

BUNIADPUR MAHAVIDYALAYA			
DEPARTMENT OF EDUCATION			
ANNUAL TEACHING PLAN 2021-2022			
FOR EDCH 1ST SEM			
Months	Course Name	Topics	Teacher
JULY	Philosophical Foundation of Education & Sociological Foundation of Education(DC		
	DC-1(UNIT-1)	Education: Meaning, Concept, Nature and Functions. Narrow and Broader Concepts of Education.	AT
	DC-1(UNIT-3)	Formal Education, –Meaning, Concepts, Nature and Importance.	LTD
	DC-1(UNIT-4)	Roles of Education- National Integration,	AT
	DC-2(UNIT-1)	Meaning of Educational Sociology & Sociology of Education.	LTD
	DC-2(UNIT-4)	Education and Culture-;Concept &Components of culture	LTD
AUGUST	DC-1(UNIT-1)	Education as– a Process, a Product and a Discipline.	AT
	DC-1(UNIT-3)	Informal Education –Meaning, Concepts, Nature and Importance.	LTD
	DC-1(UNIT-4)	Roles of Education- International Understanding and Democracy.	LTD
	DC-2(UNIT-1)	Relationship between Sociology and Education.	AT
	DC-2(UNIT-4)	Role of education in preservation and transmission of culture.	LTD
SEPTEMBER	DC-1(UNIT-1)	Aims of Education–Individual, Social and National Aims.	LTD
	DC-1(UNIT-3)	Non-formal Education-Meaning, Concepts, Nature and Importance.	AT
	DC-1(UNIT-5)	Meaning, Concept and Need of Discipline,	AT
	DC-2(UNIT-1)	Sociological determinants of education.	LTD
	DC-2(UNIT-4)	Cultural Lag and Cultural Change.	LTD
NOVEMBER	DC-1(UNIT-1)	Objectives of Education–Four Pillars of Education (Delor’s Report: Learning to Know, Learning to Be, Learning to Do, and Learning to Live Together).	LTD
	DC-2(UNIT-3)	Types of Groups, with special reference to Primary and Secondary Groups.	AT
	DC-1(UNIT-5)	Meaning, Concept and Need of Order,	LTD
	DC-2(UNIT-2)	Meaning of social change.	AT
	DC-2(UNIT-5)	Unemployment.	LTD

<b>DECEMBER</b>	DC-1(UNIT-2)	Philosophy of Education: Meaning, Concept, Nature, Scope and Implication.Vedic Schools (Sankhya,Yoga, Naya),Islamic Philosophy–their educational ideology and contributions	LTD
	DC-2(UNIT-3)	Social interaction and its educational implications.Socialization– Concept, Factors and Implication	AT
	DC-1(UNIT-5)	Free-discipline, Maintenance of school discipline-problems and means.	LTD
	DC-2(UNIT-2)	Factors affecting social change (Political, Educational and Technological).Concept &forms of Social Mobility and Stratification.	AT
	DC-2(UNIT-5)	Role of Education in solving social problems (Illiteracy, Nutrition and Sanitation, Unemployment) with special emphasis on Government Policies.	LTD

No of Class	ASSIGNMENT GIVEN
C-1&DC-2)	
8	1. Discussed the study materials.
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9	2. Group discussion.
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10	3. Mock test.
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10	4. Per students 5 minutes sub-topic presentation.
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10	5. Internal examination.
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10	6. Class quiz.
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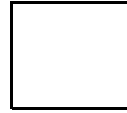
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BUNIADPPUR MAHAVIDYALAYA				
DEPARTMENT OF EDUCATION				
ANNUAL TEACHING PLAN 2021-2022(EDCG-1ST SEM)				
Philosophical Foundation of Education(DC -1 /DC -2 )				
Months	Course Name	Topics	Teacher	No of Class
JULY	(DC -1 /DC -2 (UNIT-1)	Nature and scope of Education,	AT	8
	(DC -1 /DC -2 (UNIT-2)	Meaning of philosophy and education;	LTD	7
	(DC -1 /DC -2 (UNIT-2)	Factors of Education: The child – its innate endowment and environment,	LTD	10
	(DC -1 /DC -2 (UNIT-3)	Co-curricular activities.	AT	8
	(DC -1 /DC -2 (UNIT-3)	Emergence of educational thoughts through the works of great educators like-Tagore,	LTD	12
AUGUST	(DC -1 /DC -2 (UNIT-1)	Education as a science; Education as a social process,	LTD	9
	(DC -1 /DC -2 (UNIT-2)	Relation between philosophy and education;	AT	7
	(DC -1 /DC -2 (UNIT-2)	The teacher –qualities	LTD	9
	(DC -1 /DC -2 (UNIT-3)	Freedom and discipline, need of discipline and out of school,	LTD	9
	(DC -1 /DC -2 (UNIT-3)	Emergence of educational thoughts through the works of great educators like-, Gandhi,	AT	9
SEPTEMBER	(DC -1 /DC -2 (UNIT-1)	Factors of Education.	LTD	5
	(DC -1 /DC -2 (UNIT-2)	Essential aspects of major philosophies of education with special reference to aims, process and curriculum – Idealism,	LTD	12
	(DC -1 /DC -2 (UNIT-2)	The teacher –responsibilities	AT	7
	(DC -1 /DC -2 (UNIT-3)	Discipline and order, free discipline with stress on reward and punishment.	AT	9
	(DC -1 /DC -2 (UNIT-3)	Emergence of educational thoughts through the works of great educators like- Froebel ,	LTD	12
	(DC -1 /DC -2 (UNIT-1)	Aims of Education– individual, social,	LTD	6
	(DC -1 /DC -2 (UNIT-2)	Essential aspects of major philosophies of education with special reference to aims, process and curriculum- Naturalism	LTD	14

