

**DINABANDHU MAHAVIDYALAYA**  
**PO: BONGAON**  
**DEPARTMENT OF EDUCATION**  
**ACADEMIC CALENDAR (2020-2021)**

<b>SEMESTER-I</b>						
Month	No. of Teaching days available	Honours Course		General Course	Class teaching in hours of each core	Tutorial In hours
		EDCACOR01T Marks:50+25=75	EDCACOR02T Marks:50+25=75	EDCGCOR01T Marks:50+25=75		
July,2020	27	<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,20	23	<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,20	24	<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,20	17	<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-14 Gen-6	
November,20	08	<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-8 Gen-4	Hons-4
December,20	26	<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	

		<b>SEMESTER-II</b>				
<b>Month</b>	<b>No. of Teaching days available</b>	<b>Honours Course</b>		<b>General Course</b>	<b>Class teaching in hours of each core</b>	<b>Tutorial In hours</b>
		<b>EDCACOR03T Marks:50+25=75</b>	<b>EDCACOR04T Marks:50+25=75</b>	<b>EDCGCOR02T Marks:50+25=75</b>		
<b>January' 21</b>	<b>21</b>	<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-2
<b>February,21</b>	<b>22</b>	<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-18 Gen-14	Hons-2
<b>March,21</b>	<b>26</b>	<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-22 Gen-16	Hons-2
<b>April,21</b>	<b>23</b>	<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-2

May,21	23	<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-2
June,21	26	<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-12 Gen-04	

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(40+10) & EDCACOR07P(10+15)  Marks:50Th+25Pr=75	EDCGCOR03T/EDCHGE03T Marks:50+25=75	EDCSSEC01M Marks:15+10=25		
July,20	27	<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 Practical(Field visit)	<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,20	23	<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,Vidyasagar	<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,20	24	<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,20	17	<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-14 Gen-7 SEC-2	
November,20	08	<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-08 Gen-06 SEC-1	Hons-4

December,20	26	<b>Unit 4: : Development of education from 1917-1947</b> b.Basic Education Policy	<b>Unit 4:</b> Development of education from1993 onwards	<b>EDCACOR07PR</b> <b>FIELD TOUR AND</b> <b>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
		EDCACOR08T Marks:50+25=75	EDCACOR09T Marks:50+25=75	EDCACOR10T(40+10) & EDCACOR10P(10+15)  Marks:50Th+25Pr=75	EDCGCOR04T/EDCHGE04T Marks:50+25=75	EDCSSEC02M Marks:15+10=25		
January,2021	21	<b>EDUCATIONAL MANAGEMENT</b> <b>Unit1:</b> Educational Management a.Concept,nature, need and scope b.Types of Educational Management c.Supervision and Inspection	<b>BASICS OF EDUCATIONALRESEACH 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 OBSERVATIONALSKILLS</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,2021	22	<b>Unit1:</b> Educational Management c.Supervision 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,2021	26	<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,2021	23	<b>Unit -3: Unit-3:</b> Agencies of Educational Management-SCERT,WBSCH	<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,2021	23	<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-20 Gen-14 SEC-05	Hons-4

June,2021	26	<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-18 Gen-14 SEC-06	
-----------	----	--	------------------------------	---	---	--	-----------------------------	--

SEMESTER-V										
Month	No. of Teaching days available	Honours Course				General Course			Class teaching in hours of each core	Tutorial In hours
		EDCACOR11T Marks:50+25=75 Guidance and Counselling	EDCACOR12T(40+10) & EDCACOR12P(10+15) Marks:50+25=75 Educational Technology & Basic ICT	EDCADSE01T Marks:50+25=75 Women Education	EDCADSE03T Marks:50+25=75 Life Skill Education	DSE 1A (EDCGDSE01T) Marks: 50+25=75 Sociological Foundation of Education	GE – 1: EDCGGECO1T Marks:50+25=75 Teacher Education in India	SEC 3: Marks: 50+25=75  Collection and Analysis of Statistical Data		
July, 2020	27	Unit 1 Guidance – basic concept a. Guidance – meaning, definition, scope, need and importance b. Different types of guidance – educational, vocational and personal ( nature, purpose and functions)	Unit 1 Educational Technology a. Concept, nature, scope and limitations of educational technology  ICT Practical (unit1)	Unit-1: Introduction to Women Education a. Women Education— meaning, nature and scope. b. Necessities of women Education	Unit-1: An Introduction to Life Skills and Education a. Life Skills – Definition, characteristics, types ( personal, inter personal, writing, numeracy). b. Life Skill Education— Meaning, nature, characteristics, types & scope. Necessities of Life-skill Education at present context	Unit – 1: Educational Sociology a. Concept and nature of Sociology b. Nature and scope of Educational Sociology, relation between Education and Sociology.	Unit-1: Teacher Education – Basic Concept a) Teacher Education – definition, objectives and importance b) Development of Teacher Education in India – Ancient, Medieval, British and Post – independence period (upto Kothari Commission)	Unit-1. Data Collection (a) Introduction to Data-Meaning, Types and Uses of Data. (b) Collection of Data (N=50)	Hons-22 Gen-16	Hons-4

