

P.N.Das College
Santinagar,Palta
 Academic Calendar
 Subject-Education
 1st Semester(Honours)
 Session July2018-December 2018

Semester 1			
CC 1 : Educational Philosophy		Teach ers	No of Classes (90 lectures)75+ 15(Tutorial)
Unit 1	Concept and scope of education	B . S	26
a.	Concept and scope of education, concept of modern education w.r.t. Delor's Commission, child centricism.		10
b.	Concept of different forms of education – informal, formal, non-formal and open education.		8
c.	Functions of education – individual and social development, Human Resource Development.		8
Unit 2	Philosophical bases in education	D . B	34 L
a.	Philosophy in education – philosophical bases of educational aims, knowledge, curriculum, methods of teaching, teacher and discipline.		10
b.	Western philosophical thoughts and their influence on education – Idealism, Naturalism, Pragmatism and Existentialism.		12
c.	Indian philosophical thoughts and their influence on education – Sankhya, Yoga, Jainism, Buddhism and Islamic.		12
Unit 3	National values and role of education	B . S	14
a.	Values as enshrined in the Indian constitution – democracy, secularism, equality and justice.		10
b.	Educational provisions in the Indian constitution – Articles 15,17,28,30,45,46,350.		4
Unit 4	Contributions of great educators on philosophy of education (w.r.t. aims,curricula and methods of teaching)	D . G	16
a.	Rabindranath Tagore		4

b.	Swami Vivekananda		4
c.	John Dewey		4
d.	Bertrand Russell		4

Semester 1			
CC 2 : Educational Psychology		Teach ers	No of Classes (75 Lectures) 75+15(T)
Unit 1	Introduction to educational psychology	B . S	26
a.	Introduction to educational psychology, relation between education and psychology		6
b.	Introduction to neuro-physiological bases of human behavior- structure and function of human brain, neuron, synaptic transmission, endocrinal glands, sensation, perception		20
Unit 2	Psychology of human development and education	D . G	22
a.	Human development-concept, principles, types and stages		4
b.	Cognitive development (Piaget) and its significance in education		4
c.	Moral development (Kohlberg) and its significance in education		3
d.	Psycho-social development (Erikson) and its significance in education		5
e.	Personality – concept, types (Jung, Adler), personality development by Freud		6
Unit 3	Intelligence and creativity	B . S	22L
a.	Intelligence – concept and scope		2
b.	Theories of intelligence – Guilford, Gardener, Sternberg		12
c.	Creativity – concept, scope and characteristics of creative person		5
d.	Relationship between intelligence, creativity and education		3
Unit 4	Psychology of learning	D . B	20 L
a.	Learning – concept and scope		3
b.	Factors influencing learning – attention, maturation, motivation and emotion (concept only)		5
c.	Theories of learning: Pavlov, Skinner, Bandura and Vygotsky		12

Academic Calendar
2nd Semester
Session January 2019-June 2019

Semester 2			
CC 3 : Educational Sociology		Teachers	No of Classes (75 Lectures)
Unit 1	Introduction to educational sociology	D . B	19 L
a.	Educational sociology – concept, scope.		3
b.	Relationship between education and sociology.		3
c.	Education as a social process – social system, socialization, social groups (primary, secondary, tertiary), social mobility.		13
Unit 2	Culture and education	B . S	18 L
a.	Culture – concept, interrelationship between education and culture, importance of folk culture in education.		4
b.	The concept of □ Unity in Diversity □ çultural lag, cultural conflict, acculturation.		10
c.	National Integration, International Understanding.		4
Unit 3	Education and social development	D.B	20 L
a.	Social development in India – Sanskritisation, Modernisation, Globalisation.		10
b.	Education for sustainable development – concept, need, report of the Brundtland Commission.		10
Unit 4	Social issues and education	B.S	18 L
a.	Education for poverty eradication		6
b.	Illiteracy		6
c.	Child rights and abuses		6

Semester 2			
CC 4 : Pedagogy		Teachers	No of Classes (75 Lectures)
Unit 1	Introduction to pedagogy	D . B	20 L
a.	Pedagogy – concept, scope; relationship between learning and teaching		8
b.	Bases of pedagogy – philosophical, sociological and psychological		8
c.	Pedagogy vs Andragogy		4
Unit 2	Pedagogy as the science of teaching	B.S	20 L
a.	Teaching – concept, scope, principles and functions		6
b.	Teaching as a process – input, process and output		6
c.	Levels of teaching – autonomous, memory, understanding, reflective		8
Unit 3	Pedagogy of teaching - learning	B.S	15 L
a.	Teaching – learning of 3 R's		5
b.	Teaching – learning of verbal conditioning		5
c.	Teaching – learning of psychomotor skill		5
Unit 4	Applications of pedagogy in class room	D.B	20 L
a.	Teaching – learning of principles and concepts		6
b.	Teaching – learning of problem solving		8
c.	Teaching – learning of knowledge construction		6