<b>NOVEMBER</b>	(DC -1 /DC -2 (UNIT-2)	Curriculum definition, types of curricula	AT	6
	(DC -1 /DC -2 (UNIT-3)	Emergence of educational thoughts through the works of great educators like Rousseau,	LTD	9
	(DC -1 /DC -2 (UNIT-3)	Emergence of educational thoughts through the works of great educators like- Montessori,& Aurobindo.	AT	10
<b>DECEMBER</b>	(DC -1 /DC -2 (UNIT-1)	Vocational and democratic;-Education	LTD	6
	(DC -1 /DC -2 (UNIT-2)	Essential aspects of major philosophies of education with special reference to aims, process and curriculum-Pragmatism	AT	7
	(DC -1 /DC -2 (UNIT-2)	Principles of curriculum construction, childcentered and life-centered curricula,]	LTD	10
	(DC -1 /DC -2 (UNIT-3)	Emergence of educational thoughts through the works of great educators like-Dewey	AT	9
	(DC -1 /DC -2 (UNIT-3)	Education for national integration, international understanding and education for human resource development, education for leisure.	LTD	14

**ASSIGNMENT GIVEN**

1. Discussed the study materials.



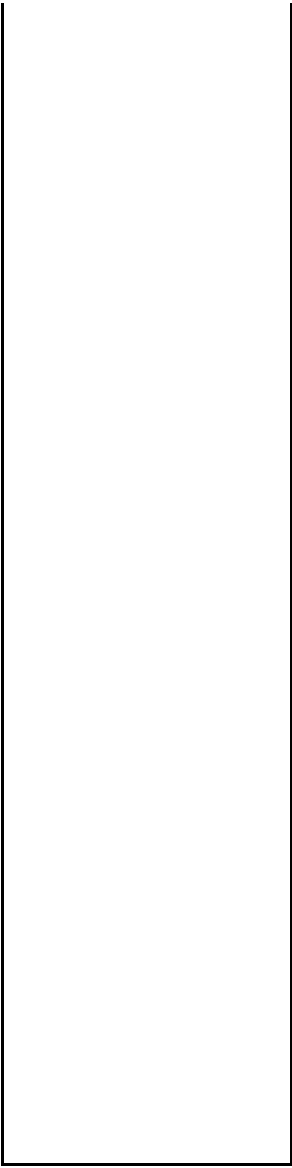
2. Group discussion.

3. Mock test.

4. Per students 5 minutes sub-topic presentation.

5. Internal examination.

6. Class quiz.





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Months	Course Name
<b>JANUARY</b>	DC-3(UNIT-1)
	DC-3(UNIT-2)
	DC-3(UNIT-4)
	DC-3(UNIT-3)
	DC-3(UNIT-3)
<b>FEBRUARY</b>	DC-3(UNIT-1)
	DC-3(UNIT-2)
	DC-3(UNIT-4)
	DC-3(UNIT-3)
	DC-3(UNIT-4)
<b>MARCH</b>	DC-3(UNIT-1)
	DC-3(UNIT-2)
	DC-3(UNIT-4)
	DC-3(UNIT-3)
	DC-3(UNIT-4)

Months	Course Name
<b>APRIL</b>	DC-4 (UNIT-3)
	DC-4 (UNIT-1)
	DC-4 (UNIT-2)

	DC-4 (UNIT-3)
	DC-4 (UNIT-1)
<b>MAY</b>	DC-4 (UNIT-3)
	DC-4 (UNIT-1)
	DC-4 (UNIT-2)
	DC-4 (UNIT-3)
	DC-4 (UNIT-1)
<b>JUNE</b>	DC-4 (UNIT-3)
	DC-4 (UNIT-1)
	DC-4 (UNIT-2)
	DC-4 (UNIT-3)
	DC-4 (UNIT-1)

**BUNIADPPUR MAHAVIDYALAYA  
DEPARTMENT OF EDUCATION  
ANNUAL TEACHING PLAN 2021-2022**

**FOR EDCH 2nd SEM**

**Psychological Foundation of Education-DC-3**

<b>Topics</b>	<b>Teacher</b>
Meaning, Nature, Scope, Methods and Applications of Educational Psychology in teaching-learning process	LTD
Growth and Development – Meaning, Nature and Principles.	AT
Personality – Meaning, Nature, Development	AT
Learning – Meaning, Nature, Factors and Theories (Pavlov, Skinner, Thorndike, Gestalt Theory and their applications).	LTD
Creativity – Meaning, Nature, and Factors. Nurturing and Measurement of creativity.	AT
Relationship between Psychology and Education. Sensation, Perception and Concept Formation – Meaning, Nature and Types.	AT
Stages of development with special reference to Infancy, Childhood and Adolescence. Cognitive development (Piaget).	LTD
Theories of Personality- (Trait theory – Allport, Type theory– Jung).	AT
Relation of learning with Maturation, Attention, Interest and Motivation.	LTD
Intelligence – Meaning, Nature and Theories (Spearman, Thurstone, Guilford and their educational significance)	LTD
Memory– Meaning, Nature and Types, and Forgetting.	LTD
Individual Differences–Meaning, Types, Causes, Areas and Role of teachers for minimizing the individual differences in classroom situation.	AT
Measurement of Personality– Projective Tests.	LTD
Transfer of Learning– Meaning, Types and Theories.	AT
Measurement of Intelligence–Types of Tests (Binet and Wechsler) and their uses.	LTD

**Education in Ancient, Medieval and Pre-Independence India(DC-4)**

<b>Topics</b>	<b>Teacher</b>
Hunter Commission, Gokhale's Bill,	AT
Buddhist Period: Aims of education, Structure,	LTD
Mediaeval Period: Aims of education, Structure, Curriculum, Methods, Discipline Teacher-Student relation and contribution.	LTD

