

**DINABANDHU MAHAVIDYALAYA**  
**PO: BONGAON**  
**DEPARTMENT OF EDUCATION**  
**ACADEMIC CALENDAR (2019-2020)**

		<b>SEMESTER-I</b>				
Month	No. of Teaching days available	<b>Honours Course</b>		<b>General Course</b>	<b>Class teaching in hours of each core</b>	<b>Tutorial In hours</b>
		<b>EDCACOR01T</b> Marks:50+25=75	<b>EDCACOR02T</b> Marks:50+25=75	<b>EDCGCOR01T</b> Marks:50+25=75		
July,19	26	<b>EDUCATIONAL PHILOSOPHY</b> <b>Unit1:</b> Concept and Scope of Education i)Concept and scope of education ii)Concept of different forms of education iii) Functions of Education	<b>EDUCATIONAL PSYCHOLOGY</b> <b>Unit -1 :</b> Introduction to Educational Psychology i) Introduction to Educational Psychology ii)Introduction to neuro-physiological bases of human behaviour	<b>PHILOSOPHICAL FOUNDATION OF EDUCATION</b> <b>Unit-1:</b> Concept and Scope of Education i) Concept and Scope of Education	Hons-22 Gen-16	Hons-4
August,19	24	<b>Unit- 2:</b> Philosophical Bases of Education i)Philosophy in Education ii)Western Philosophical Thoughts iii) Indian Philosophical Thoughts	<b>Unit -2 :</b> Psychology of Human Development and Education i)Human Development ii)Cognitive Development (Piaget) iii)Moral Development (Kohlerberg) iv)Psycho-social Development (Erickson) v)Personality	<b>Unit-1</b> ii) Factors of Education	Hons-22 Gen-16	Hons-4
September,19	22	<b>Unit-3:</b> National Values and role of Education i)Values enshrined in the Indian Constitution	<b>Unit -3:</b> Intelligence and Creativity i) Intelligence- Concept and Scope ii)Theories of Intelligence Guilford, Gardener and Sternberg iii)Creativity Concept, scope and characteristics of a creative person.	<b>Unit:2:</b> Forms and aims of Education i)Informal, Formal and Non formal and open education	Hons-18 Gen-12	Hons-4

October,19	03	<b>Unit -3</b> ii)Educational Provisions in the Indian Constitution	<b>Unit -3:</b> iv)Relationship between intelligence, creativity and education	Unit 3: Great Educators i)R N Tagore	Hons-03 Gen-02	
November,19	24	<b>Unit -4:</b> Contributions of great educators on Philosophy of educations i)R N Tagore ii)Swami Vivekananda	<b>Unit 4:</b> Psychology of Learning i) Learning- Concept and Scope ii) Factors influencing learning iii) Theories of learning: Pavlov, Skinner	Unit-3 ii)R N Tagore	Hons-20 Gen-16	Hons-4
December,19	20	<b>Unit 4:</b> iii)John Dewey iv)Bertrand Russell	<b>Unit 4:</b> i) Theories of learning- Bandura and Vygotsky	Unit-3 ii)FWA Froebel	Hons-14 Gen-06	Hons-4

		SEMESTER-II				
Month	No. of Teaching days available	Honours Course		General Course	Class teaching in hours of each core	Tutorial In hours
		EDCACOR03T Marks:50+25=75	EDCACOR04T Marks:50+25=75	EDCGCOR02T Marks:50+25=75		