**P.N.DAS COLLEGE
ACADEMIC CALENDER
SUBECT-EDUCATION
SEMESTER-I (GENERAL)
SESSION- JULY 2018-DECEMBER 2018**

Paper	Topic	Number of Lectures	Name of the Lecturer	Remarks
DSC 1A/(EDCGCO R01T) / GE 1 (EDCHGE01T)	Unit-I: Concept and Scope of Education	20 L	D.B	
	a. Concept nature and scope of Education	10L		
	b. Factors of Education, interrelationship between the factors.	10L		
	Unit 2: Forms and Aims of Education	20L	D.B	
	a. Forms of Education – Informal, Formal and Non-formal and Open Education (at least one agency to be discussed in detail)	10L		
	b. Aims of Education – Individualistic, Socialistic & Democratic view of Education	10L		
	Unit – 3: Values & Education	20L	D.G	
	a. Value – Definition, characteristics, types	10L		
	b. Relation between values and education, importance of values in education.	10L		
	. Unit – 4 : Great Educators	15L	B.S	
	a. R. N. Tagore	5L		
	b. S. Radhakrishnan	5L		
	F. W. A. Froebel	5L		

**P.N.DAS COLLEGE
ACADEMIC CALENDER
SUBJECT-EDUCATION
SEMESTER-II (GENERAL)
SESSION- JANUARY 2019-JUNE 2019**

Paper	Topic	Number Of Lectures	Name Of The Lecturer	Remarks
DSC 1B(EDCGCO R02T) / GE 2 (EDCHGE02T)	Unit 1: Introduction to Educational Psychology	15L	B.S	
	a. Relationship between Psychology and Education, branches of Psychology and their uses.	7L		
	b. Educational Psychology- concept, nature of Educational Psychology & contribution of Educational Psychology	8L		
	Unit 2: Psychology of Human Development and Education	20L	D.B	
	a. Human Development – concept, principles, types and stages.	8L		
	b. Concept of Physical and Motor (w.r.t. infancy, childhood, adolescence), Cognitive (Piaget), Moral development (Kohlberg) and its significance in Education	12L		
	Unit 3: Attention and Memory	20L	B.S	
	a. Concept, nature, types and determinants of attention; role of attention in education	10L		
b. Concept, nature, types of memory, process of memorization, causes of forgetting.	10L			
Unit 4: Personality and Education	20L	D.B		
a. Personality – concept, characteristics and types.	6L			
b. Measurement of personality (MMPI), importance of personality in education.	7L			
c. Psychoanalytic Theory by Freud	7L			

P.N.DAS COLLEGE
ACADEMIC CALENDAR
SESSION: July 2018 –December 2018
DEPARTMENT OF EDUCATION
B.A. PART: II (HONS)

PAPER	GROUP	TOPIC	NO. OF LECTURES	NAME OF LECTURER	REMARKS
III	A	<p>UNIT-1:- DEVELOPMENT OF EDUCATION IN ANCIENT AND MEDIEVAL INDIA</p> <p>Salient features of Brahmanic , Buddhistic and Islamic Education with respect to-</p> <ol style="list-style-type: none"> a. Aims of education b. Curriculum and Method of teaching c. Centers of Learning : Nabadwip, Nalanda, Aligarh d. Women Education. <p>UNIT-2 :- DEVELOPMENT OF EDUCATION FROM 1757-1947</p> <ol style="list-style-type: none"> a. Charter act-1813 b. Wood Despatch c. Bengal Renaissance and the contribution of Rammohan, Vidyasagar, & Derozio d. Curzon policy e. Calcutta University commission, 1917-19 f. Sargent plan. <p>Unit 3: Development of Education from 1947 to 1970:</p> <ol style="list-style-type: none"> a) Indian Education Commission, (Kothari), 1964-66. b) University Education Commission, 1948-49. c) Secondary Education Commission, (Mudaliar), 1952-53 	<p>4 classes 8 classes 4classes 4 classes</p> <p>4 classes 4 classes 12classes 4 classes 4 classes 4 classes</p> <p>5 classes 8 classes 5 classes</p>	<p>Debosree Bhattacharya</p> <p>Bonny Samanta</p>	