Education in British India: Missionaries' activities towards Education,	AT
Vedic Period: Aims of Education, Structure,	LTD
Calcutta University Commission,	AT
Buddhist Period-Curriculum, Methods, Discipline,	LTD
Educational activities of Firoj Shah, Great Akbar	LTD
Adams Report, and Charter Act,	AT
Vedic Period: Curriculum, Methods, Discipline,	AT
National Education Movements (feature, causes, phases and failures).	LTD
Buddhist Period-Teacher-student relation and contribution.	AT
Educational activities- Aurangzeb.	LTD
Adams Report, and Charter Act,	LTD
Vedic Period: Teacher and Student relation and contribution.	AT

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No of Class	ASSIGNMENT GIVEN
15	1. Discussed the study materials.
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14	2. Group discussion.
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9	3. Mock test.
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7	4. Per students 5 minutes sub-topic presentation.
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5	5. Internal examination.
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10	6. Class quiz.
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<b>No of Class</b>	
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<b>BUNIADPUR MAHAVIDYALAYA</b>			
<b>DEPARTMENT OF EDUCATION</b>			
<b>ANNUAL TEACHING PLAN 2021-2022</b>			
<b>FOR EDCG/ 2nd SEM</b>			
<b>Psychological Foundation of Education(DC -3 /DC -4)</b>			
<b>Months</b>	<b>Course Name</b>	<b>Topics</b>	<b>Teacher</b>
<b>JANUARY</b>	DC -3 /DC -4(UNIT-1)	Psychology – Its meaning, Nature and Scope.	LTD
	DC -3 /DC -4(UNIT-2)	Habit – meaning of habit and its role in education	AT
	DC -3 /DC -4(UNIT-1)	Learning and maturation	LTD
	DC -3 /DC -4(UNIT-2)	Personality: Concept,	AT
	DC -3 /DC -4(UNIT-2)	Intelligence – concepts, definitions	LTD
<b>FEBRUARY</b>	DC -3 /DC -4(UNIT-1)	Relationship between Education and Psychology.	LTD
	DC -3 /DC -4(UNIT-2)	Habit formation and implication in education.	AT
	DC -3 /DC -4(UNIT-1)	Essential aspects of different theories and laws of learning,	LTD
	DC -3 /DC -4(UNIT-2)	Personality- traits	AT
	DC -3 /DC -4(UNIT-2)	Spearman’s Two Factor Theory of intelligence	LTD
<b>MARCH</b>	DC -3 /DC -4(UNIT-1)	Distinction between Psychology and Educational Psychology.	LTD
	DC -3 /DC -4(UNIT-2)	Emotions – their meaning, characteristics	AT
	DC -3 /DC -4(UNIT-1)	Motivation in learning	LTD
	DC -3 /DC -4(UNIT-2)	Development of personality	AT
	DC -3 /DC -4(UNIT-2)	Thurstone’s Multiple Factors of intelligence	LTD
<b>APRIL</b>	DC -3 /DC -4(UNIT-1)	Stage of human development: infancy,	LTD
	DC -3 /DC -4(UNIT-2)	place of emotions in education and their sublimation.	LTD
	DC -3 /DC -4(UNIT-1)	Theories of learning -Pavlov	AT
	DC -3 /DC -4(UNIT-2)	Assessment of personality	AT
	DC -3 /DC -4(UNIT-2)	Guilford’s SOI Model	LTD
<b>MAY</b>	DC -3 /DC -4(UNIT-1)	Stage of human development childhood, latency	LTD
	DC -3 /DC -4(UNIT-2)	Meomory	AT
	DC -3 /DC -4(UNIT-1)	Theories of learning -Skinner	LTD
	DC -3 /DC -4(UNIT-2)	TAT	AT
	DC -3 /DC -4(UNIT-2)	Measurement ; Verbal test of intelligence	LTD
<b>JUNE</b>	DC -3 /DC -4(UNIT-1)	Adolescent, their needs, significance and problems.	LTD
	DC -3 /DC -4(UNIT-2)	Forgetting.	AT
	DC -3 /DC -4(UNIT-1)	Theories of learning -Thorndike	AT
	DC -3 /DC -4(UNIT-2)	Socigram and CAT	LTD

	DC -3 /DC -4(UNIT-2)	Measurement ;Non- Verbal test of intelligence	AT
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No of Class	ASSIGNMENT GIVEN
10	1. Discussed the study materials.
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8	2. Group discussion.
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9	3. Mock test.
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10	4. Per students 5 minutes sub-topic presentation.
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10	5. Internal examination.
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10	6. Class quiz.
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**BUNIADPUR MAHAVIDYALAYA  
DEPARTMENT OF EDUCATION  
ANNUAL TEACHING PLAN 2021-2022  
FOR EDCH 3rd SEM**

Months	Course Name	Topics	Teacher	No of Class	ASSIGNMENT GIVEN
<b>JULY</b>	DC-5(UNIT-1)	University Education Commission,	AT	8	1. Discussed the study materials.  2. Group discussion.
	DC-5(UNIT-2)	National Education Policy (1986,& 1990	LTD	9	
	DC-5(UNIT-3)	Ashok Mitra Commission	AT	8	
	DC-6(UNIT-4)	Open, Distance and Correspondence Education Meaning, Objectives, Importance and Problems	LTD	9	
	DC-6(UNIT-1)	Elementary Education -Objectives, Importance, Problems and Government Initiations. Role of DIET, WBBPE,	LTD	11	
<b>AUGUST</b>	DC-5(UNIT-1)	Secondary Education Commission,	AT	6	3. Mock test.
	DC-5(UNIT-2)	1992-POA),	LTD	10	
	DC-5(UNIT-3)	Pabitra Sarkar Committee.	LTD	5	
	DC-6(UNIT-4)	Role of UGC – DEB, IGNOU and NSOU in the field of Distance Education.	LTD	14	
	DC-6(UNIT-1)	, SSA, SCERT and NCERT in the field of Elementary Education.	AT	10	
<b>SEPTEMBER</b>	DC-5(UNIT-1)	Indian Education Commission (Views on different Aspects of education	LTD	10	4. Per students 5 minutes sub-topic presentation.  5. Internal examination.
	DC-5(UNIT--2)	National Knowledge Commission, Sachar Commission, Ranganath Mishra Commission.	LTD	10	
	DC-5(UNIT-3)	Right to Education Act.	AT	8	