January'19	21	<b>Educational Sociology:</b> <b>Unit-1:</b> Introduction to Educational Sociology i)Educational Sociology- Concept, scope ii)Relation between education and sociology	<b>Pedagogy</b> <b>Unit-1 :</b> Introduction to Pedagogy i)Pedagogy- Concept, scope	<b>Psychological Foundation of Education</b> Introduction to Educational Psychology i)Relationship between Psychology and Education ii) Educational Psychology- Concept, nature of Educational Psychology and contribution of Educational Psychology	Hons-17 Gen-14	Hons-4
February,19	20	<b>Unit-1:</b> ii)Education as social process <b>Unit-2:</b> Culture and Education i)Culture- concept, interrelationship between education and culture, importance of folk culture in education ii) The concept of unity and diversity .	<b>Unit-1:</b> ii)Bases of pedagogy iii)Pedagogy vs Andragogy <b>Unit-2:</b> Pedagogy as the Science of Teaching i)Teaching ii)Teaching as process iii) Levels of Teaching	Psychology of Human Development and Education i)Human Development ii)Concept of Physical, Motor, Cognitive, Moral development and its significance in education	Hons-16 Gen-14	Hons-4
March,19	24	<b>Unit-3:</b> Education and Social Development i)Social development in India ii)Education for sustainable development	<b>Unit -3 :</b> Pedagogy of teaching-learning i) Teaching –learning of 3 R's ii) Teaching –learning of verbal conditioning iii) Teaching –learning of psychomotor skill	<b>Unit 3:</b> Attention and Memory i)Concept, nature and determinants of Attention	Hons-20 Gen-16	Hons-4
April,19	24	<b>Unit-4 :</b> Social Issues and education i)Education for poverty eradication	<b>Unit-4 :</b> Application of pedagogy in classroom i)Teaching- learning of principles and concepts	<b>Unit 3:</b> Attention and Memory ii)Concept and process of Memorisation, causes of forgettings	Hons-20 Gen-16	Hons-4

May,19	22	<b>Unit-4</b> ii)Inclusive Education	<b>Unit- 4 :</b> ii)Teaching-learning of problem solving	<b>Unit- 4 :</b> Personality and Education a.Personality-Concept b.MMPI	Hons-18 Gen-10	Hons-4
June,19	24	<b>Unit-4</b> iii)Child rights and abuses	<b>Unit-4</b> iii)Teaching-learning of knowledge construction	<b>Unit- 4 :</b> Personality and Education c.Psychoanalytic theory	Hons-10 Gen-02	

SEMESTER-III								
Month	No. of Teaching days available	Honours Course			General Course	SEC I Both Hons & Gen	Class teaching in hours of each core	Tutorial In hours
		EDCACOR05T Marks:50+25=75	EDCACOR06T Marks:50+25=75	EDCACOR07T & EDCACOR07P  Marks:50Th+25Pr=75	EDCGCOR03T/EDCHG E03T Marks:50+25=75	EDCSSEC01M Marks:15+10=25		
July,19	26	<b>EDUCATION IN PRE-INDEPENDENCE INDIA</b> <b>Unit1:</b> Development of Education in Ancient & Medieval India a.Aims of education b.Curriculum & methods of teaching c.Centres of learning	<b>EDUCATION IN POST-INDEPENDENCE INDIA</b> <b>Unit -1 :</b> Development of Education from1947-1953	<b>CONTEMPORARY ISSUES</b> <b>Unit -1 :</b> Traditional Issues	<b>DEVELOPMENT OF EDUCATIONAL POLICIES SINCE INDEPENDENCE</b> <b>Unit1:</b> Development of Education from 1813 to 1947 a.Charter Act, 1813 b.Wood's Despatch, 1854	<b>DEVELOPMENTAL SKILL FOR SOCIAL AWAWRENESS</b> <b>Unit-1:</b> Social Awareness-Basic Concept a.Meanning and nature of social awareness	Hons-22 Gen-16 SECI-08	Hons-4