PAPER	GROUP	TOPIC	NO. OF LECTURES	NAME OF LECTURER	REMARKS
III	B	<p>UNIT :-1 TRADITIONAL ISSUES</p> <p>a. Language Problem</p> <p>b. Problems of Vocational & Technical Education</p> <p>c. Problems of Education of Backward Classes</p>	<p>5 classes</p> <p>10 classes</p> <p>5 classes</p>	Bonny Samanta	
IV	A	<p>TOPIC</p> <p>UNIT :- 2 SOCIAL ISSUES</p> <p>a. Problems of Women Education</p> <p>b. Problems of Adult & Non Formal education</p> <p>c. Problems of ECCE (Early Child Care Education)</p>	<p>5 classes</p> <p>10classes</p> <p>5 classes</p>	Bonny Samanta	
		<p>UNIT :-1 EDUCATIONAL TECHNOLOGY</p> <p>a. Concept , Nature, Scope and Limitations</p> <p>b. Approaches of Educational Technology- Hardware approach, Software approach, System Approach</p>	<p>9 classes</p> <p>11 classes</p>	Debalina Giri	
III	A	<p>UNIT-2 COMMUNICATION</p> <p>a. Concept, Component, Classification, Barriers</p> <p>b. One basic Model- basic classroom oriented model i.e linear and it's significance in education.</p>	<p>8 classes</p> <p>12 classes</p>	Debalina Giri	

III	B	<p align="center"><u>SESSION: JANUARY2019 –JUNE 2019</u></p> <p>Unit 4: Development of Education from 1970 to 2010.</p> <p>a) National Education Policy- 1986 b) Mitra commission- 1992 c) DPEP and SSM , 1990-2010</p> <p>Unit 3: (Educational Issues)</p> <p>a) Problems of Equalization of Educational Opportunity b) Problems of Environmental Education c) Problems of Teacher Education</p> <p>Unit 4: (Current issues):</p> <p>a) Structure & Functions of UGC, NCERT, NCTE, NAAC, AICTE, RCI,MCI,BCI and DEB [7 Class-hours] b) RTE (Right To Education) Act, 2009 c) National Curriculum Frame Work by NCERT, 2005</p> <p>d) Reports of National Knowledge Commission, 2006-09</p>	<p>9 classes 8 classes 9 classes</p>	<p>Debosree Bhattacharya</p>	
III	B	<p>Unit 3: (Instructional Technology)</p> <p>a) Mass instructional techniques- Seminar, symposium, work shop, panel discussion, team teaching. b) Personalised instructional techniques- programme learning, micro-teaching, mastery learning, CAI.</p> <p>Unit 4: -(Emerging issues)</p> <p>a) Models of teaching- Concept, components, family, advantages & disadvantages, model-Bruner' Psychological uses in modern technologies of education b) Open and distance education, e-learning, LCD projector & its uses, internet, CCTV, EDUSAT c) Psychological uses in modern technologies of education</p>	<p>6 classes 6 classes 6 classes</p> <p>9 classes</p> <p>9 classes 9 classes</p> <p>9 classes</p>	<p>Bonny Samanta</p> <p>Bonny Samanta</p>	
IV	A		<p>14 classes 14 classes</p> <p>12 classes</p> <p>10 classes</p> <p>8 classes</p>	<p>Debalina Giri</p> <p>Debalina Giri</p>	

IV	B	<p>Unit-1:- EDUCATIONAL MANAGEMENT</p> <p>a. Educational Management- Concept, Nature, Need and scope</p> <p>b. Types of Educational Management- Centralised, Decentralised, Authoritarian, Democratic, Dynamic, and laissez faire.</p> <p>c. Supervision and inspection- Concept, scope, Difference between supervision and inspection, relationship among management, administration, and Supervision</p> <p>UNIT-2 :- LEADERSHIP AND MANAGEMENT</p> <p>a. Leadership in management- Concept, Scope, Significance, Characteristics of an effective leader</p> <p>b. Theories of management- Total Quality in educational Management.</p> <p>Unit-3 (Agencies of Educational management):</p> <p>a) Ministry of human resource development</p> <p>b) State ministry (With ref to WB</p> <p>c) District level (DI of schools-primary and secondary-power and functions)</p> <p>Unit-4 (Planning and Management):</p> <p>a) Planning-concept, need, types</p> <p>b) Education in the five year plans</p> <p>c) Resource management in educational institutions-budget, allocation, funding, expenditure ,auditing-basic ideas.</p> <p>d) Management Information System(MIS)</p>	<p>9 classes</p> <p>11 classes</p> <p>11 classes</p> <p>9 classes</p> <p>9 classes</p> <p>5 classes</p> <p>5 classes</p> <p>5 classes</p> <p>8 classes</p> <p>8 classes</p> <p>13 classes</p> <p>5 classes</p>	<p>Bonny Samanta</p> <p>Bonny Samanta</p> <p>Bonny samanta</p> <p>Bonny Samanta</p>	
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P.N.DAS COLLEGE
ACADEMIC CALENDAR
SESSION: JULY 2018 –DECEMBER 2018
DEPARTMENT OF EDUCATION
B.A. PART: II (GEN)