Months	Course Name	Topics	Teacher	No of Class	ASSIGNMENT GIVEN
	DC-6(UNIT-5)	Technical and Vocational Education - Meaning, Objectives, Importance, Problems and Government Initiations.	LTD	9	6. Class quiz.
	DC-6(UNIT-2)	Secondary Education -Objectives, Importance, Problems and Government Initiations.	AT	8	
NOVEMBER	DC-7(UNIT-1)	Women Education -Meaning. Objectives, Importance, Barriers,	LTD	6	
	DC-7(UNIT-2)	Social Education- Meaning. Objectives, Importance, Barriers,	AT	8	
	DC-7(UNIT-5)	Meaning. Objectives, Importance, causes of declining, Role of education.	AT	8	
	DC-6(UNIT-5)	Role of AICTE and WBSCVET in the field of Technical and Vocational Education.	LTD	9	
	DC-6(UNIT-2)	Role of WBBSE, SCERT, CBSE, RMSA and NCERT in the field of Secondary Education.	LTD	14	
DECEMBER	DC-7(UNIT-1)	Government initiations and view of Different commissions and committees	LTD	8	
	DC-7(UNIT-2)	Social Education- Government initiations.	LTD	7	
	DC-7(UNIT-5)	Yoga education – Meaning, Nature, Objectives, Importance	AT	6	
	DC-7 (UNIT-3)	Environmental Education - Meaning. Objectives, Importance, causes of environmental pollution and Government initiations in preserving environment and preventing pollutions.	AT	10	

Months	Course Name	Topics	Teacher	No of Class	ASSIGNMENT GIVEN
	DC-7, UNIT -4	Population Education Meaning. Objectives, Importance, causes for rapid growth of population and Government Initiations. National Population Policy – 2000.	LTD	14	

<b>BUNIADPUR MAHAVIDYALAYA</b>			
<b>DEPARTMENT OF EDUCATION</b>			
<b>ANNUAL TEACHING PLAN 2021-2022</b>			
<b>FOR EDCG/ 3rd SEM</b>			
<b>Sociological Foundation of EducationDC -5 /DC -6&amp; SEC -1 (Pedagogy)</b>			
<b>Months</b>	<b>Course Name</b>	<b>Topics</b>	<b>Teacher</b>
<b>JULY</b>		Educational Sociology: Meaning, Concept, Nature	LTD
		Education and Culture: Meaning, Concept and Nature of Culture.	AT
		Concept and Meaning of Pedagogy.	AT
		General Principles of Teaching.	LTD
		Teaching Methods – Lecture,& Demonstration method	LTD
<b>AUGUST</b>		Importance of Educational Sociology	LTD
		Role of Education in transmission and preservation of Culture.	AT
		Definition & Concept of teaching	LTD
		Psychological Principles of Teaching.	LTD
		Teaching Methods- Problem Solving, Programmed Instruction	AT
<b>SEPTEMBER</b>		Relation between Education and Sociology.	LTD
		Education and Social Change: Meaning, Concept, Nature	AT
		Nature & Characteristics of Teaching.	LTD
		Factors affecting Teaching:	LTD
		Story-telling teaching method	AT
		Social Group: Meaning, Concept, Nature and Types of Groups.	LTD
		Factors of Social Change.	AT
		Relationship between teaching and learning.	LTD
		Input and Output Variables of teaching.	AT
<b>NOVEMBER</b>		Different Teaching Aids –Audio, Visual, Audio-visual,	LTD
		Role of Primary and Secondary Groups in Education	LTD
		Role of Education in Social Change.	AT
		Effective teaching	LTD
		Characteristics of a Good Teacher.	AT
<b>DECEMBER</b>		Different Teaching Aids-Projected and Non- projected.	LTD


No of Class	ASSIGNMENT GIVEN
10	1. Discussed the study materials.  2. Group discussion.  3. Mock test.  4. Per students 5 minutes sub-topic presentation.  5. Internal examination.  6. Class quiz.
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<b>BUNIADPUR MAHAVIDYALAYA</b>
<b>DEPARTMENT OF EDUCATION</b>
<b>ANNUAL TEACHING PLAN 2021-2022</b>
<b>FOR EDCH 4th SEM</b>

Months	Course Name	Topics
<b>JANUARY</b>	DC-8(UNIT-1B8:B12)	<b>Meaning of Measurement and Evaluation-</b> Meaning and Nature of educational measurement – Need for measurement in education
	DC-8(UNIT-3)	<b>Test Standardization-</b> General principles of test construction and standardization. Scoring of student achievement, methods of interpreting test scores
	DC-9(UNIT-2)	<b>Concept of Variable and Data -</b> Meaning and Types (Data: grouped and un-grouped).
	DC-9(UNIT-1)	<b>Concept of Statistics-</b> Meaning nature and scope of Educational Statistics
	DC-8(UNIT-2)	<b>Measurement Instrument-</b> Measuring instruments and their classification; errors in measurement; types of scales in educational measurement. Characteristics of good measuring instrument – Validity and Reliability (Methods of Determination), Norms and Objectivity.
<b>FEBRUARY</b>	DC-8(UNIT-1)	Concept and nature of Assessment and Evaluation in education, relation between measurement, assessment and evaluation
	DC-8(UNIT-3)	Reporting test results (Essay type, Objective type, short answer type and Oral type tests).
	DC-9(UNIT-2)	Graphical presentation of data – Pie diagram, Histogram, and Frequency Polygon, –their uses.
	DC-9(UNIT-1)	Sources of educational data and use of Educational Statistics. Significance of Statistic.
	DC-8(UNIT-2)	Measurement of Interest, Intelligence, Aptitude, Attitude, Personality and Academic Achievement – different tools.
<b>MARCH</b>	DC-8(UNIT-1)	Types of Evaluation – Placement, Formative, Diagnostic, Summative, Norm Referenced and Criterion Referenced Evaluation.
	DC-9(UNIT-4)	<b>Concept of Normal Distribution -</b> Properties and uses of Normal Probability Curve in interpreting test scores. Divergence from normality –Skewness and Kurtosis.
	DC-9(UNIT-2)	Graphical presentation of data --Cumulative Frequency Graph and Ogive –their uses.



