

**Department of Education**  
**P.N.Das College**  
**Academic Calendar 4 Year Undergraduate Programme**  
**B.A Honours in Education OR Honours with Research (NEP)**  
**Semester-I (Honours) Session: 2024 -2025**  
**Major/DS-I**  
**July2024 -December 2024**

<b>Semester-I</b>				
<b>Course-EDUDSC101T : <u>Educational Philosophy</u></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 of modern education with reference to the Delor's Commission, Scope of Education, Child Centricism in Education, concept of life - Centric Education.		9L	
b.	Different forms of Education – Formal, Informal, Non-formal and Open and Distance Learning(ODL).		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 / Amina khatun / Debosree Bhattacharya( Das)</b>	<b>34L</b>	
a.	Philosophy – Concept & Nature , Philosophical Influence On Educationa With Reference to Aims, Knowledge, Curriculum, Methods Of Teaching, Role of 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>Bonny Samanta</b>	<b>9L</b>	
a.	Values As Enshrined In The Indian Constitution – Democracy, Secularism, Equality And Justice.		5L	
b.	Educational Provisions In The Indian Constitution Of India.		4L	
<b>Unit 4</b>	<b>Great Educators &amp; Education (w.r.t. Aims, Curricula And Methods Of Teaching)</b>	<b>Amina khatun</b>	<b>12L</b>	
a.	Rabindranath Tagore		3L	
b.	Swami Vivekananda		3L	
c.	John Dewey		3L	
d.	Bertrand Russell		3L	

**Department of Education**  
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**Academic Calendar 4 Year Undergraduate Programme**  
**B.A Honours in Education OR Honours with Research (NEP)**  
**Semester-I (Honours) Session: 2024 -2025**  
**EDUCATION AS A SKILL ENHANCEMENT COURSE (SEC)**  
**July 2024 -December 2024**

<b>Semester-I</b>		<b>SE-1 EDUHSE101M</b>		
<b>COURSE- COURSE: SKILL DEVELOPMENT FOR SOCIAL AWARENESS</b>		<b>Name of the lecturer</b>	<b>No. of Lectures</b>	<b>Remarks</b>
<b>Unit 1</b>	<b>Social Awareness- Basic Concept</b>	<b>Bonny Samanta</b>	<b>20L</b>	
<b>a.</b>	<b>Meaning &amp; Nature of Social Awareness, Social Backwardness &amp; Social Advancement.</b>		<b>10L</b>	
<b>b.</b>	<b>Need for development of Social Awareness, Types of Social Awareness Programme.</b>		<b>10L</b>	
<b>Unit 2</b>	<b>Planning of Social Awareness Programme</b>	<b>Amina Khatun</b>	<b>15L</b>	
<b>a.</b>	<b>Planning &amp; Execution of a Social Awareness Programme.</b>		<b>7L</b>	
<b>b.</b>	<b>Relationship among I.Q, E.Q &amp; social awareness</b>		<b>8L</b>	
<b>Unit 3</b>	<b>Skill development in social awareness</b>	<b>Bonny Samanta &amp; Amina Khatun</b>	<b>15L</b>	
<b>a.</b>	<b>Organisation &amp; Participation in a Social Awareness Programme conducted by NCC, NSS or by the respective College. (Child labour &amp; Abuse; RTE; HIV / AIDS; Traffic Awareness &amp; literacy Programme.</b>		<b>10L</b>	
<b>b.</b>	<b>Write a report on the programme.</b>		<b>5L</b>	

**October-  
Puja  
Vacation**

**Department of Education**  
**P.N.Das College**  
**Academic Calendar 3 Years Undergraduate Programme**  
**Education as a Minor Discipline 1 (MA-1/MB-1/MC-1) NEP 2020**  
**Semester -I General, Session: 2024 -2025**  
**July2024 -December 2024**