<b>August,20</b>	<b>23</b>	Unit 2 Counseling – basic concept a. Counseling – meaning, nature, scope, types (directive, non directive, eclectic, individual and group counseling)	b. Approaches to educational technology – hardware, software, systems approach  ICT Practical(unit 2)	Unit-2: Historical Development of Women Education in India (20 L) a. Development of Women Education in ancient , mediaeval and British period (from 1600 to 1947).	Unit-2: Role of the Agencies of Education in Life Skill Education a. Role of educational institutes, parents, teachers and the Governments (central and State).	Unit – 2: Socialisation a. Social group – Concept (Meaning & Nature), Type and Role of Education in Social groups. .	Unit-2: Teacher Education in India a) Pre-service and In-service Teacher Education in India –objectives, functions, advantages & disadvantages b) Teacher Education through Distance Mode-objectives, agencies, advantages and disadvantages	Continuation of Unit 1	Hons-22 Gen-16	4	Hons-
<b>September,20</b>	<b>24</b>	b. A brief introduction to approaches of counseling – directive, authoritarian, psychoanalytic, humanistic and behavioristic	Unit 2 Communication a. Concept, components, classification and barriers b. One basic classroom oriented model,i.e., linear and its significance in education ICT Practical(unit 3)	b. Development of Women Education in post – independence period: Recommendations of various Commission and Committee for the development of Women Education	. 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.	b. Social Change – Concept (Meaning & Nature), Type and Role of Education	Unit-3: Administration of Teacher Education in India a) Teacher training Institutes- Primary and Secondary levels—functions, problems and solutions	Unit- 2. Data Analysis and Interpretation. (a) Preparation of Frequency Distribution Table	Hons-18 Gen-12		Hons-4

October,20	17	Unit 3: Adjustment and Maladjustment a. Concept of adjustment – definition, scope, need for adjustment; criteria of good adjustment	Unit 3 Instructional Technology a. Mass instructional techniques – seminar, symposium, workshop, panel discussion ICT Practical ( Unit 4)	Unit-3: Problems of Women Education in India. a. Probable Remedial measures to solve the problems of Women Education with reference to NPE 1986, 1992 and 2019. b. Role of Teacher in popularizing Women Education.	Unit-3: Issues in Life Skill Education a. Problems related to life skills education- Domestic violence, juvenile delinquency in Primary and Secondary levels.	Unit 3: Social agency & Education a. Social agency- concept, nature & types b. Role of family & school as a social agency of Education	b) Agencies of Teacher Education – NCERT, NCTE, CTE (brief history and functions)	. (b) Calculation of Mean, Median, Mode, SD and QD. (c) Interpretation of Results	Hons-12 Gen-6	
November,20	08	b. Concept of maladjustment – types, problem behavior in adolescent stage, mental disorder ( schizophrenia and paranoia)	b. Personalized instructional techniques – programme learning (linear), microteaching, mastery learning, computer assisted instruction (CAI)	Unit – 4: Women Rights in India (25 L) a. Constitutional Rights – Article 15, 16, 23, 39, 42, 51, 243.	b. Preparation of life skill curriculum in school and colleges	Unit – 4: Emerging Social Issues in India (15L) a. Population Explosion	Unit-4: Modern concept in teacher Education (15) a) Enhancement of Professional Capacity (EPC)- concept, types, importance	Continuation of Unit 2	Hons-7 Gen-5	4 Hons-
December,20	26	Unit 4 :Testing and Diagnosis a. Basic data necessary for guidance b. Psychological testing – personality (TAT), intelligence (Stanford Binet scale), creativity (Torrance)	ICT Practical( unit3 & 4)	b. Legal Rights – Domestic Violence Act (2005), National Commission for Women Act (1990), Sexual Harassment of Women at Workplace Act (2013).	Unit-4: Acts related to Life Skill Education a. POCSO (2012) b. Domestic Violence Act (2005)	b. Poverty and Education	b) School Internship - concept, characteristics, importance	Continuation of Unit 2	Hons-14 Gen-06	4 Hons-