	DC-10(UNIT-1)	<u>Educational Management -</u> • Educational Management– Meaning, Concept, Nature, Scope, Need and Functions.
	DC-9(UNIT-5)	<u>Bivariate Distribution-</u> • Correlation – Meaning, Concept and Types. Computation of Coefficients of Correlation by Rank Difference
APRIL	DC-9(UNIT-3)	Uses and limitations. (Mean, Median and Mode – calculation and application).
	DC-9(UNIT-4)	Derived Scores: Z-Score, T-Score and Stannine – their uses, percentile Point and Percentile Rank.
	DC-10(UNIT-3)	Aspects of Educational Management- • Student Welfare and Auxiliary Services including School Health Services; • School Plant including Equipment and Assets;
	DC-10(UNIT-1)	Types of Educational Management– Centralized, Decentralized;
	DC-9(UNIT-5)	Product Moment Methods. Interpretation of Coefficients of Correlations.
MAY	DC-9(UNIT-3)	Measures of Variability – uses and limitations. (Range, Quartile Deviation calculation and application
	DC-10(UNIT-2)	<u>Leadership-</u> Leadership in Management– Meaning, Concept, Nature
	DC-10(UNIT-3)	• Sanitation and Beautification; • Institutional Climate and Discipline;
	DC-10(UNIT-1)	Types of Educational Management– Authoritarian and Democratic; Dynamic and Laissez-Faire.
	DC-10(UNIT-4)	<u>Educational Planning-</u> Educational Planning–Meaning, Concept, Types, Need and Significance.
JUNE	DC-9(UNIT-3)	Measures of Variability – ,Average Deviation, Standard Deviation– calculation and application).
	DC-10(UNIT-2)	• Characteristics of an Effective Leader in Education. • Types of Leaders in Education.
	DC-10(UNIT-3)	• Hostel and Staff Accommodation; • Management of Finance including budget allocation
	DC-10(UNIT-1)	Supervision, Administration and Inspection–Meaning, Concept, Nature, Scope and Functions.
	DC-10(UNIT-4)	• Steps in Educational Planning • Academic Calendar and Timetable.




Teacher	No of Class	ASSIGNMENT GIVEN
AT	8	1. Discussed the study materials.
LTD	10	
LTD	4	2. Group discussion.
AT	8	
LTD	15	3. Mock test.
AT	8	4. Per students 5 minutes sub-topic presentation.
LTD	10	
LTD	9	
AT	8	5. Internal examination.
LTD	10	
AT	8	6. Class quiz.
LTD	14	
LTD	6	

AT	8
LTD	9
AT	8
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LTD	9
LTD	12
AT	8
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AT	8
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LTD	11



BUNIADPUR MAHAVIDYALAYA			
DEPARTMENT OF EDUCATION			
ANNUAL TEACHING PLAN 2021-2022			
FOR EDCG/ 4th SEM			
Months	Course Name	Topics	Teacher
JANUARY	DC -7 /DC -8 -UNIT-2	Recommendations of Indian Education commission-1882, its influence on the subsequent development of education.	LTD
	DC -7 /DC -8 -UNIT-1	A Synoptic view of Education in: (a) Vedic, <u>Test Description</u>	LTD
	SEC -2 UNIT-1	Meaning of Test, Types of Tests,	LTD
	DC -7 /DC -8 -UNIT-1	Macaulay's Minutes and Bentinck's Resolution of 1835.	AT
	SEC -2 UNIT-2	<u>Description on Psychological Test -Interest Inventory,their fundamental characteristics</u>	AT
FEBRUARY	DC -7 /DC -8 -UNIT-2	Essential features of the Sadler Commission Report-1917.	LTD
	DC -7 /DC -8 -UNIT-1	A Synoptic view of Education in: (b) Buddhist	AT
	SEC -2 UNIT-1	, Psychometric Test,	LTD
	DC -7 /DC -8 -UNIT-1	Wood's Despatch-1854.	AT
	SEC -2 UNIT-2	Achievement Test Importance of Achievement Test,	LTD
MARCH	DC -7 /DC -8 -UNIT-2	Wardha Scheme of Education-1937.	AT
	DC -7 /DC -8 -UNIT-1	A Synoptic view of Education in: (c) Medieval periods.	LTD
	SEC -2 UNIT-1	Sociometric Test	LTD
	DC -7 /DC -8 -UNIT-1	Lord Curzon's educational policy. Functional characteristics of academic achievement test	AT
	SEC -2 UNIT-2		LTD
APRIL	DC -7 /DC -8 -UNIT-2	Radhakrishnan Commission-1948	AT
		<u>Status of Education System in Pre-Independent India -•</u> Advent of the Missionaries: Serampore Mission and the activities of the Serampore Missionaries regarding extension of education	LTD
	DC -7 /DC -8 -UNIT-1	Achievement Test	LTD
	SEC -2 UNIT-2	Test, their basic characteristics	LTD
	DC -7 /DC -8 -UNIT-1	Growth of national consciousness	AT
SEC -2 UNIT-3	Difference between Achievement and Performance,	LTD	