<b>Semester-I</b>				
<b>COURSE- <u>PHILOSOPHICAL FOUNDATION OF EDUCATION</u> ( EDUMIN101T)</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>Bonny Samanta</b>	<b>20L</b>	<b>October- Puja Vacation</b>
<b>a.</b>	<b>Education: Concept (Narrow &amp; Broader), Nature and Scope of Education</b>		<b>10L</b>	
<b>b.</b>	<b>Factors of Education</b>		<b>10L</b>	
<b>Unit 2</b>	<b>Forms &amp; Aims of Education</b>	<b>Amina khatun</b>	<b>20L</b>	
<b>a.</b>	<b>Difference between different forms of Education – Informal, Formal, Non- Formal</b>		<b>10L</b>	
<b>b.</b>	<b>Aims of Education- Individual, Socialistic &amp;Democratic Aim.</b>		<b>10L</b>	
<b>Unit 3</b>	<b>Values And Education</b>	<b>Bonny Samanta/ Amina khatun</b>	<b>20L</b>	
<b>a.</b>	<b>Value–Concept, Characteristic &amp;Democratic Aim.</b>		<b>10L</b>	
<b>b.</b>	<b>Relation Between Values &amp; Education. Importance Of Values in Education.</b>		<b>10L</b>	
<b>Unit 4</b>	<b>Great Educators</b>	<b>Debosree Bhattacharya ( Das)</b>	<b>15L</b>	
<b>a.</b>	<b>Rabindranath Tagore</b>		<b>8L</b>	
<b>b.</b>	<b>Friedrich Wilhelm August Froebel.</b>		<b>7L</b>	

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**Academic Calendar 4 Year Undergraduate Programme**  
**B.A Honours in Education OR Honours with Research (NEP)**  
**Semester -II (Honours) Session: 2024 -2025**  
**Major/DS-II**  
**January 2025 -June 2025**

<b>Semester-II</b>				
<b>Paper- EDUDSC202T 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>Amina Khatun</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>		<b>20L</b>	
a.	Intelligence – concept and scope	<b>Debosree Bhattacharya</b>	3L	
b.	Theories of intelligence – Guilford, Gardener, 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>		<b>20L</b>	
a.	Learning – concept and scope	<b>Debosree Bhattacharya &amp; Amina Khatun</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 4 Year Undergraduate Programme**  
**B.A Honours in Education OR Honours with Research (NEP)**  
**Semester-II (Honours) Session: 2024 -2025**  
**EDUCATION AS A SKILL ENHANCEMENT COURSE (SEC)**  
**January 2025 -June 2025**

<b>Semester-II</b>		<b>SE-2 EDUHSE202M</b>		
<b>COURSE- COURSE: DEVELOPMENT OF OBSERVATIONAL SKILL</b>		<b>Name of the lecturer</b>	<b>No. of Lectures</b>	<b>Remarks</b>
<b>Unit 1</b>	<b>Observation- Basic Concept</b>	<b>Bonny Samanta</b>	<b>20L</b>	
<b>a.</b>	<b>Meaning, nature &amp; characteristics of Observation.</b>		<b>10L</b>	
<b>b.</b>	<b>Classification of Observation, Advantages &amp; Disadvantages of Observation</b>		<b>10L</b>	
<b>Unit 2</b>	<b>Planning of Observational Skills</b>	<b>Bonny Samanta</b>	<b>15L</b>	
<b>a.</b>	<b>Planning &amp; Execution of observation.</b>		<b>7L</b>	
<b>b.</b>	<b>Recording (Photographs with Geo-tags) &amp; Interpretation of observed data.</b>		<b>8L</b>	
<b>Unit 3</b>	<b>Developing Observational Skills</b>	<b>Debosree Bhattachara</b>	<b>15</b>	
<b>a.</b>	<b>Direct visit to a socio-cultural event (Book Fair, Local Cultural Fair, Market Survey).</b>		<b>2L</b>	
<b>b.</b>	<b>Write a report on the visit</b>		<b>13L</b>	

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**Academic Calendar 3 Year Undergraduate Programme**  
**Education as a Minor Discipline2(MA-2/MB-2/MC-3) NEP**  
**Semester-II (General) Session: 2024 -2025**  
**January 2025 -June 2025**

Course	Topic	Number of Lectures	Name of the teacher	Remarks
	<b>Psychological Foundation of Education (EDUCOR202T)(EDUMIN202T)</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>Amina Khatun</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>Bonny Samanta</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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**Academic Calendar 4 Year Undergraduate Programme**  
**B.A Honours in Education OR Honours with Research (NEP)**  
**Semester-III (Honours) Session: 2024 -2025**  
**Major/DS-3**  
**July 2024 -December 2024**

