

Faculty Name- Mrs. Kirati Joyal

Class- B. Ed

S.N	Month	Working Days	Unit	Paper- Understanding Disciplines and subject B. Ed I st year	Paper- Assessment for Learning Section- B. Ed II nd year - B	Paper- संस्कृत शिक्षण का Section- विज्ञान I-II year 6-7	Lectures
1.	August	24	I	Understand chronological evaluation of knowledge, understand theory related to human needs change with time	concept of measurement, evaluation, assessment, types, need and purpose of evaluation	तृतीय भाषा शिक्षण के लिए प्रयोग, मूल्यांकन, प्रकार, आभाषी की शक्ति, अवधारणा, अनिष्पत्ति, उपकक्षात्मक एवं उनका मूल्यांकन	24+24+24+24 = 96
2.	September	22	I II	Nature and role of disciplinary knowledge in the school curriculum changing concept of discipline and subject	Principal of assessment- evaluation, monitoring of Learning observation of Learning processes by self, Peer, teacher, Self-Peer, assessment	संस्कृत शिक्षण के उद्देश्य- मूल, आभाषी की शक्ति, शिक्षण-सम्प्रदाय मूल्यांकन, स्वकक्षात्मक एवं उपकक्षात्मक, स्वकक्षात्मक एवं उपकक्षात्मक	22+22+22+22 = 88
3.	October	23	II	Sources of discipline and subject. Nature and role of disciplinary knowledge in the school curriculum.	construction of test- subjective objective. characteristic of a good test standardized. teacher made test. Nature of information gathered	कथन की शक्ति- स्वकक्षात्मक, स्वकक्षात्मक, स्वकक्षात्मक, स्वकक्षात्मक, स्वकक्षात्मक	23+23+23+23 = 92
4.	November	15	III	Disciplinary areas in school	Qualitative- Quantitative mode of response (oral- written) classification of assessment based on purpose (prognostic, formative)	विद्यार्थी- प्रतिक्रिया- सम्प्रदाय, मूल्यांकन, प्रतिक्रिया, शिक्षण, कामियों- प्रत्यक्ष विद्यार्थी- सम्प्रदाय- सम्प्रदाय- सम्प्रदाय	15+15+15+15 = 60
5.	December	19	III	Inter- disciplinary approach impact of social, Political and intellectual context on discipline school subject	Diagnostic, summative, scope (teacher made standardized Attribute measured (achievement)	संस्कृत भाषा की प्रकृति, कृषि, भाषा व्यवहार में प्रयोग, कक्षा, स्वातंत्र्य पर परिस्थितियों, भाषा शिक्षण के उद्देश्य	19+19+19+19 = 76
6.	January	27	III IV	Sources of discipline and subject	Attitude, Attitude, providing Feedback types of Feedback Peer Feedback continuous-comprehensive evaluation-meaning (CE)	शिक्षण- स्वातंत्र्य पर प्रयोग, उद्देश्य, स्वकक्षात्मक, सामग्री की शक्ति, निदानत्मक- उपचार, कामियों पर प्रतिक्रिया, मूल्यांकन, शिक्षण में उद्देश्य, स्वकक्षात्मक, स्वकक्षात्मक	27+27+27+27 = 108
7.	February	24	IV	Redefining and re-structuring the discipline and school subject criteria for selecting content	CCE- Need- Process, Grading concept, types, application. Grading Psycho, social, Political dimensions marking- Grading system	उद्योग पर 2, प्रतिक्रिया, प्रतिक्रिया, प्रतिक्रिया, प्रतिक्रिया, प्रतिक्रिया, प्रतिक्रिया, प्रतिक्रिया, प्रतिक्रिया, प्रतिक्रिया, प्रतिक्रिया	24+24+24+24 = 96
8.	March	22	V	Learner oriented discipline Discipline and subject for national building	use of projects, Assignment, work sheet Pra. work, Performance based activities, seminars, reports as assessment devices	विद्यार्थी- प्रतिक्रिया- स्वकक्षात्मक, स्वकक्षात्मक, स्वकक्षात्मक, स्वकक्षात्मक, स्वकक्षात्मक, स्वकक्षात्मक, स्वकक्षात्मक, स्वकक्षात्मक, स्वकक्षात्मक	22+22+22+22 = 88
9.	April	22	V	School subject for social reconstruction, Practical Knowledge, community knowledge	Teacher assessment by student Institutional evaluation, Participatory assessment, comparative analysis of prevalent practices of assessment	निदानात्मक- उपचार, कामियों के शिक्षण, सम्प्रदाय- मूल्यांकन- स्वकक्षात्मक, स्वकक्षात्मक, स्वकक्षात्मक, स्वकक्षात्मक, स्वकक्षात्मक, स्वकक्षात्मक, स्वकक्षात्मक	22+22+22+22 = 88
10	May	4	V	Intuitive knowledge community monitoring	community monitoring	शिक्षण एवं सामग्री निर्माण के विद्यार्थी	4+4+4+4 = 16