<b>MAY</b>	DC -7 /DC -8 -UNIT-2	A Synoptic study of changes in School System- Primary (Structure and curricular only after independence).	LTD
	DC -7 /DC -8 -UNIT-1	Adam's Report on Indigenous education.	AT
	SEC -2 UNIT-2	Meaning of Intelligence Test,	AT
	DC -7 /DC -8 -UNIT-1	. National education movement Functional characteristics of academic achievement test	LTD
	SEC -2 UNIT-3		LTD
<b>JUNE</b>	DC -7 /DC -8 -UNIT-2	A Synoptic study of changes in School System- Secondary Structure and curricular only after independence).	LTD
	DC -7 /DC -8 -UNIT-1	Munroe& Elphinstone's Report on Indigenous education	AT
	SEC -2 UNIT-2	Personality Test,	LTD
	DC -7 /DC -8 -UNIT-1	Phases of National education movement	AT
	SEC -2 UNIT-3	AGCT test	LTD


No of Class	ASSIGNMENT GIVEN
7	1. Discussed the study materials.
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8	2. Group discussion.
8	3. Mock test.
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12	4. Per students 5 minutes sub-topic presentation.
8	5. Internal examination.
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12	6. Class quiz.
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<b>BUNIADPPPUR MAHAVIDYALAYA</b>
<b>DEPARTMENT OF EDUCATION</b>
<b>ANNUAL TEACHING PLAN 2021-2022</b>
<b>FOR EDCH 5th SEM</b>

Months	Course Name	Topics	Teacher	No of Class	ASSIGNMENT GIVEN
<b>JULY</b>	DC-11(UNIT-2)	<ul style="list-style-type: none"> <li>• Communication and Educational Technology, Components of communication process. Role of communication in effective teaching-learning process, Factors affecting classroom communication.</li> </ul>	LTD	14	1. Discussed the study materials.
	DC-11(UNIT-1)	Technology: Meaning, Concept, Nature, Scope, Need and Functions. Types of Educational Technology: ET-1, ET-2 and ET-3.	LTD	15	
	DC-12(UNIT-3)	<ul style="list-style-type: none"> <li>• Meaning, Nature and Scope of Counseling</li> <li>• Different types of Counseling</li> </ul>	AT	5	2. Group discussion.
	DC-12(UNIT-4)	Causes and symptoms of Maladjustment – Genetic pre-disposition and environment factors.	AT	5	
	DC-12(UNIT-1)	Meaning, Nature and Scope of Guidance. Economical, Psychological and Sociological bases of Guidance.	AT	6	
	DC-11(UNIT-2)	<ul style="list-style-type: none"> <li>• Open and Distance Education: Meaning, Concepts, Nature, Scope, and Usefulness – Application of Educational Technology in Distance Education.</li> </ul>	LTD	12	4. Per students 5 minutes sub-topic presentation.

<b>AUGUST</b>	DC-11(UNIT-1)	Mass Instructional Technique – Lecture, Seminar and Demonstration Method (Meaning, Nature, Advantages and Limitations).	AT	8
	DC-12(UNIT-3)	<ul style="list-style-type: none"> <li>• Various steps and techniques of Counseling</li> <li>• Necessary qualities (personal and professional) of good Counselor. Role of the Counselor in secondary schools. Relationship between guidance, counseling and teaching.</li> </ul>	LTD	12
	DC-12(UNIT-4)	Frustration, Conflicts and Anxiety – Role of school in preventing mal-adjustment.	LTD	5
	DC-12(UNIT-1)	Need and Importance of Educational Guidance Services in Schools. <ul style="list-style-type: none"> <li>• Types of Guidance.</li> </ul>	AT	8
<b>SEPTEMBER</b>	DSE-1(UNIT-1)	<ul style="list-style-type: none"> <li>• Definition, concept and importance of inclusive education.</li> </ul>	LTD	16
	DC-11(UNIT-2)	Personalized Techniques–Programmed learning, Computer Assisted Instruction and Microteaching (Meaning, Nature, Advantages and Limitations)	AT	15
	DC-12(UNIT-3)	<ul style="list-style-type: none"> <li>• Diagnostic and remedial measures: Special provisions for deviant children to enable them face problems of the daily life. Gifted and creative children.</li> </ul>	LTD	8
	DC-12(UNIT-4)	Adjustment mechanisms.	AT	5

5. Internal examination.

6. Class quiz.

NOVEMBER	DC-12(UNIT-2)	<ul style="list-style-type: none"> <li>• Basic data necessary for educational guidance – pupils ‘abilities, aptitudes, interests and attitudes, educational attainments and personality traits.</li> </ul>	LTD	10
	DSE-1(UNIT-1)	<ul style="list-style-type: none"> <li>• Difference between special education, integrated education and inclusive education.</li> </ul>	LTD	7
	DSE-1(UNIT-2)	Brief account of existing special, integrated and inclusive education services in India. Building inclusive learning friendly classrooms, overcoming barriers for inclusion.	LTD	8
	DSE-2(UNIT-2)	<ul style="list-style-type: none"> <li>• Concept of mental illness, Korchin’s five levels of dysfunction</li> <li>• Concept of Normality and Abnormality, Classification of Abnormal Behaviour</li> </ul>	LTD	4
	DSE-2(UNIT-1)	Concept of Mental Health, qualities of a good mental health.	AT	5
	DC-12(UNIT-2)	Construction, administration and interpretations of (i) Cumulative Record Cards, (ii) Interest Inventories.	AT	6
	DSE-1(UNIT-1)	<ul style="list-style-type: none"> <li>• Advantages of inclusive education for education for all children in the context of Right to Education</li> </ul>	LTD	10