**COURSE: PEDAGOGY [EDUDSC303T]**

<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>Amina Khatun</b>	<b>20 L</b>	
a.	Pedagogy – concept, scope; relationship between learning and teaching Pedagogy		8	
b.	Bases of Pedagogy- Philosophical, Sociological & Psychological.		8	
c.	Pedagogy Vs Andragogy			
<b>Unit 2</b>	<b>Pedagogy as the science of teaching</b>	<b>Debosree Bhattacharya</b>	<b>20 L</b>	
a.	Teaching – concept, scope, principles and functions		6	
b.	Teaching as a process- Input, Process & Output.		8	
	Levels of teaching – autonomous, memory, understanding, reflective			
<b>Unit 3</b>	<b>Pedagogy of teaching - learning</b>	<b>Bonny Samanta</b>	<b>15 L</b>	
a.	Models of Pedagogy – Associative (Merrill) & Situative (Mwanza)		5	
b.	Teaching- learning of Creativity & Discovery		5	
c.	Teaching- learning of Psychomotor Skills			
<b>Unit 4</b>	<b>Applications of pedagogy in class room</b>	<b>Amina Khatun &amp; Bonny Samanta</b>	<b>20 L</b>	
a.	Teaching- learning of Principles & Concepts		6	
b.	Teaching- learning of Problem solving		6	
c.	Teaching- learning of Knowledge construction.			

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**Academic Calendar 3 Year Undergraduate Programme**  
**Education as a Minor Discipline 3 (MA-3/MB-3/MC-3) NEP 2020**  
**Semester-III (General) Session: 2024 -2025**  
**July 2024 -December 2024**

<b>Semester-III</b>				
<b>COURSE- SOCIOLOGICAL FOUNDATION OF EDUCATION EDUCOR303T/ EDUMIN303T</b>		<b>Name of the lecturer</b>	<b>No. of Lectures</b>	<b>Remarks</b>
<b>Unit 1</b>	<b>Introduction to Educational Sociology</b>	<b>20L</b>		<b>October- Puja Vacation</b>
<b>a.</b>	Concept & nature of Sociology	<b>8L</b>	Bonny Samanta	
<b>b.</b>	Educational Sociology – concept & Scope, Relation between education & Sociology.	<b>12L</b>		
<b>Unit 2</b>	<b>Socialization</b>	<b>20L</b>		
<b>a.</b>	Social group-Concept, Characteristics, Types of Social Groups (Primary & Secondary) Educational significance of social groups.	<b>10L</b>	Amina Khatun	
<b>b.</b>	Social Change- Concept, characteristics, Types of social change (Linear & Cyclic), Role of Education in social Change	<b>10L</b>		
<b>Unit 3</b>	<b>Social Agency &amp; Education</b>	<b>20L</b>		
<b>a.</b>	Social agency-Concept, Nature & Types (Formal & Informal-characteristics and educational importance)	<b>12L</b>	Debosree Bhattacharya	
<b>b.</b>	Role of family & school as social agency of Education	<b>8L</b>		
<b>Unit 4</b>	<b>Emerging Social Issues in India</b>	<b>15L</b>		
<b>a.</b>	Population Explosion-concept, causes, role of education in population control	<b>8L</b>	Bonny Samanta	
<b>b.</b>	Poverty- concept, causes, role of education in Poverty Eradication	<b>7L</b>		



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**Academic Calendar 4 Years Undergraduate Programme**  
**Semester-III Honours students of other discipline**  
**MDC-(EDUGMD303T)**  
**Session-2024-2025**  
**July2024-December 2024**

<b>Topic</b>		<b>Number of Lectures</b>		<b>Remarks</b>
<b>INTRODUCTION TO EDUCATION</b>				
<b>Unit 1</b>	<b>Concept of Education</b>		<b>Debosree Bhattacharya</b>	
<b>a.</b>	Concept, nature & scope of Education	10L		
<b>b.</b>	Aims of Education – Individualistic & Socialistic aims of Education	10L		
<b>c.</b>	Factors of Educations & inter-relationship among the factors.	5L		
<b>Unit 2</b>	<b>Forms of Education</b>		<b>Amina Khatun</b>	
<b>a.</b>	Formal, Informal & Non-formal - Concept, characteristics & importance.	10L		
<b>b.</b>	Open Education – Concept, Characteristics & importance.	7L		
<b>c.</b>	Distance Education - Concept, Characteristics & importance.	8L		
<b>Unit 3</b>	<b>Factors of Education</b>		<b>Bonny Samanta</b>	
<b>a.</b>	Child –centric education – Meaning & Characteristics.	7L		
<b>b.</b>	Curriculum – Meaning & Principles of curriculum construction.	7L		
<b>c.</b>	Co-curricular activities – Concept & its importance in Education.	6L		