सरस्वती शिक्षक प्रशिक्षण महाविद्यालय

Annual Teaching Plan - 2021-22

Faculty Name- Mrs. Kirli Eyoal

Class- B. Ed

S.N.	Month	Working Days	Unit	Paper- Section- Assessment For Learning B. Ed II nd year - B	Paper- Section- संस्कृत शिक्षण का विज्ञान I - II nd year (6-7 Period)	Lectures
1.	November	12	I	concept of measurement, evaluation and assessment, Types, need, purpose of evaluation	तृतीय भाषा शिक्षण के विद्वान्त, महत्व भाषायी कौशल - अवलोक्य, अभिव्यक्ति उपकौशल एवं उनका महत्व	12+12+12 36
2.	December	21	I II	Principal of assessment - evaluation, monitoring of learning, observation of learning processes by self, by peer, teacher, self assessment, Peer assessment, construction of test - subjective objective	संस्कृत शिक्षण के उद्देश्य - माध्यमिक एवं उच्च माध्यमिक स्तर, भाषायी कौशल शिक्षण साम्प्रदाय - महत्व, प्रवर्ग कौशल - स्व, व्यक्त, स्वयंपात, बलपात, काराद - कवराद, लय	24+21+21 63
3.	January	26	II III	Characteristic of a good test standardized teacher made test nature of information gathered (Qualitative - Quantitative) mode of response, classification of assessment: purpose	कथन कौशल - स्व, व्यक्त, बलपात, स्वयंपात - काराद - कवराद, लय, मोक्षिक, क्रियात्मक - चारों कौशल में लक्ष्य - लेख्य, विद्युत, प्रविधि - साम्प्रदाय, महत्व, प्रक्रिया, शिक्षणार्थ	26+26+26 78
4.	February	24	III	Prognostic, formative, diagnostic, summative) Scope (Teacher made standardized) Attribute measured (Achievement, Attitude) Providing Feedback, types of Feedback	प्रत्यक्ष विधि, लेख्य - साम्प्रदाय - लक्षण उपयोग संस्कृत भाषा की संकृति, गत भाषा की क्रियात्मक, आपाध्यवहार में प्रयोग, कक्षा - कक्षा वातावरण व पर्यावरण शिक्षक, छात्र, पाठ्यपुस्तक, टिप्पणी, प्रत्यक्ष अनुभव, आभिव्यक्ति	24+24+24 72
5.	March	23	III IV	Peer Feedback, continuous - comprehensive evaluation - meaning concept, characteristics of CCE, Need, - process, grading: concept types, Application	निदानात्मक - उपचारात्मक कार्य, परीक्षण, मूल्यांकन शिक्षण में इतर - श्रेय सामग्री का साम्प्रदाय, महत्व, सावधानियां, शोषण पर, चित्र, चार्ट, जलनल बोर्ड, रेडियो, मूल्यांकन, OHP	23+23+23 69
6.	April	22	IV V	Indicators for Grading - Psycho social Political dimensions, marking system, Grading system, assessment of learning - attitude, values, interest Use of projects, Assignments, Worksheet, Pre work	शब्द चित्र - चयन, निर्माण, प्रयोग, विद्वान्त अक्षिप, पुग्म - समूह कार्य, संस्कृत पाठ्य सामग्री का शिक्षण - साम्प्रदाय, प्रयोग, विधि - प्रविधि - गण - पद्या, नृत्य, कक्षा, टीपकण, रचना, कउवाड	22+22+22 66
7.	May	25	V	Performance based activities, seminars, reports as assessment devices. Teacher assessment by student, Institutional evaluation, Participatory assessment, analysis of prevalent practices of assessment	संवाद, मूल्यांकन - साम्प्रदाय, कवराद, महत्व, प्रवर्ग पर निर्माण, निदानात्मक - उपचारात्मक शिक्षण - साम्प्रदाय महत्व, प्रवर्ग, कथन, पण, लेखन, टिपकण	25+25+25 75
8.	June	25				
9.	July	25				