PAPER	GROUP	TOPIC	NO. OF LECTURES	NAME OF LECTURER	REMARKS
II	A	UNIT 1:INTRODUCTION TO EDUCATIONAL PSYCHOLOGY		D.G	
		a. Relationship between Psychology and Educational psychology –concept, nature, scope of Educational Psychology.	13 classes		
		b. Contribution of Psychology to Education	5 classes		
		Unit 2:- (Psychology of human development and education			
		a) Human development concept principles types and stages	9 classes		
		b) Physical and motor development and its significance in education	9 classes		
c) Cognitive development(Piaget) and its significance in education	9 classes				
d) Moral development(Kohlberg) and its significance in education	7 classes				
e) Personality-concept nature psychoanalytic theory by Freud	9 classes				
PAPER	GROUP	TOPIC	NO. OF LECTURES	NAME OF LECTURER	REMARKS
III	B	Unit 3:- (Intelligence and creativity) a) Intelligence- concept and scope			

		<p>Measurement of intelligence</p> <p>b) Theories of intelligence- Guilford Gardner</p> <p>c) Measurement of intelligence</p> <p>d) Creativity- concept scope and characteristics of creative person</p>	<p>7 classes</p> <p>9 classes</p> <p>3 classes</p> <p>9 classes</p>	B.S	
		<p>Unit 4:- (Psychology of learning)</p> <p>a) Learning concept and scope</p> <p>b) Factors influencing learning memorization attention emotion and motivation</p> <p>c) Theories of learning SR theories (brief introduction to Thorndike Pavlov skinner) cognitive learning by Gestalt</p>	<p>5 classes</p> <p>11 classes</p> <p>13 classes</p>	B.S	

PAPER	GROUP	TOPIC	NO. OF LECTURES	NAME OF LECTURER	REMARKS
IV	A	<p>Unit 1: Development of Education in Ancient and Medieval India. Salient features of Brahmanic, Buddhistic and Islamic Education with respect to:-</p> <p>a) Aims of education b) Curriculum and Method of teaching c) Centers of learning (concept only) d) Women Education</p>	<p>4 classes 2 classes 2 classes 6 classes</p>	D.B	
PAPER	GROUP	<p>Unit 2: Development of Education from 1813 to 1947.</p> <p>a) Charter Act – 1813 b) Wood Despatch. c) Bengal Renaissance and the contribution of Rammohan, Vidyasagar & Derozio. d) Hunter Commission (1882-83) e) Calcutta University Commission, 1917-19.</p>	<p>6 classes 6 classes 8 classes 6 classes 6 classes</p>		

SESSION JANUARY 2019-JUNE 2019

PAPER	GROUP	TOPIC	NO. OF LECTURES	NAME OF LECTURER	REMARKS
IV	A	<p>Unit 3: Development of Education from 1947 to 1970.</p> <p>a) University Education Commission, 1948-49. b) Secondary Education Commission, (Mudaliar), 1952-53. c) Indian Education Commission, (Kothary), 1964-66.</p>	<p>8 classes 8 classes 8 classes</p>	D.B	
PAPER	GROUP	TOPIC	NO. OF LECTURES	NAME OF LECTURER	REMARKS
IV	B	<p>Unit 1: Development of Education from 1970 to 2010.</p> <p>a) National Education Policy- 1986 b) DPEP and SSM , 1990-2010.</p> <p>Unit-2: Social Issues: 1986 onwards</p> <p>a) Problems of Education of Backward Classes ; SC/ST/OBC/MC b) Problems of women Education.</p> <p>Unit 4: Current issues:</p> <p>a) Problems of Equalization of Educational Opportunity b) Structure & Functions of UGC, NCERT, NCTE, NAAC. c) RTE (Right To Education) Act, 2009</p>	<p>9 classes 9 classes</p> <p>5 classes 5 classes</p> <p>6 classes 6 classes 4 classes</p>	<p>D.G</p> <p>B.S</p> <p>D.B</p>	