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**B.A General in Education NEP**  
**Semester-III Session: 2024 -2025**  
**EDUCATION AS A SKILL ENHANCEMENT COURSE (SEC)**  
**July2024 -December 2024**

<b>Semester-III</b>		<b>SE-3 EDUGSE301M</b>		
<b>COURSE- COURSE: SKILL DEVELOPMENT FOR SOCIAL AWARENESS</b>		<b>Name of the lecturer</b>	<b>No. of Lectures</b>	<b>Remarks</b>
<b>Unit 1</b>	<b>Social Awareness- Basic Concept</b>	<b>Bonny Samanta</b>	<b>20L</b>	
<b>a.</b>	<b>Meaning &amp; Nature of Social Awareness, Social Backwardness &amp; Social Advancement.</b>		<b>10L</b>	
<b>b.</b>	<b>Need for development of Social Awareness, Types of Social Awareness Programme.</b>		<b>10L</b>	
<b>Unit 2</b>	<b>Planning of Social Awareness Programme</b>	<b>Debosree Bhattacharya</b>	<b>15L</b>	
<b>a.</b>	<b>Planning &amp; Execution of a Social Awareness Programme.</b>		<b>7L</b>	
<b>b.</b>	<b>Relationship among I.Q, E.Q &amp; social awareness</b>		<b>8L</b>	
<b>Unit 3</b>	<b>Skill development in social awareness</b>	<b>Bonny Samanta &amp; Amina Khatun</b>	<b>15L</b>	
<b>a.</b>	<b>Organisation &amp; Participation in a Social Awareness Programme conducted by NCC, NSS or by the respective College. (Child labour &amp; Abuse; RTE; HIV / AIDS; Traffic Awareness &amp; literacy Programme.</b>		<b>10L</b>	
<b>b.</b>	<b>Write a report on the programme.</b>		<b>5L</b>	

**October-  
Puja  
Vacation**

**Department of Education**  
**P.N.Das College**  
**Academic Calendar 4 Year Undergraduate Programme**  
**B.A Honours in Education OR Honours with Research (NEP)**  
**Semester -IV (Honours) Session: 2024 -2025**  
**Major/DS-IV**  
**January 2025 -June 2025**

<b>Semester-IV</b>				
<b>(EDUDSC404T): 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 Bhattacharya Das</b>	19 L	
a.	Educational Sociology – Concept, Scope		4L	
b.	Relationship between Education and Sociology. Educational Sociology & Sociology of Education.		15L	
c.	Education as a Social process – Social System, Socialization, 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. c.		4L	
b.	The concept of ‘Unity in Diversity’, Cultural Lag, Cultural Conflict, Acculturation.		10L	
c.	National Integration, International Understanding		4L	
<b>Unit 3</b>	<b>Education and social development</b>	<b>Amina Khatun</b>	20 L	
a.	Social Development in India — Sanskritisation, Modernization, Globalization. b		10L	
b.	Education for Sustainable Development — Concept, Need, Report of the Brundtland Commission.		10L	
<b>Unit 4</b>	<b>Social issues and education</b>	<b>Bonny Samanta &amp; Amina Khatun</b>	18 L	
a.	Education for poverty eradication		6L	
b.	Inclusive education		6L	
c.	Child rights and abuses			

<b>Topic</b>		<b>Number of Lectures</b>	<b>Name of the teacher</b>	<b>Remarks</b>
<b>EDUDSC405T: Educational Management</b>				
<b>Unit 1</b>	<b>Educational Management</b>	<b>20L</b>	<b>Amina Khatun</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>	Bonny Samanta	
a.	Leadership in management – concept, significance, characteristics of an effective leader in education	12L		
b.	Total Quality Management in Education (TQP)- Concept & Importance	6L		
<b>Unit 3</b>	<b>Agencies of educational management</b>	<b>18L</b>	<b>Debosree Bhattacharya Das</b>	
a.	Ministry of Education (Formerly MHRD)-concept & function	8L		
b.	Agencies of Education (Centre and State) – UGC, NAAC, NCERT, SCERT, WBSCHE	10L		
<b>Unit 4</b>	<b>Planning and Management</b>	<b>14L</b>	<b>Debosree Bbhattacharya Das &amp; Bonny Samanta</b>	
a.	types Planning – concept, need & Strategies in Educational Planning.	4L		
b.	Resource management in educational institutions – concept and aspects of resource management			
c.	Management Information System (MIS)-concept & need	4L		