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Annual Teaching Plan (2022-23)

Faculty Name- Mrs. KIRTI GOYAL

Class- B. Ed

S.N.	Month	Working Days	Unit	Paper- Assessment For Learning Section- B. Ed IInd - B	Paper- संस्कृत शिक्षण का विज्ञान Section- I and II nd Year (8 & 7 Period)	Lectures
1.	September	24	I	concept of measurement, evaluation and assessment, Types need and purpose of evaluation, Principal of assessment and evaluation	तृतीय भाषा शिक्षण के सिद्धान्त, महत्व, प्रकार, भाषा की कौशल - अवबोध, अभिव्यक्ति, उपकौशल एवं उनका महत्व	24+24 24 = 72
2.	October	16	I II	Monitoring of Learning observation of Learning processes by self, by peer, by teacher, self assessment and peer assessment construction of test - subjective and objective	तृतीय भाषा के रूप में संस्कृत शिक्षण के उद्देश्य - माध्यमिक एवं उच्च माध्यमिक स्तर पर भाषा की कौशल शिक्षण - सम्प्रत्यय, महत्व श्रवण - कौशल - स्वर, टपजन	16+16 16 = 48
3.	November	25	II	Characteristic of a good test. Standardized and teacher made test Nature of information gathered (Qualitative quantitative) mode of response (oral-written)	श्रवण कौशल - बलाघात, स्वरालाप, आरोह अवरोह लय, कवन कौशल - स्वर, टपजन बलाघात, स्वरालाप, आरोह अवरोह, लय, मौखिक कमलिपि पठन कौशल - चारो कौशलों में लक्ष्य-लेख्य	25+25 25 = 75
4.	December	20	III	Classification of assessment: Base on purpose (Prognostic, Formative, Diagnostic and Summative), Scope (Teacher made standardized) Attribute measured (Achievement)	विद्यया एवं प्रविद्यया - सम्प्रत्यय, महत्व, प्रक्रिया, विशेषताएं, कमियां - प्रत्यक्ष विद्यया संग्रहण - सम्प्रेशन उपागम, लमग उपागम तृतीय भाषा - अधिगम मनी विज्ञान, संस्कृत भाषा की	20+20 20 = 60
5.	January	26	III IV	Attributes measured (Aptitude, Attitude) providing feedback, types of feedback (written, comment, oral), Peer Feedback	मातृ भाषा की अभिका भाषा व्यवहार में प्रयोग, कक्षा - कक्षा वातावरण और परिस्थितियों, भाषा शिक्षण के उद्देश्य, शिक्षक, छात्र, पाठ्य पुस्तक, रूप	26+26 26 = 78
6.	February	23	IV	Concept and characteristics of CCE, Need and Process. Grading: concept, types and application, Indicators for grading psycho-social Political dimensions	निदानात्मक एवं उपचारात्मक कार्य, परीक्षण एवं मूल्यांकन, शिक्षण में दृश्य-श्रवण सामग्री का सम्प्रत्यय, महत्व, लावधानियां, श्यामपट्ट, चित्र, नार्ड, एलेनल बोर्ड, रेडियो, कम्प्यूटर, OHP	23+23 23 = 69
7.	March	22	IV V	Marking system and grading system Assessment of affective learning: attitude, Values, interest use of Projects, Assignments, worksheet	शब्द चित्र, इंटरनेट का प्रयोग, निदान, प्रयोग, सिद्धान्त, अभिनय, युक्त कार्य, लमह कार्य	22+22 22 = 66
8.	April	21	V	Use of practical work and performance based activities, seminars and reports as assessment devices. Commercialization of assessment	लेख्य पाठ्य सामग्री का शिक्षण: सम्प्रत्यय, महत्व प्रयोग, विद्यया-प्रविद्यया - व्याकरण, गद्य-पद्य, कवनी, नाटक, रचना, कुरुवाड, लवाड, भाषा के मूल्यांकन का सम्प्रत्यय, रूप, महत्व, प्रसंग	21+21 21 = 63
9.	May	26	V	Teacher assessment by student, institutional evaluation. Participatory assessment and community monitoring critical analysis of prevalent Practices of assessment	निदानात्मक उपचारात्मक शिक्षण - सम्प्रत्यय, महत्व, शिक्षण एवं सामग्री निर्माण के सिद्धान्त निदानात्मक उपचारात्मक शिक्षण - श्रवण, कवन, पठन, लेखन, व्याकरण - लेख्य	26+26 26 = 78