P.N.DAS COLLEGE
ACADEMIC CALENDAR
SESSION: JANUARY 2019 –JUNE2019
DEPARTMENT OF EDUCATION
B.A. PART: III (HONS)

PAPER	GROUP	TOPIC	NAME OF LECTURER	NO. OF LECTURES	REMARKS
V	A	<p>Unit 3: SYSTEM OF COMPARATIVE EDUCATION Salient comparative features of Indian Education with special reference to:-</p> <ol style="list-style-type: none"> a. Educational administration in Bangladesh and Nepal b. Examination and evaluation system in Bangladesh and Nepal <p>Unit 4: VARIOUS ISSUES OF COMPARATIVE EDUCATION Salient comparative features of Indian Education with special reference to:-</p> <ol style="list-style-type: none"> a. Vocational and Technical education in SAARC Countries. b. Universalization of Elementary Education in SAARC Countries. 	Debalina Giri	<p>9 classes</p> <p>9 classes</p> <p>7 classes</p> <p>7 classes</p>	
V	B	<p>Unit 3: DEVELOPMENT OF CURRICULUM</p> <ol style="list-style-type: none"> a. Principles and stages of curriculum development. b. UGC –model of curriculum development: CBCS. c. Development of Text book according to curriculum. d. Concept of text, References, and Self instruction materials. e. Ingredients/factors of curriculum development. <p>Unit 4: EVALUATION OF CURRICULUM.</p> <ol style="list-style-type: none"> a. Meaning and purpose of curriculum evaluation b. Approaches of curriculum evaluation: difference between Formative and Summative, Scientific & Humanistic, Intrinsic & Pay-off. c. Strategies of curriculum evaluation. d. Quantitative and Qualitative model of curriculum evaluation. 	Debosree Bhattacharya	<p>8 classes</p> <p>6 classes</p> <p>4 classes</p> <p>4 classes</p> <p>4 classes</p> <p>2 classes</p> <p>6 classes</p> <p>6 classes</p> <p>6 classes</p> <p>6 classes</p>	

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PAPER	GROUP	TOPIC	NAME OF LECTURER	NO. OF LECTURES	REMARKS
VI	A	<p>Unit 3: TESTING AND DIAGNOSIS a. Basic data necessary for guidance. b. Psychological testing –Personality, Intelligence, Creativity testing c .Diagnosis involved in guidance and counseling.</p> <p>Unit 4: SPECIAL AREAS AND SKILLS a. Special areas in counseling – families, delinquents, reluctant clients, pre-marital, women, weaker sections and drug addicts. b. Professional preparation and training for counseling. c. Need for rehabilitation.</p>	Debosree Bhattacharya	2 classes 6 classes 2 classes 6 classes 3 classes 2 classes	
VI	B	<p>Unit 3: GIFTED AND SLOW LEARNERS a. Gifted children definition,classification,identification,needs,problems,educational support for them. b. Slow learners – definition, classification, identification ,needs, problems ,educational support for them.</p> <p>Unit 4: TYPES OF EXCEPTIONALITY WITH REFERENCE TO MEANING,DEFINATION,CHARACTERISTICS,CLASSIFICATION,CAUSES,PREVENTION AND REMEDIAL MEASURES. a. Visual and Auditory Impairment. b. Mental retardation and autism. c. Juvenile delinquents.</p>	Debalina Giri	6 classes 6classes 10 classes 15 classes 4 classes	

PAPER	GROUP	TOPIC	NAME OF LECTURER	NO. OF LECTURES	REMARKS
VII	A	<p>Unit 3: STANDARDIZATION OF TEST</p> <p>a. Test theory-Educational and psychological tests – concept,classification,characteristics of good test</p> <p>b. Reliability- concept,characteristics,causes of low reliability,determination of reliability(various types),levels of reliability</p> <p>c. Objectivity- concept,characteristics,types of objective test,essay type test- advantages and disadvantages</p> <p>d. Validity-concept,causes of low validity,types,determination</p> <p>e. Item analysis and discrimination.</p> <p>UNIT 4:PRELIMINARY CONCEPT ON RESEARCH METHODOLOGY</p> <p>a. Research-concept,nature,steps of scientific inquiry</p> <p>b. Types of Research- Fundamental,Applied and Action research,Historical,Descriptive,Qualitative,Quantitative(concept only)</p> <p>c.Research related terminologies – problem,variable,research design(concept only),hypothesis(level of significance),degree of freedom,Type I,Type II error),sample,data(parametric and non</p>	Debosree Bhattacharya	<p>4 classes</p> <p>4 classes</p> <p>4 classes</p> <p>4 classes</p> <p>4 classes</p> <p>10 classes</p> <p>10 classes</p> <p>10 classes</p>	
VII	B	<p>Unit 3: INFERENTIAL STATISTICS</p> <p>a. PP,PR</p> <p>b. Ogive</p> <p>c. Correlation-concept,types-product moment,rank difference and significance</p> <p>d. Chi square</p> <p>Unit 4: DERIVED SCORES – CONCEPT,TYPES,USES</p> <p>a. Standard scores –calculation</p> <p>b. Z scores -calculation</p>	Bonny Samanta	<p>5 classes</p> <p>4 classes</p> <p>6 classes</p> <p>5 classes</p> <p>5 classes</p> <p>5 classes</p>	

