>a.</b>	Statistics – concept, utility, tabulation.	4 L		
<b>b.</b>	Measures of central tendency – concept, properties, uses, calculation	8 L		
<b>c.</b>	Measures of variability – concept, types (concept), uses, calculation of SD.	8 L		

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**DSE**

<b>Paper DSE 1A (EDCGDS E02T)</b>	<b>Topic</b>	<b>Number of lectures</b>	<b>Name of the teacher</b>	<b>Remarks</b>
<b>Unit-1:</b>	<b>Psychology of Learning</b>			
	<b>Intelligence(15L)</b>	<b>15L</b>		
a.	Intelligence- Concept and Scope, Measurement of Intelligence ( Basic Concept of group and individual test, verbal and non verbal test, 1937 scale of Intelligence)	5 L	<b>Bonny Samanta</b>	
b.	Theories of Intelligence- Guilford, Garden er	10L		
<b>Unit 2:</b>	<b>Learning and Related Factors(20L)</b>	<b>20L</b>		
a.	Learning- definition, characteristics and types	10L	<b>Arup Paul</b>	
b.	Factors Influencing Learning- Memorization, Attention, Emotion and Motivation.	10L		
<b>Unit – 3:</b>	<b>Theories of Learning (20L)</b>	<b>20L</b>		
a.	S-R Theories ( Concept of Thorndike, Skinner and Pavlov)	10 L	<b>Debosree Bhattacharya a Das</b>	
b.	Cognitive Learning by Gestalt	10 L		
<b>Unit – 4:</b>	<b>Creativity (20)L</b>	<b>20L</b>		
a.	Creativity- Concept, Scope and Characteristics of Creative Persons	10L	<b>Bonny Samanta &amp; Debosree Bhattacharya Das</b>	
b.	Measurement of Creativity- Passi, TTCT	10L		

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**DSE**

<b>Paper DSE 1B(EDCG DSE04T)</b>	<b>Topic</b>	<b>Number of lectures</b>	<b>Name of the teacher</b>	<b>Remarks</b>
<b>Unit-1:</b>	<b>Adjustment and Maladjustment</b>	<b>20L</b>	<b>Debosree Bhattacharya Das</b>	
a.	Concept of adjustment – definition, scope, need for adjustment, criteria of good adjustment; defense mechanisms.	10L		
b.	Concept of maladjustment – causes, types w.r.t. adolescence	10L		
<b>Unit 2:</b>	<b>Guidance</b>	<b>20L</b>	<b>Debosree Bhattacharya Das</b>	
a.	Guidance – meaning, definition, scope, need and importance of guidance.	10l		
b.	Different types of guidance – educational, vocational and personal (nature, purpose, functions).	10l		
<b>Unit – 3:</b>	<b>Counseling</b>	<b>20L</b>	<b>Bonny Samanta</b>	
a.	Meaning, nature, scope and importance of counseling, difference between guidance and counseling.	10L		
b.	Types of counseling – directive, non-directive, eclectic, individual and group counseling.	10L		
<b>Unit – 4:</b>	<b>Data &amp; techniques for guidance and counselling</b>	<b>15L</b>	<b>Bonny Samanta</b>	
a.	Basic data necessary for guidance	8L		
b.	Techniques of data collection for guidance	7L		

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**GENERIC ELECTIVE**

<b>Paper GE-1 (EDCGGE COR01T)</b>	<b>Topic</b>	<b>Number of lectures</b>	<b>Name of the teacher</b>	<b>Remarks</b>
<b>Unit-1:</b>	<b>Teacher education in India</b>	<b>20L</b>		
	<b>Teacher Education – Basic Concept</b>			
a.	Teacher Education – definition, Objectives and importance	6 L	<b>Debosree Bhattachar ya Das</b>	
b.	Development of Teacher Education in India – Ancient, Medieval, British and Post-independence period (up to Kothari Commission)	14L		
<b>Unit 2:</b>	<b>Teacher Education in India</b>	<b>20L</b>		
a.	Pre- service and In- service Teacher Education in India- Objectives, functions, advantages & disadvantages	10L	<b>Bonny Samanta</b>	3 <sup>rd</sup> October- 29 <sup>th</sup> October puja - vacation
b.	Teacher Education through Distance Mode- objectives, agencies, advantages and disadvantages	10L		
<b>Unit – 3:</b>	<b>Administration of Teacher Education in India</b>	<b>20L</b>		
a.	Teacher training Institutes – Primary and Secondary levels- functions, problems and solutions	10L	<b>Bonny Samanta</b>	
b.	Agencies of Teacher Education – NCERT, NCTE, CTE (brief history and functions)	10L		
<b>Unit-4:</b>	<b>Modern concept in teacher Education</b>	<b>15L</b>		
a.	Enhancement of Professional Capacity (EPC)- concept, types, importance	9L	<b>Debosree Bhattacharya</b>	
b.	School Internship -concept, characteristics, importance	6L		

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**GENERIC ELECTIVE**

<b>Paper GE 2 (EDCGGE 02T)</b>	<b>Topic</b>	<b>Number of lectures</b>	<b>Name of the teacher</b>	<b>Remarks</b>
	<b>Inclusive education</b>			
<b>Unit-1:</b>	<b>Inclusive Education- Basic concept</b>	<b>15L</b>	Bonny Samanta	
a.	Inclusive Education – meaning, nature and importance	6 L		
b.	Development of inclusive education in – Post- independence period.	9L		
<b>Unit 2:</b>	<b>Adult and Social Education</b>	20L	Debosree Bhattacharya	
a.	Meaning, nature, importance of adult education; relationship between adult and social education.	9L		
b.	National Adult Education Programme (NAEP), National Literacy Mission (NLM)	6L		
<b>Unit – 3:</b>	<b>Special Education</b>	20L	Bonny Samanta	
a.	Special education- meaning, nature and importance	8 L		
b.	RCI, NIOH, NIMH, NIVH- Objectives and functions.	12L		
<b>Unit – 4:</b>	Modern concept in teacher Education	15L	Debosree Bhattacharya	
a.	Enhancement of Professional Capacity (EPC)- concept, types, importance	8L		
b.	School Internship -concept, characteristics, importance	7L		