<i>Paper Major-/DS-6 EDUDSC406T</i>	<b>Topic</b>	<b>Number of lectures</b>	<b>Name of the teacher</b>	<b>Remarks</b>
<b>Unit-1 :</b>	<b>Preliminary Concepts on research methodology</b>	20L	<b>Bonny Samanta</b>	
<i>a.</i>	Research- concept, nature, need for educational research	6 L		
<i>b.</i>	Types of research- fundamental, applied, action, historical, descriptive, qualitative, quantitative (concept only)	8L		
<i>c.</i>	Research related terminology – data, population, sample, variable (dependent, independent, intermittent)	6L		
<b>Unit 2:</b>	<b>Sampling and Hypothesis</b>	15L	<b>Amina Khatun</b>	
<i>a.</i>	Sampling- meaning, nature	5L		
<i>b.</i>	Types of sampling- probability & non-probability (simple random, systematic, stratified, cluster(ps) & convenience /purposive, snaw ball, quota, judgement (NPS)	5 L		
<i>c.</i>	Research Hypothesis- meaning, nature, types (simple, null, alternative)	5L		
<b>Unit – 3:</b>	<b>Education and Measurement</b>	15L	<b>Debosree Bhattacharya Das</b>	
<i>a.</i>	Evaluation- Concept, Scope, principles and importance	5 L		
<i>b.</i>	Measurement- nature, characteristics, difference between evaluation and measurement	5 L		
<i>c.</i>	Scale of Measurement- Nominal, ordinal, ,interval , ratio	5 L		
<b>Unit – 4</b>	<b>Standardization of a test</b>	20L	<b>Bonny Samanta, Debosree Bhattacharya Das &amp; Amina Khatun</b>	
<i>a.</i>	Test- educational and psychological (concept, classification), criteria of a good test	6L		
<i>b.</i>	Reliability- concept, characteristics, cause of low reliability, determination of reliability (various types)	7 L		
<i>c.</i>	Validity- concept, causes of low validity, types, determination of validity	7 L		

Topic		Number of lectures	Name of the Teacher	Remarks
EDUDSC407M : Statistics in Education				
<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 Education & Psychology.	<b>5L</b>		
<b>b.</b>	Organisation of Data [Frequency distribution table] (score, tally, frequency, class boundary).	<b>3L</b>		
<b>c.</b>	Graphical representation of data- Frequency Polygon, histogram, Pie chart, Ogive (drawing & uses)	<b>7L</b>		
<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.	<b>8L</b>		
<b>b.</b>	Measures of Variability – concept, types, uses, calculation of SD & QD.	<b>9L</b>		
<b>c.</b>	Normal Probability Curve – concept, characteristics, uses, skewness & kurtosis (calculation).	<b>8L</b>		
<b>Unit 3</b>	<b>Inferential Statistics</b>	<b>10L</b>	<b>Amina Khatun</b>	
<b>a.</b>	PP, PR – concept, calculation, uses.	<b>5L</b>		
<b>b.</b>	Correlation- concept, types, significance.	<b>5L</b>		
	Rank difference & Product moment (calculation)			

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

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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**Academic Calendar 3 Year Undergraduate Programme**  
**Education as a Minor Discipline 4 (MA-4/MB-4/MC-4) NEP**  
**Semester-IV (General) Session: 2024 -2025**  
**January 2025 -June 2025**

<b>Paper</b>	<b>Topic</b>	<b>Number of lectures</b>	<b>Name of the teacher</b>	<b>Remarks</b>
<b>Unit 1:</b>	<b>Evaluation in Education</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>Bonny Samanta</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>Debosree Bhattacharya</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>Amina Khatun</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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**Skill Enhancement Course -3 SE-2 (General Stream Students) EDUGSE402M (For 3**  
**Year Multidisciplinary Course)**  
**Session: 2024 -2025**  
**January 2025 -June 2025**