PAPER	GROUP	TOPIC	NAME OF LECTURER	NO. OF LECTURES	REMARKS
VIII	Group-A Part-I	Unit 3: Excel Operation a. Introduction: Basic ideas of sheets & Cells- Data Typing- Opening & Saving the file-Designing b. Data Editing: Sort-filter-Insert- Functions(Sum,Average,Count,Maximum, Mean,Standard Deviation,& Correlation) c. Charts & Graph(@D&3D Modes) Colimn-Line-Pie-Bar-Area-Scatter Unit4:PPT Operation a. Introduction: Making new slides-Add title & subtitle-Insert pictures,tables & charts-Shapes-Word Art. b.Design: Orientation-Themes-Colour-Background styles-Drawing. c.Transition & Customs Animation: Add Effect-Style-Remove-Modification-Speed & Sound Control	Debosree Bhattacharya	8 classes	
		Unit3:Report Writing The report of statistical practical should be based on the following steps-1)Title 2)objectives 3) Description of samples 4) tabulation of data 5)Calculation and Analyses 6) Discussion/Interpretation 7)Inference		Bonny Samanta	
	Group-B Part-I	Unit3:Report writing The report of Field study to be developed as a scap book with real photo based on following:1)Title, 2)Objectives ,3) Data and Place of journey including the mode of conveyance,4)Description of the place mentioning it's educational significance, 5)Comments	Debosree Bhattacharya	8 classes	
		Unit 2:Reporting The report of PPT presentation should be bades on following steps-1) Title, 2)date of Presentation, 4)Description of study,5)Interpretation,6)Comments		8 classes	

P.N.DAS COLLEGE
ACADEMIC CALENDAR
SESSION: July 2018 –December 2018
DEPARTMENT OF EDUCATION
B.A. PART: III(HONS)

PAPER	GROUP	TOPIC	NO. OF LECTURES	NAME OF LECTURER	REMARKS
V	A	<p>Unit-1: INTRODUCTION</p> <p>a. Concept, meaning and scope of comparative education.</p> <p>b. Factors of comparative education.</p> <p>c. Importance and functions of comparative education.</p> <p>d. Introduction about SAARC Countries.</p> <p>Unit -2: STRUCTURE OF COMPARATIVE EDUCATION Salient comparative features of Indian Education with special reference to Bangladesh and Nepal.</p> <p>a. Primary Education.</p> <p>b. Secondary Education.</p> <p>c. Higher Education.</p>	<p>4 classes</p> <p>7 classes</p> <p>4 classes</p> <p>4 classes</p> <p>8 classes</p> <p>8 classes</p> <p>8 classes</p>	Debalina Giri	
V	B	<p>Unit -1: INTRODUCTION OF CURRICULUM</p> <p>a. Meaning, nature, scope and functions of curriculum</p> <p>b. Concept of curriculum, syllabus, and content</p> <p>c. Types of curriculum- Brief introduction (definition and example only)</p> <p>d. Basic sources of curriculum: Philosophical, socio-cultural and Psychological.</p> <p>Unit – 2: AIMS AND OBJECTIVES OF CURRICULUM</p> <p>a. Need to form aims & objectives of curriculum.</p> <p>b. Areas of educational objectives: Bloom’s taxonomy (cognitive only).</p> <p>c. Curriculum concept and curriculum organization.</p>	<p>4 classes</p> <p>3 classes</p> <p>4 classes</p> <p>6 classes</p> <p>4 classes</p> <p>4 classes</p> <p>4 classes</p>	Debosree Bhattacharya	