Annual Teaching Plan (2022-23)

Faculty Name- JITENDRA KUMAR BOYAL

Class- B.ED

S.N.	Month	Working Days	Unit	Paper- LEARNING AND TEACHING Section- A, B.ED - 1 ST YEAR	Paper- GENDER, SCHOOL AND SOCIETY Section- B, B.ED – 2 ND YER	Lectures
1.	September	24	1	(a) Concept Learning: Meaning, nature, types. Maturation of learning, Theories of learning (Trial and error (Thorndike's connectionism), operant conditioning and insight theory (b) Factor effecting learning, laws of learning, learning curves, learning skill.	1. Concepts of Gender, sex, sexuality, patriarchy, masculinity and feminism. 2. Gender bias, gender role, stereotyping and its consequences. Kanya-Bharun hatya.	24*2
2.	October	16	1	(c) Transfer of learning: forms of transfer, theories of transfer, transfer and role of teacher	3. Gender and other form of inequality in relation with (caste, class, ethnicity, disability	16*2
3.	November	25	2	(a) Concept of teaching: its nature and characteristics, process of teaching. (b) Variables of teaching, analyzing teaching in diverse classroom, relationship between Learning & Teaching	1. Role of women in developing country, School cultures & issues of society.	25*2
4.	December	20	2&3	(c) Teaching as a profession, Professional ethics. (a) Motivation: concept, functions (importance) of motivation	2. RTI (Right to Education) , Equal opportunity in women education 3. Schooling of Girls, dropout rate, completion rate, Feminization of teaching profession. 1. Rights for gender equality and their implication for social change.	20*2
5.	January	26	3	(b) Achievement motivation, Maslow's theory of self-actualization. (c) Techniques of enhancing learner's motivation.	2. Reason, why girls feel uncomfortable in schools? Girls school v/s co education school. 3. Gender bias in curriculum, text books, analysis of hidden curriculum	26*2
6.	February	23	4	(a) Development – Concept, stages, dimensions, methods of study, developmental tasks (b) Factors influencing development – genetic, biological environmental and physical.	1. Gender, culture and institution: Intersection of class, caste, religion and region 2. Construction of gender in curriculum framework since Independence, Gender and the hidden curriculum	23*2
7.	March	22	4&5	(c) Theories of development - Cognitive development theory of Piaget and Bruner. a) Learner: Need of learner,	3. Relationships within the school: child-child, teacher-child, and teacher-peer group relationships from the perspective of gender.	22*2
8.	April	21	5	identifying need and satisfying need. (b) Learning in school and outside school.	1. Understanding sexuality (sexual orientation and sexual identity – third gender) Legal (sexual and reproductive) rights of women.	21*2
9.	May	26	5	(c) Dimensions of learning: knowledge, skill, value attitude and habits. (d) Interpersonal relationship: teacher- learner, learner and learner. How to strengthen interpersonal	2. Violence against women, Sexual harassment in family, neighborhood and other formal and informal institutions. 3. Reproductive rights and sexual rights. Institutions redressing sexual harassment and abuse	26*2