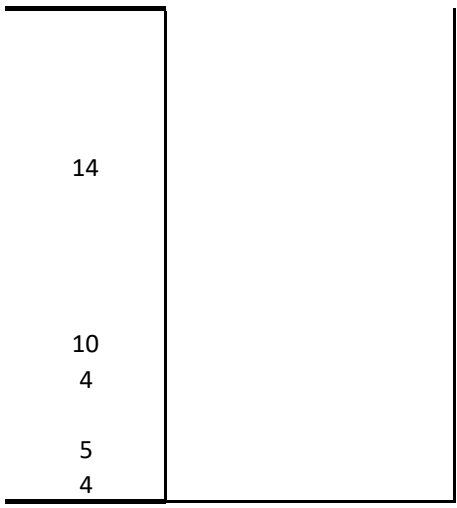
<b>DECEMBER</b>	DSE-1(UNIT-2)	Creating and sustaining inclusive practices. Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.	LTD	10
	DSE-2(UNIT-2)	<ul style="list-style-type: none"> <li>• Maladjustment (social, marital and occupational)</li> <li>• DSM – IV</li> </ul>	AT	8
	DSE-2(UNIT-1)	Concept and objectives of Mental Hygiene	AT	8
	DSE-1(UNIT-2)	Brief account of existing special, integrated and inclusive education services in India. <ul style="list-style-type: none"> <li>• Building inclusive learning friendly classrooms, overcoming barriers for inclusion.</li> </ul>	LTD	9

BUNIADPUR MAHAVIDYALAYA			
DEPARTMENT OF EDUCATION			
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FOR EDCG/ 5th SEM			
Months	Course Name	Topics	Teacher
<b>JULY</b>	DSE-1&DSE-2(UNIT-1)	Meaning, Concept and Nature of Evaluation and Measurement.	AT
	DSE-1&DSE-2(UNIT-2)	<u>Evaluation of Student Progress</u> -• Examination and evaluation – tools of evaluation	LTD
	DSE-1&DSE-2(UNIT-3)	• Tabulation of educational data. Measures of Central Tendency, Measure of variability. Graphical representation.	AT
	GE-1 UNIT-3	Cognitive and Interpersonal focused Approaches - Wellbeing – Mindfulness,	LTD
	GE-1 (UNIT-2)	Basics of Social Skills -Empathy - Sympathy,	AT
<b>AUGUST</b>	DSE-1&DSE-2(UNIT-1)	Need and Scope of Evaluation in Education: Evaluation of student achievement.	LTD
	DSE-1&DSE-2(UNIT-2)	Examination – essay type and objective type, criteria reference tests and standardized tests,	AT
	DSE-1&DSE-2(UNIT-3)	Histogram, Frequency Polygon and Ogive.	LTD
	GE-1 (UNIT-3)	Optimism,	LTD
	GE-1 (UNIT-2)	, Empathy & Altruism	AT
<b>SEPTEMBER</b>	GE-1 (UNIT-2)	<u>Basics of Social Skills</u> • Self- Awareness – Definition, type of self	AT
	DSE-1&DSE-2(UNIT-2)	• Empathy - Sympathy, Empathy & Altruism cumulative Record Card.	AT
	DSE-1&DSE-2(UNIT-3)	• Idea of linear correlation (Rank Difference and Product Moment Method).	LTD
	GE-1( UNIT-3)	Hope Theory,	LTD
	GE-1 (UNIT-2)	Interpersonal Relationship – Definition,	AT
	GE-1 (UNIT-1)	Interpersonal Relationship – Definition, Factors affecting Relationships	LTD
	DSE-1&DSE-2(UNIT-2)	• How to make good test: Specification of objectives, item selection, Characteristics of a good test: (a) Validity, (b) Reliability,	LTD
GE-1 (UNIT-2)	• Self- Awareness – Definition, type of self	AT	
GE-1( UNIT-3)	Self-Efficacy,	LTD	
GE-1 (UNIT-2)	Factors affecting Relationships	AT	

		<b><u>Standardizing</u></b>	
	SEC-3(UNIT-1)	<ul style="list-style-type: none"> <li>• Meaning of Standardization, Characteristics, Approaches of standardizing a test, Importance of Standardization, Nature of Teacher-Made Test, Basic features of a test</li> </ul>	LTD
<b>DECEMBER</b>			
	DSE-1&DSE-2(UNIT-2)	<ul style="list-style-type: none"> <li>• How to make good test: Specification of objectives, item selection, Characteristics of a good test: (c) Objectivity, (d) Usability, (e) Norms.</li> </ul>	LTD
	GE-1 (UNIT-2)	Empathy -	AT
		Problem-Solving Appraisal	LTD
	GE-1 (UNIT-2)	Interpersonal Relationship – Definition,	AT


No of Class	ASSIGNMENT GIVEN
6	1. Discussed the study materials.
10	
8	
12	2. Group discussion.
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8	3. Mock test.
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4	4. Per students 5 minutes sub-topic presentation.
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4	5. Internal examination.
12	
12	6. Class quiz.
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**BUNIADPUR MAHAVIDYALAYA****DEPARTMENT OF EDUCATION****ANNUAL TEACHING PLAN 2021-2022****FOR EDCH- 6th SEM**

<b>Months</b>	<b>Course Name</b>	<b>Topics</b>
<b>JANUARY</b>	DC-13(UNIT-3)	• Curriculum Development–its process: Role of curriculum development. Culture-Based, Knowledge-Based, Need-Based Curriculum
	DC-14(UNIT-2)	Educational Thinkers-Rousseau
	DC-13(UNIT-2)	Curriculum framework at different levels of education.
	DC-13(UNIT-1)	Meaning, Modern Concept and Nature of Curriculum–its relation with aims and objectives of education. Relation among Curriculum, Syllabus and Lesson.
	DC-13(UNIT-4)	Evaluation of Curriculum–Meaning and Utility, Steps and Process of Curriculum Evaluation;
<b>FEBRUARY</b>	DSE-3(UNIT-2)	Teaching methods : micro-teaching, simulation, demonstration, interaction analysis, and teaching skills
	DC-14(UNIT-2)	Educational Thinkers-John Dewey
	DC-13(UNIT-2)	Principles of curriculum construction, methods of organization of syllabus in formulating curriculum operations.
	DC-13(UNIT-1)	Different types of Curriculum (Traditional and Modern)–their relative merits and demerits. Concepts of Balanced Curriculum, Explicit or Written Curriculum, Hidden Curriculum, Holistic view of curriculum.
	DC-13(UNIT-4)	Formative& Summative Evaluation. Evaluation of Curriculum of the school stage.
<b>MARCH</b>	DC-13(UNIT-4)	Evaluation of Curriculum–Meaning and Utility, Steps and Process of Curriculum Evaluation; Formative & Summative Evaluation. Evaluation of Curriculum of the school stage.
	DSE-3(UNIT-2)	Difference between models of teaching and method of teaching
	DSE-3(UNIT-2)	Families of Teaching Models
	DC-13(UNIT-1)	Bloom’s Taxonomy of Educational objectives (an overview).
	DC-14(UNIT-1)	Educational Thinkers of East Credit 3 Critical study of the educational thoughts of the following educationists and their contributions on Indian Education: • M. K. Gandhi,