<b>Semester-IV</b>				
<b>GENERAL</b>		<b>SE-2 EDUGSE402M</b>		
<b>COURSE- COURSE: DEVELOPMENT OF OBSERVATIONAL SKILL</b>		<b>Name of the lecturer</b>	<b>No. of Lectures</b>	<b>Remarks</b>
<b>Unit 1</b>	<b>Observation- Basic Concept</b>	<b>Bonny Samanta</b>	<b>20L</b>	
<b>a.</b>	<b>Meaning, nature &amp; characteristics of Observation.</b>		<b>10L</b>	
<b>b.</b>	<b>Classification of Observation, Advantages &amp; Disadvantages of Observation</b>		<b>10L</b>	
<b>Unit 2</b>	<b>Planning of Observational Skills</b>	<b>Bonny Samanta</b>	<b>15L</b>	
<b>a.</b>	<b>Planning &amp; Execution of observation.</b>		<b>7L</b>	
<b>b.</b>	<b>Recording (Photographs with Geo-tags) &amp; Interpretation of observed data.</b>		<b>8L</b>	
<b>Unit 3</b>	<b>Developing Observational Skills</b>	<b>Amina Khatun</b>	<b>15</b>	
<b>a.</b>	<b>Direct visit to a socio-cultural event (Book Fair, Local Cultural Fair, Market Survey).</b>		<b>2L</b>	
<b>b.</b>	<b>Write a report on the visit</b>		<b>13L</b>	



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**Session: 2024-2025**  
**July 2024 -December 2024**

<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>Amina Khatun</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>Debosree</b>	<b>15 L</b>	
a.	Counseling – meaning, nature, , scope, types (directive, non- directive, eclectic, individual and group counseling)	<b>Bhattacharya</b>	8L	
b.	A brief introduction to approaches of counseling – directive, authoritarian, psychoanalytic, humanistic and behavioristic.	<b>Das</b>	7L	
<b>Unit 3</b>	<b>Adjustment and Maladjustment</b>	<b>Bonny Samanta</b>	<b>23L</b>	
a.	Concept of adjustment – definition, scope, need for adjustment, criteria of good adjustment		10L	
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>Amina khatun &amp; Debosree</b>	<b>22L</b>	
a.	Basic data necessary for guidance	<b>Bhattacharya</b>	5L	
b.	Psychological testing – personality (TAT), intelligence (Stanford Binet scale), creativity (Torrance)	<b>Das</b>	17L	

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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</b>	5L	
<b>b.</b>	Approaches to educational technology – hardware, software, systems approach	<b>Das</b>	5L	
<b>Unit 2</b>	<b>Communication</b>		<b>15 L</b>	
<b>a.</b>	Concept, components, classification and barriers		8L	
<b>b.</b>	One basic classroom oriented model, i.e, linear and its significance in education	<b>Bonny Samanta</b>	7L	
<b>Unit 3</b>	<b>Instructional Technology</b>		<b>23L</b>	
<b>a.</b>	Mass instructional techniques- seminar, symposium, workshop, panel discussion	<b>Amina</b>	10L	
<b>b.</b>	Personalized instructional techniques – programme learning (Linear), microteaching, mastery learning, computer assisted instruction(CAI)	<b>Khatun</b>	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

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<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>Bonny Samanta</b>	<b>15L</b>	
a.	Women Education- meaning, nature and scope.		5L	
b.	Necessities of Women Education.		5L	
<b>Unit 2</b>	<b>Historical Development of Women Education in India</b>	<b>Debosree Bhattacharya Das</b>	<b>15 L</b>	
a.	Development of Women Education in ancient, mediaeval and British period (from 1600 to 1947)		8L	
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>Debosree Bhattacharya Das &amp; Bonny Samanta</b>	<b>23L</b>	
a.	Probable Remedial measures to solve the problems of Women Education with reference to NPE 1986, 1992 and 2019.		10L	
b.	Role of Teacher in popularizing Women Education.		13L	
<b>Unit – 4:</b>	<b>Women Rights in India</b>	<b>Amina Khatun</b>		
a.	Constitutional Rights – Article 15, 16, 23, 39, 42, 51, 243			
b.	Legal Rights – Domestic Violence Act (2005), National Commission for Women Act (1990), Sexual Harassment of Women at Workplace Act (2013).			