SEMESTER-VI										
Month	No. of Teaching days available	Honours Course				General Course SEC II Gen			Class teaching in hours of each core	Tutorial
		EDCACOR13T Marks:50+25=75 CURRICULUM STUDIES	EDCACOR14T Marks:50+25=75 SPECIAL EDUCATION	EDCADSE04T Marks:50+25=75 VALUE EDUCATION	EDCADSE05T Marks:50+25=75 PEACE EDUCATION	EDCGDSE03T Marks:50+25=75 ANCIENT INDIAN EDUCATION & CONTEMPORARY ISSUES IN INDIAN EDUCATION	EDCGGECO02T Marks:50+25=75 INCLUSIVE EDUCATION	SEC 4 (EDCSSEC04M) Marks=15+10 DEVELOPMENT OF ENVIRONMENTA L AWARENESS		
January,2021	21	Unit:1 Introduction to Curriculum a. Meaning, nature, and scope of curriculum b. Relation among curriculum,syllabus and content	Unit:1 Introduction to Special Education a. Concept,nature,obje ctives and characteristics b. Inclusive education	Unit-1: An introduction to Values a. Value - Meaning, nature and importance. b. Classification of value -Indian and Western context	Unit-1: An introduction to Peace Education a. Peace - meaning, characteristics, scope and importance. b. Peace Education – Concept, nature and importance.	Unit 1: Development of education in Ancient India a. Brahmanic Education- aims, curriculum and method of education	Unit-1: Inclusive Education – Basic Concept a) Inclusive Education—meaning, nature and importance b) Development of Inclusive Education –in British and post independence period	Unit-1. Environmental Awareness-Basic Concepts. (a) Meaning and Nature of Environmental Awareness.	Hons-17 Gen-16 SECI-07	H o n s - 4
February,2021	22	Unit1: c. Basic sources of curriculum Unit2:Aims and objectives of curriculum a. Need to form aims and objectives of curriculum b. Areas of educational taxonomy: Bloom’s taxonomy	Unit 2: Development of special education India a. Development of special education in India  b. Organization and administration of special education in India	Unit-2: Values from different perspectives  a. Philosophy, History, Environment, Literature, Religion and Education (concept, nature, importance).	Unit-2: Barriers of Peace Education a. Psychological, Socio-cultural, Political Barriers	Unit 1: b. Buddhist Education- Aims, curriculum and method of education	Unit-2: Adult and Social Education a) Meaning, nature, importance of Adult & Social Education; relationship between adult and social education	(b) Need, Importance and types of Environmental Awareness training	Hons-18 Gen-14 SECI-06	H o n s - 2

March,2021	26	Unit 3: Development of curriculum a.UGC model of curriculum development	Unit3 a. Gifted children – definition, classification, identification, needs, problems, educational support for them	Unit 2 b. Democratic and Universal Human Values – Concept, nature and importance.  Unit-3: Value Crises a. Value Crises – Definition, nature and characteristics.	Unit 2 b. Preventive measures to overcome the barriers of Peace Education; functions and role of UNESCO. Unit-3: Factors Responsible for Disturbing individual Peace a. Psychological, Social & Cultural	Unit 2: Social Issues: 1986 till date a. Problems of Education of Backward Classes w.s.r.t. SC/ST/OBC/MC	b) National Adult Education Programme (NAEP), National Literacy Mission (NLM) Unit-3: Special Education a) Special Education – meaning, nature and importance	Unit-2. Skill Development in Environmental Awareness. (a) Planning and execution of Environmental Awareness Programme.	Hons-20 Gen-16 SEC-06	H o n s - 2
April,2021	23	Unit3: b. Factors of curriculum development	Unit 3: b. Slow learners – definition, classification, identification, needs, problems, educational support for them	Unit 3 b. Causes of Value crises with respect to Social, Economic and Political life, preventive measures of value crises.	Unit 3: b. Violence in home and educational institutions	Unit 2: b. Problems of Women Education. Unit 3: Current Issues a. Problems of Equalization of Educational Opportunities.	Unit 3: b) RCI, NIOH, NIMH, NIVH - brief history, objective and functions	(b) Organization and Participation in an of Environmental Awareness Programme such as Tree Plantation, Swachha Bharat Abhijan, Nirmal Bangla Abhijan and Clean Drive Programme etc.	Hons-20 Gen-16 SEC-06	H o n s - 2
May,2021	23	Unit 4: Curriculum evaluation a)Meaning and Purpose of curriculum evaluation b.Approaches to curriculum evaluation	Unit 4: Types of exceptionality w.s.r.t. definition, characteristics, classification, causes, prevention and remedial measures a. Visual impairment	Unit-4: Value Education a. Value Education - meaning, nature, approaches. Learning experiences in value education through imitation, indoctrination, inculcation and internalization.	Unit-4: Role of Peace Education present context a. Role of education to maintain peace; approaches promoting peace among individuals.	Unit 3: b. Structure and Functions of UGC, NCTE, NAAC and NCERT	Unit-4: Issues in Inclusive Education a) Barriers and facilitators in Inclusive Education- Psychological, Social and Ethical.	(c) Reporting on the Programme.	Hons-18 Gen-14 SEC-05	H o n s - 4

June,2021	26	Unit 4: Scientific model of curriculum-Stenhouse's model	Unit 4: b. Auditory impairment c. Mental retardation	b. Role of parents, teachers, mass-media in inculcating values	Unit 4 : b. Learning experiences in peace education through imitation, indoctrination, inculcation and internalization	Unit 4: Contemporary Acts on Education a. RTEA,2009 b. PWD	Unit 4: b) Role of technology in inclusive classroom-aids, appliances and remedial teaching.	(c) Reporting on the Programme.	Hons-20 Gen-16 SEC-06
-----------	----	---	--	--	---	--	---	---------------------------------	-----------------------------