PAPER	GROUP	TOPIC	NUMBER OF LECTURES	NAME OF LECTURER	REMARKS
VI	A	<p>Unit – 1 GUIDANCE AND COUNSELLING-BASIC CONCEPT</p> <ol style="list-style-type: none"> 1. Guidance-meaning,definition,scope,need and importance of guidance;guidance movement in India after independence. 2. Different types of guidance-educational,vocational and personal (nature,purpose,functions) 3. Guidance at different stages of education (primary,secondary,higher) with special reference to developmental characteristics of youth-common concerns and special problems with sp reference to socio cultural factors,problems in the Indian context. 4. Meaning,nature and scope of counseling.Types of counseling-directive,non directive,eclectic,individual and group counseling. 5. A brief introduction to approaches of counseling-directive,authoritarian,psychoanalytic,humanistic,behaviouristic <p>Unit-2 ADJUSTMENT AND MALADJUSTMENT</p> <ol style="list-style-type: none"> 1. Concept of adjustment-defination,scope,need for adjustment,ceiteria of good adjustment;defense mechanisms 2. Concept of maladjustment-types,problem behavior and mental disorder(with special reference to types and their nature,concept,characteristics,identification and support services-any two type) 	<p>6 classes 6 classes</p> <p>10 classes</p> <p>8 classes</p> <p>8 classes</p> <p>6 classes</p> <p>10 classes</p>	<p>Bonny Samanta</p>	
VI	B	<p>Unit-1: INTRODUCTION TO SPECIAL EDUCATION</p> <ol style="list-style-type: none"> 1. Special education-meaning,definition,nature,objectives and characteristics. 2. Provisions or alternative programmes of special education in the class-room scenario;inclusive education-concept,types.Is inclusive a viable alternative? <p>Unit-2: DEVELOPMENT AND ORGANIZATION OF SPECIAL EDUCATION</p> <ol style="list-style-type: none"> 1. Historical perspective in special education-era of exclution,era 	<p>7 classes</p> <p>7 classes</p>	<p>Debalina Giri</p>	

		of acceptance,era of prohibition,legal discrimination,witch craft,era of sympathy and asylum,era of isolated settings(special schools)	7 classes		
		2. Development in India(pre and post independence)	2 classes		
		3. Organization and administration of special education in India	4 classes		

PAPER	GROUP	TOPIC	NO. OF LECTURES	NAME OF LECTURER	REMARKS
VII	A	UNIT 1:EVALUATION AND MEASUREMENT a. Concept,scope and importance of evaluation b. Basic principles of evaluation c. Concept of Gradation and Credit d. Scales of measurement UNIT 2:TOOLS OF EVALUATION(CONCEPT,CHARACTERISTICS AND USES) a. Achievement test b. Personality test –Rorsach ink blot test c. Interest inventory –Kudar Richardson test d. Attitude scale	3 Classes 3 Classes 3 Classes 3 Classes 4 classes 4 classes 4 classes 4 classes	Debosree Bhattacharya	

PAPER	GROUP	TOPIC	NO. OF LECTURES	NAME OF LECTURER	REMARKS
VII	B	UNIT 1: STATISTICS-BASIC CONCEPT a. Statistics –concept,scope,score,tabulation. b. Terminology –statistics,frequency,tally,grouped & ungrouped data. c. Uses of statistics in psychology & education UNIT 2: DESCRIPTIVE STATISTICS a. Measures of central tendency- concept,properties,uses,calculation b. Measures of variability- concept,types(concept),uses,calculation ofSD,QD,Variance c. Graphical representation of data-bar graph,frequency polygon,histogram,pie chart-uses d. Normal probability curve- concept,characteristics,uses,skewness,kurtosis	5 classes 5 classes 5 classes 5 classes 5 classes 5 classes 5 classes	Bonny samanta	

PAPER	GROUP	TOPIC	NO. OF LECTURES	NAME OF LECTURER	REMARKS
VIII	Group-A Par-I	<p>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-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 device-Bit&Byte Concept-Data Transfer devices(Bluetooth & Wi-fi)</p>	<p>4 classes</p> <p>8 classes</p>	<p>Debosree Bhattacharya</p>	
		<p>Unit 2 DTP OPERATION a. Typing words: Creating new file-typing-Opening& Saving the file-Copy,Cut & paste b. Front: Names-Size-Style(Bold,Italic &Underline) c. Paragraph: Align Text(Left, Right,centre,Justifying)-Line Spacing-Bullets formation-Numbering. d. Page Set Up: Margin-Orientation-Size-Columns e. Insert: Tables(Drawing,Erasing & Formatting)-Page Numbering-Adding Pictures & Symbols. f. printing:Print Set Up-Landscape&Portrait-Page Range-zooming-Copies</p>	<p>8 Classes</p> <p>4 classes</p> <p>8 Classes</p> <p>4 classes</p> <p>8 Classes</p> <p>4 classes</p>	<p>Debalina Giri</p>	