August,19	24	<b>Unit- 2:</b> Development of Education under East India Company a.Charter Act, 1813 b.Macaulay Minute c.Bengal Renaissance d.Contribution of Rammohan,Derozio,Vidyasa gar	<b>Unit -2: :</b> Development of Education from1964-1968	<b>Unit -2:</b> Social Issues	<b>Unit1:</b> Development of Education from 1813 to 1947 c.Hunter Commission <b>Unit2:</b> Development of Education from 1947 to1970 a.UEC,1948-49 b.SEC,1952-53	<b>Unit-1:</b> b.Need and Types of social awareness programme	Hons-20 Gen-16 SECI-06	Hons-4
September,19	22	<b>Unit-3:</b> Development of Education under British rule a. Wood's Despatch, 1854 b.Hunter Commission	<b>Unit -2:</b> Development of Education from1964-1968  <b>Unit -3:</b> Development of Education from1986-1992	<b>Unit -3:</b> Educational Issues	<b>Unit2:</b> Development of Education from 1947 to1970 c. Indian Education Commission,1964-66	<b>Unit2:</b> Planning of Social Awareness Programme a.Planning and execution of social awareness programme	Hons-20 Gen-12 SEC-6	Hons-4
October,19	03	<b>Unit -3:</b> Development of Education under British rule c.Curzon Policy	<b>Unit -3:</b> Development of Education from1986-1992	<b>Unit -4:</b> Current Issues	<b>Unit3:</b> Development of Education from 1970 to 2000 a.NPE 1986 b.PWD Act,1995	<b>Unit2:</b> Planning of Social Awareness Programme b.Relationship among IQ,EQ and Social awareness	Hons-03 Gen-03 SEC-1	

November,19	24	<b>Unit -4:</b> Development of education from 1917-1947 a.Calcutta University Commission (1917-1919)	<b>Unit 4:</b> Development of education from1993 onwards	<b>Unit -4:</b> Current Issues	<b>Unit3:</b> Development of Education from 1970 to 2000 c. NEP,2000	<b>Unit2:</b> Planning of Social Awareness Programme b.Relationship among IQ,EQ and Social awareness	Hons-20 Gen-16 SEC-6	Hons-4
December,19	20	<b>Unit 4: :</b> Development of education from 1917-1947 b.Basic Education Policy	<b>Unit 4:</b> Development of education from1993 onwards	<b>EDCACOR07PR FIELD TOUR AND REPORT WRITING</b>	<b>Unit:</b> Development of Education from 2000 to 2016 a.ssm b. rusa c.NPE,2016(Pre-primary stage only)	<b>Unit3:</b> Skill Development in Social Awareness a.Organisation and Participation in Social Awareness Programme	Hons-14 Gen-08 SEC-1-5	Hons-4

SEMESTER-IV								
Month	No. of Teaching days available	Honours Course			General Course	SEC II Both Hons & Gen	Class teaching in hours of each core	Tutorial In hours
		<b>EDCACOR08T Marks:50+25=75</b>	<b>EDCACOR09T Marks:50+25=75</b>	<b>EDCACOR0T &amp; EDCACOR10P  Marks:50Th+25Pr=75</b>	<b>EDCGCOR04T/EDCHG E04T Marks:50+25=75</b>	<b>EDCSSEC02M Marks:15+10=25</b>		

January,2020	21	<b>EDUCATIONAL MANAGEMENT</b> <b>Unit1:</b> Educational Management a.Concept,nature, need and scope b.Types of Educational Management c.Superivision and Inspection	<b>BASICS OF EDUCATIONAL RESEACH AND EVALUATION</b> <b>Unit -1 :</b> Preliminary Concepts on Research Methodology a.Research- concept, nature and need b.Types of Research	<b>STATISTICS IN EDUCATION</b> <b>Unit -1Th :</b> Statistics –Basic Concept(T) a.Concept,scope and uses b.Organisation and tabulation of data c.Graphical Representation of data <b>Unit -1Pr:</b> Statistics in Education a.Introduction to data b.Collection of data for an achievement test	<b>EVALUATION IN EDUCATION</b> <b>Unit1:</b> Evaluation a.Concept,principle,types and importance b.Comparison between measurement and evaluation	<b>DEVELOPMENT OF OBSERVATIONALS KILLS</b> <b>Unit-1:</b> Observation-Basic Concept a.Meanning, nature and characteristics b.Classification, advantages and disadvantages of obsevation	Hons-17 Gen-16 SECI-07	Hons-4
February,2020	20	<b>Unit1:</b> Educational Management c.Superivision and Inspection <b>Unit- 2:</b> Leadership and Management a.Concept,scope,significance and characteristics b.Total Quality in educational management	<b>Unit -1: Unit -1 :</b> Preliminary Concepts on Research Methodology c.Research related terminologies <b>Unit2:</b> Sampling and Hypothesis a.Sampling-Meaning and nature b.Types of Sampling	<b>Unit -2Th:</b> Descriptive Statistics a.Measures of central tendency-concept,properties,uses, calculation <b>Unit -2 Pr:</b> Data Analyses by excel/software and manual both(Measures of central tendency)	<b>Unit2:</b> Tools of Evaluation a.questionnaire, Interview,Observation & CRC	<b>Unit-1:</b> Observation-Basic Concept b.Classification, advantages and disadvantages of obsevation  <b>Unit2:</b> Planning of Social Awareness Programme a.Planning &Execution	Hons-16 Gen-14 SECI-06	Hons-4