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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>Amina Khatun</b>	<b>15L</b>	
a.	Life Skills– Definition Characteristics, Types (Personal, Inter Persona, 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 Bhattacharya 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 Bhattacharya Das &amp; Amina Khatun</b>	<b>26L</b>	
a.	POCSO(2012)		16L	
b.	Domestic Violence Act (2005)		10L	

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<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.		<b>5L</b>	
<b>b.</b>	Relationship among curriculum, syllabus, content		<b>2L</b>	
<b>c.</b>	Types of Curriculum – brief introduction (definition and example only).		<b>5L</b>	
<b>d.</b>	Basic sources of curriculum- philosophical, socio-cultural and psychological.		<b>5L</b>	
<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		<b>7L</b>	
<b>b.</b>	Areas of educational objectives: Bloom’s taxonomy. (Cognitive only)		<b>8L</b>	
<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		<b>13L</b>	
<b>b.</b>	Factors of curriculum development		<b>13L</b>	
<b>Unit 4</b>	<b>Evaluation of Curriculum</b>	<b>Amina Khatun</b>	<b>20L</b>	
<b>a.</b>	Meaning and purpose of curriculum evaluation		<b>8L</b>	
<b>b.</b>	Approaches of curriculum evaluation: formative and summative		<b>6L</b>	
<b>c.</b>	Scientific model of curriculum evaluation – Stenhouse’s model		<b>6L</b>	

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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>Debosree</b>	<b>14L</b>	
<b>a.</b>	Special education – concept, nature, objectives and characteristics	<b>Bhattacharya (Das)</b>	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>Debosree</b>	
<b>a.</b>	Development of Special education in India-----Post independence.	<b>Bhattacharya (Das) &amp; Bonny Samanta</b>	5L	
<b>b.</b>	Organization and Administration of special education in India		8L	
<b>Unit 3</b>	<b>Gifted and slow Learners</b>	<b>Bonny Samanta</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>20L</b>	
<b>a.</b>	Visual impairment	<b>Amina Khatun</b>	6L	
<b>b.</b>	Auditory impairment		7L	
<b>c.</b>	Mental retardation		7L	



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<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>Bonny Samanta</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>Debosree Bhattacharya (Das)</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>Amina Khatun</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>Amina Khatun Bonny Samanta</b>	<b>25L</b>	
a.	Role of education to maintain peace; approaches promoting peace among individuals		13L	
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>Amina Khatun</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.	Environmental Pollution: definition, types, classification, prevention and curative measures		10L	
b.	Role of Education to combat various environmental pollutions.		13L	
<b>Unit 4</b>	<b>Environmental Awareness</b>	<b>Bonny Samanta &amp; Amina Khatun</b>	<b>30L</b>	
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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**CHOOSE ANY ONE COURSE FROM THE FOLLOWING**

**DSE**

<b>Paper DSE 1A (EDCGDS E01T)</b>	<b>Topic</b>	<b>Number of lectures</b>	<b>Name of the teacher</b>	<b>Remarks</b>
<b>Unit-1:</b>	<b>Educational Sociology (20L)</b>		<b>Bonny Samanta</b>	
<b>a.</b>	a. Concept and nature of Sociology	8L		
<b>b.</b>	Nature and scope of Educational Sociology, relation between Education and Sociology.	12L		
<b>Unit 2:</b>	<b>Socialisation (20L)</b>		<b>Amina Khatun</b>	
<b>a.</b>	. Social group – Concept (Meaning & Nature), Type and Role of Education in Social groups.	10L		
<b>b.</b>	Social Change – Concept (Meaning & Nature), Type and Role of Education	10L		
<b>Unit – 3:</b>	<b>Social agency &amp; Education (20L)</b>		<b>Debosree Bhattacharya</b>	
<b>a.</b>	Social agency-concept, nature & types	10L		
<b>b.</b>	Role of family & school as a social agency of Education	10L		
<b>Unit – 4:</b>	<b>Emerging Social Issues in India (15L)</b>		<b>Bonny Samanta</b>	
<b>a.</b>	<b>Population Explosion</b>	7L		
<b>b.</b>	<b>Poverty and Education</b>	8L		