PAPER	GROUP	TOPIC	NO. OF LECTURES	NAME OF LECTURER	REMARKS
VIII	Part-II	<p>Unit 1:DATA COLLECTION a.Introduction to data: Definition, Types, uses b. Collection of Data: To collect relevant data of two set of Achievement Test from respective colleges or neighbourhood institution (Sample size 50)</p> <p>Unit-2: Data Analyses by any Excel/software and manual both. a. Determination of Central Tendency & Variability (Range, SD,QD) b. Graphical Representation of Data: Frequency Polygon, Histogram/Bar, Pie, Ogive. c. Comparison between two sets of data: Correlation-Rank Difference and Product Moment.</p>	<p>4 classes</p> <p>15 classes</p>	Bonny Samanta	
	Group-B Part-I	<p>Unit1: PLANNING a.Aims & Objectives of Field Study b. Selection of Place Mentioning it's significance c. Group formation & distribution of work.</p> <p>Unit 2:EXECUTION OF JOURNEY a. Visit the place with proper attendance. b. Documentation with Photo Session. c.Noting down &Describing its special features</p>	<p>3 classes</p> <p>2 classes</p> <p>3 classes</p> <p>4 classes</p>	Debosree Bhattacharya	Excursion
	Part-II	<p>Unit 1: PRESENTATION WITH SLIDE a. Play Slide show(at least 5 slide for maximum 5 minutes presentation)from any survey/case study/Experiments of any relevant topic from syllabus. c. Interaction(at least 2 minutes) on the above topic</p>	11 classes	Bonny Samanta	

P.N.DAS COLLEGE

ACADEMIC CALENDAR

SESSION: JULY 2018 –DECEMBER 2018

DEPARTMENT OF EDUCATION

B.A. PART: III (GEN)

PAPER	GROUP	TOPIC	NUMBER OF LECTURES	NAME OF LECTURER	REMARKS
VI	A	<p>Unit 1:- (Evaluation and measurement)</p> <p>a) Concept scope and importance of evaluation b) Comparison between evaluation and measurement c) Basic principles of evaluation d) Scales of measurement a) Tools of evaluation-questionnaire.,Interview, observation and C.R.C e)</p> <p>Unit 2:- (Standardisation of a test)</p> <p>b) Validity concept causes of low validity types c) Reliability concept characteristic causes of low reliability types d) Test theory educational and psychological tests concept classification</p> <p>Unit 3: - (Statistic)</p> <p>a) Statistics concept utility score tabulation b) Measures of central tendency concept properties uses calculation c) Measures of variability- concept, types, uses, calculation of SD d) Graphical representation of data, paragraph, frequency, histogram, pie chart- uses</p>	<p>4 classes 1 classes 3 classes 3 classes 9 classes</p> <p>7 classes 6 classes 7 classes</p> <p>5 classes 7 classes 7 classes 8 classes</p>	<p>D.G</p> <p>B.S</p> <p>D.B</p>	

SESSION JANUARY 2019-JUNE 2019

PAPER	GROUP	TOPIC	NUMBER OF LECTURES	NAME OF LECTURER	REMARKS
VI	B	<p>Unit I : Guidance-</p> <p>a) Guidance: Meaning, Definition, Scope, Need and Importance of Guidance</p> <p>b) Different Types of Guidance -Educational, Vocational, Personal (Nature, Purpose, Functions)</p> <p>c) Basic Data necessary for Guidance.</p> <p>Unit 2: Counselling-</p> <p>a) Meaning, Nature, Scope and Importance of Counselling.</p> <p>b) Types, Techniques- (Directive, Non-directive, Electric, Individual & Group Counselling.</p> <p>c) Compare between Guidance and Counselling.</p> <p>Unit-3: Adjustment and Maladjustment</p> <p>a) Concept of Adjustment-Definition, Scope, Need for Adjustment, Criteria of good adjustment, Defense mechanisms.</p> <p>b) Concept of Maladjustment- Types and Causes.</p> <p>c) Role of education for adjustment.</p>	<p>8 classes</p> <p>8 classes</p> <p>5 classes</p> <p>8 classes</p> <p>10 classes</p> <p>2 classes</p> <p>9 classes</p> <p>9 classes</p> <p>4 classes</p>	<p>B.S</p> <p>D.B</p> <p>D.G</p>	