March, 2020	24	<b>Unit-3:</b> Agencies of Educational Management a.MHRD b.Agencies of Education-UGC,NCERT	<b>Unit2:</b> Sampling and Hypothesis c.Research hypothesis <b>Unit -3:</b> Evaluation and Measurement a. Evaluation- Concept b.Meseasurement- Nature,characteristics,difference between evaluation and measurement	<b>Unit -2Th:</b> Descriptive Statistics b.Measures of variability- concept,types ,uses, calculation of SD,QD,variance <b>Unit -2 Pr:</b> Data Analyses by excel/software and manual both(Range, SD,QD)	<b>Unit2:</b> Tools of Evaluation b.Comparison between evaluation and examination  <b>Unit -3:</b> Educational Tests a.Concept b.Difference between educational and psychological tests	b.Recording and interpretation of observed data	Hons-20 Gen-16 SEC-06	Hons-4
April, 2020	24	<b>Unit -3: Unit-3:</b> Agencies of Educational Management- SCERT, WBSCHE	<b>Unit -3:</b> Evaluation and Measurement b. Difference between evaluation and measurement  <b>Unit 4:</b> Standardisation of a Test a.Test	<b>Unit -2Th:</b> c. NPC- concept,characteristics, uses,skeewness and kurtosis <b>Unit -2 Pr:</b> Data Analyses by excel/software and manual both (graphical representation of data) <b>Unit -3Th:</b> Inferential Statistics a.PP,PR- concept, calculation,uses	<b>Unit3: :</b> Educational Tests c.Criteria of a good test	<b>Unit3:</b> Developing observational skill a.Visit to socio-cultural event	Hons-20 Gen-16 SEC-06	Hons-4



May,2020	22	<b>Unit -4:</b> Planning and Management a.Planning-Concept,need and types	<b>Unit 4:</b> Standardisation of a test a.Criteria of a good test b.Reliability	<b>Unit -3Th:</b> Inferential Statistics b.Correlation-rank difference method <b>Unit -3Pr:</b> Report Writing	<b>Unit3:</b> Statistics a.Concept,utility,score,tabulation b.measures of central tendency	<b>Unit3:</b> Developing observational skill b.Report Writing	Hons-18 Gen-14 SEC-05	Hons-4
June,2020	24	<b>Unit 4:</b> Planning and Management b.Resource management in educational institutions c.MIS	<b>Unit 4:</b> c.Validity	<b>Unit -3Th:</b> Inferential Statistics b.Correlation-product moment method <b>Unit -3Pr:</b> Report Writing	<b>Unit4:</b> .Measures of variability- concept,types ,uses, calculation of SD and QD	<b>Unit3:</b> Developing observational skill b.Report Writing	Hons-20 Gen-16 SEC-06	