**OR**

<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>Intelligence(15L)</b>	<b>15L</b>	<b>Amina Khatun</b>	
<b>a.</b>	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>b.</b>	Theories of Intelligence- Guilford, Garden er	10L		
<b>Unit 2:</b>	<b>Learning and Related Factors(20L)</b>	<b>20L</b>	<b>Debosree Bhattacharya</b>	
<b>a.</b>	Learning- definition, characteristics and types	10L		
<b>b.</b>	Factors Influencing Learning- Memorization, Attention, Emotion and Motivation.	10L		
<b>Unit – 3:</b>	<b>Theories of Learning (20L)</b>	<b>20L</b>	<b>Bonny Samanta</b>	
<b>a.</b>	S-R Theories (Concept of Thorndike, Skinner and Pavlov)	10 L		
<b>b.</b>	Cognitive Learning by Gestalt	10 L		
<b>Unit – 4:</b>	<b>Creativity (20)L</b>	<b>20L</b>	<b>Debosree Bhattacharya &amp; Amina Khatun</b>	
<b>a.</b>	Creativity- Concept, Scope and Characteristics of Creative Persons	10L		
<b>b.</b>	Measurement of Creativity- Passi, TTCT	10L		

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SUBJECT-EDUCATION  
SEMESTER-VI (GENERAL) DSE04T  
SESSION- 2024-2025  
JANUARY 2025-JUNE 2025**

**DSE (CHOOSE ANY ONE COURSE FROM THE FOLLOWING):**

<b>Paper DSE 1B(EDCG DSE03T)</b>	<b>Topic</b>	<b>Number of lectures</b>	<b>Name of the teacher</b>	<b>Remarks</b>
<b>Unit-1:</b>	<b>Ancient Indian Education &amp; Contemporary Issues in Indian Education</b>		<b>Amina Khatun</b>	
<b>a.</b>	Brahmanic Education- aims, curriculum and method of education	10L		
<b>b.</b>	Buddhistic Education- Aims, curriculum and method of education	10L		
<b>Unit 2:</b>	<b>Social Issues: 1986 till date (20L)</b>		<b>Bonny Samanta</b>	
<b>a.</b>	Problems of Education of Backward Classes w.s.r.t. SC/ST/OBC/MC	12L		
<b>b.</b>	Problems of Women Education.	8L		
<b>Unit – 3:</b>	<b>Current Issues (20L)</b>		<b>Debosree Bhattacharya</b>	
<b>a.</b>	Problems of Equalization of Educational Opportunities.	8L		
<b>b.</b>	Structure and Functions of UGC, NCTE, NAAC and NCERT	12L		
<b>Unit – 4:</b>	<b>Contemporary Acts on Education (15L)</b>		<b>Bonny Samanta</b>	
<b>a.</b>	RTE ACT,2009	8L		
<b>b.</b>	PWD ACT 1995	7L		

## OR

<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>Guidance and Counseling in Education</b>			
<b>Unit-1:</b>	<b>Adjustment and Maladjustment</b>	<b>20L</b>	<b>Amina Khatun</b>	
<b>a.</b>	Concept of adjustment – definition, scope, need for adjustment, criteria of good adjustment; defense mechanisms.	10L		
<b>b.</b>	Concept of maladjustment – causes, types w.r.t. adolescence	10L		
<b>Unit 2:</b>	<b>Guidance</b>	<b>20L</b>	<b>Bonny Samanta</b>	
<b>a.</b>	Guidance – meaning, definition, scope, need and importance of guidance.	10l		
<b>b.</b>	Different types of guidance – educational, vocational and personal (nature, purpose, functions).	10l		
<b>Unit – 3:</b>	<b>Counseling</b>	<b>20L</b>	<b>Debosree Bhattacharya</b>	
<b>a.</b>	Meaning, nature, scope and importance of counseling, difference between guidance and counseling.	10L		
<b>b.</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>	
<b>a.</b>	Basic data necessary for guidance	8L		
<b>b.</b>	Techniques of data collection for guidance	7L		

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SESSION- 2024-2025  
JULY 2024-DECEMBER 2024**

**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>Teacher Education – Basic Concept</b>	<b>20L</b>		
a.	Teacher Education – definition, Objectives and importance	6 L	<b>Debosree Bhattacharya</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>	
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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SEMESTER-VI (GENERAL)GE02T  
SESSION-2024-2025  
JANUARY 2025-JUNE2025**

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