<b>APRIL</b>	DSE -4	Preparation of Standardized Achievement Test
	DSE -4	Project Work-
	DSE -4	Project Work-Preparation of Standardized Achievement Test
	DSE-4	Project Work- Survey on Environmental Awareness
	DC-14(UNIT-1)	Sri Aurobindo
<b>MAY</b>	DSE -4	Project Work-Preparation of Standardized Achievement Test
	DSE -4	Project Work-
	DSE -4	Project Work-Preparation of Standardized Achievement Test
	DSE -4	Project Work- Survey on Environmental Awareness
	DC-14(UNIT-1)	Rabindranath Tagore
<b>JUNE</b>	DC-14(UNIT-2)	Educational Thinkers - Montessori
	DC-14(UNIT-1)	Educational Thinkers - Swami Vivekananda
	DC-13(UNIT-1)	Co-curricular Activities: Meaning, Nature, Types and Importance. Relation between Curriculum and Co-curricular Activities
	DSC-3(UNIT-2)	•Models of Teaching: meaning, characteristics, and significance
	DC-14(UNIT-2)	Froebel

Teacher	No of Class	ASSIGNMENT GIVEN
AT	8	1. Discussed the study materials.
LTD	9	
LTD	10	
LTD	10	2. Group discussion.
AT	8	
LTD	15	
AT	8	3. Mock test.
AT	4	
LTD	14	4. Per students 5 minutes sub-topic presentation.
AT	4	
LTD	9	5. Internal examination.
AT	8	
AT	8	6. Class quiz.
LTD	8	
LTD	12	

LTD	15
LTD	14
AT	6
AT	4
AT	6
LTD	8
AT	8
LTD	5
AT	8
AT	8
LTD	14
LTD	10
LTD	5

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Months	Course Name	Topics	Teacher
JANUARY	GE-1(UNIT-1)	Eight limbs of Yoga: Yama, Niyama,	LTD
	DSE -3/DSE -4(UNIT-1)	• Guidance: Concept, Nature, Scope and Importance	AT
	DSE -3/DSE -4(UNIT-3)	• Meaning, Concept and Nature of Adjustment	LTD
	GE-2 (UNIT-2)	<b>Basics of Yoga Practices</b> -Concept of Yogic Practices	LTD
	DSE -3/DSE -4(UNIT-2)	Counseling: Meaning, Concept, Nature,	AT
FEBRUARY	GE-1(UNIT-1)	, Asana, Pranayama, Pratyahara,	LTD
	DSE -3/DSE -4(UNIT-1)	• Types of guidance.	AT
	DSE -3/DSE -4(UNIT-3)	Concept and Causes of Maladjustment.	LTD
	GE-2 (UNIT-2)	Kinds of Yogic Practices:	AT
	DSE -3/DSE -4(UNIT-2)	Types of Counsellig	LTD
MARCH	GE-1(UNIT-1)	Dharana, Dhyana, and Samadhi.	LTD
	DSE -3/DSE -4(UNIT-1)	• Basic data necessary for guidance (Data about students, courses and vocations	AT
	DSE -3/DSE -4(UNIT-3)	Role of parents, teachers, peers and educational institutions in preventing and eradicating maladjusted behaviour	LTD
	GE-2 (UNIT-2)	Asana,	AT
	DSE -3/DSE -4(UNIT-2)	Importance of counseling for adjustment problems.	LTD
	GE-2 (UNIT-2)	Pranayama – Meaning – Stages of Pranayama:	LTD
APRIL	GE-2(UNIT-1)	Yoga Education – Concept	AT
	GE-2 (UNIT-2)	Asana: Meaning ,– Classification of asana.	LTD
	GE-2 (UNIT-2)	Pranayama, Kriya,	LTD
	GE-2 (UNIT-1)	Yoga – Concept, Streams of Yoga,	AT
	GE-2 (UNIT-2)	Puraka, Rechaka, & Kumbhaka – Breathing regulation – Benefits of Pranayama	AT
MAY	GE-2(UNIT-1)	Importance,of Yoga Education	LTD
	GE-2 (UNIT-2)	Principles of asanas	LTD
	GE-2 (UNIT-2)	Bandha,, Mudra, Dhyana.	AT
	GE-2 (UNIT-1)	, Patanjali Yogasutra,	LTD
	JUNE	SEC -4(UNIT-1)	<u>Standardization of Academic Achievement Test</u> -Development of Academic Achievement Test and its Standardization
GE-2(UNIT-1)		Yoga Education as a fundamental base of education	AT

GE-2 (UNIT-2)	Practicing asanas	LTD
GE-2 (UNIT-1)	History of development of Yoga	AT


No of Class	ASSIGNMENT GIVEN	
15	1. Discussed the study materials.	
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7		2. Group discussion.
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8	3. Mock test.	
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8	4. Per students 5 minutes sub-topic presentation.	
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8	5. Internal examination.	
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8	6. Class quiz.	
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