HONOURS	NUMBER OF LECTURES	JULY-SEPTEMBER	OCTOBER -DECEMBER	JANUARY-MARCH	TEST EXAMINATION	APRIL-JUNE	UNIVERSITY FINAL EXAMINATION
<b>PART -III PAPER –V</b> Comparative Education & Curriculum Studies <b>Full Marks 100</b>	<b>140</b>	Group-A(Comparative Education) Unit-I NO. OF CLASSES= 15 Unit-II NO. OF CLASSES= 15	Group-A(Comparative Education) Unit-III NO. OF CLASSES= 15	Group-A(Comparative Education) Unit-IV NO. OF CLASSES= 20		Extra classes – revision and tutorials.	
		Group-B(Curriculum Studies) Unit-I NO. OF CLASSES= 11 Unit-II NO. OF CLASSES= 15	Group-B(Curriculum Studies) Unit-III NO. OF CLASSES= 13	Group-B(Curriculum Studies) Unit-III NO. OF CLASSES= 16 Unit-IV NO. OF CLASSES= 20		Extra classes – revision and tutorials	
<b>PAPER-VI</b> Guidance, Counselling & Special Education <b>F.M-100</b>	<b>140</b>	Group-A(Guidance, Counselling) Unit-I NO. OF CLASSES= 31 Unit-II NO. OF CLASSES= 15	Group-A(Guidance, Counselling) Unit-III NO. OF CLASSES= 15	Group-A(Guidance, Counselling) Unit-IV NO. OF CLASSES= 20		Extra classes – revision and tutorials	
		Group-B(Special Education) Unit-I NO. OF CLASSES= 10	Group-B(Special Education) Unit-II NO. OF CLASSES= 10 Unit-III NO. OF CLASSES= 03	Group-B(Special Education) Unit-III NO. OF CLASSES= 16 Unit-IV NO. OF CLASSES= 20		Extra classes – revision and tutorials.	
<b>PART -III PAPER –VII</b> Evaluation & Statistics in Education <b>Full Marks 100</b>	<b>140</b>	Group-A(Evaluation With Basic Research Concept) Unit-I NO. OF CLASSES= 10 Unit-II NO. OF CLASSES= 11	Group-A(Evaluation With Basic Research Concept) Unit-III NO. OF CLASSES= 14	Group-A(Evaluation With Basic Research Concept ) Unit-IV NO. OF CLASSES= 26		Extra classes – revision and tutorials.	

		Group-B(Statistics in Education) Unit-I NO. OF CLASSES= 15 Unit-II NO. OF CLASSES=20	Group-B(Statistics in Education ) Unit-III NO. OF CLASSES= 14	Group-B(Statistics in Education) Unit-IV NO. OF CLASSES= 30		Extra classes – revision and tutorials	
<b>PAPER-VIII</b> Practicum <b>F.M-100</b>	<b>150</b>	Group-A(ICT Based Statistics) Part-I NO. OF CLASSES= 20 Part-II NO. OF CLASSES= 15	Group-A(ICT Based Statistics) Part-I NO. OF CLASSES= 10 Part-II NO. OF CLASSES= 5	Group-A(ICT Based Statistics) Part-I NO. OF CLASSES= 25 Part-II NO. OF CLASSES= 10		Extra classes – revision and tutorials	
		Group-B(Project Work) Part-I NO. OF CLASSES= 15 Part-II NO. OF CLASSES= 10	Group-B(Project Work) Part-I NO. OF CLASSES= 5 Part-II NO. OF CLASSES= 15	Group-B(Project Work) Part-I NO. OF CLASSES= 10 Part-II NO. OF CLASSES= 15		Extra classes – revision and tutorials.	

<b>GENERAL</b>	NUMBER OF LECTURES	JULY-SEPTEMBER	OCTOBER -DECEMBER	JANUARY-MARCH	<b>UNIVERSITY FINAL EXAMINATION</b>
<b>PART-III</b> <b>PAPER-IV</b> Evaluation and Guidance –Counselling in Education <b>F.M-100</b>	150	Group-A Unit-I NO. OF CLASSES= 15 Unit-II NO. OF CLASSES= 20 Unit-III NO. OF CLASSES= 10	Group-A Unit-III NO. OF CLASSES= 20		
		Group-B Unit-I NO. OF CLASSES= 15	Group-B Unit-I NO. OF CLASSES= 10	Group-B Unit-II NO. OF CLASSES= 30 Unit-III NO. OF CLASSES= 30	