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सरदारशहर


Annual Teaching Plan (2022-23)

Faculty Name- DR. SUBHASH CHANDRA

Class- B.ED

S.N.	Month	Working Days	Unit	Paper- LANGUAGE ACROSS THE CURRICULUM Section- A, B.ED - 1 ST YEAR	Paper- 9. PEDAGOGY OF GEOGRAPHY Section- B.ED – 1 ST YEAR & 2 ND YEAR	Lectures
1.	September	24	1	(a) Language: Concept, meaning and nature. Language uses : Oral and written. b) Three language policy: (mother tongues and regional languages, national pride and unity (Hindi), and administrative efficiency and technological progress	a) Changing concept of Geography – Practical Geography. b) Its place and scope (importance). c) Aims and objectives of Geography teaching at secondary level, its role in developing international understanding.	24*2
2.	October	16	1	Demerits of the Three-language Formula (c) Speech and Writing Language and Society Language and Identity	d) Correlation of Geography with social sciences, economics, civics, Natural Science, Environmental Science.	16*2
3.	November	25	2	(a) Language is a means of communication. (b) Language development: from childhood to adult stage.	(a) Characteristics of a good Geography Curriculum (b) Critical Appraisal of Geography Syllabus. (c) Planning Daily Lesson Plan & Unit Plan.	25*2
4.	December	20	2&3	(c) Reading: silent reading v/s rapid reading, news paper, journal, books (a) India as a Multilingual Country	(d) Geography Text Book. (e) Qualities, role & Professional growth of Geography Teacher (i) Regional method, Demonstration, Inductive, Deductive,	20*2
5.	January	26	3	(b) Bilingualism and Scholastic Achievement (c) Need to Promote Multilingualism	Project, Comparative, Lab. Method. Field trips, local & Regional Geography. Other Innovative Practices – Programmed Learning, Computer, Geography Club, Geography Lab.	26*2
6.	February	23	4	(a) Expression: Public speech, lecture and debating. (b) Error and correction of language in class.	(b) Teaching aids and lab equipment (c) Geography Room/Laboratory & Museums.	23*2
7.	March	22	4&5	(c) Disciplinary language: (Social science, general science, math and research).	(d) Resource material and use of local resources in teaching Geography. (e) Co-Curricular activities.	22*2
8.	April	21	5	(a) Language phonemes and identification of sound error. (b) Organ of speech	(a) Tools Techniques of Evaluation in Geography. (b) Achievement Test	21*2
9.	May	26	5	and sound production system. (c) Pronunciation and remedies of error of sound articulation	1. Different Types of Questions. 2. Blue Print. 3. Preparation of Question Paper. 4. Diagnostic & Remedial Teaching in Geography	26*2




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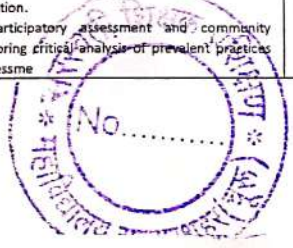
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Annual Teaching Plan (2022-23)

Faculty Name- MR. HARI PRASAD PRAJAPAT

CLASS – B.ED

S N.	Month	Working Days	Unit	Paper- LEARNING AND TEACHING Section- B.ED - 1 ST year	Paper- KNOWLEDGE AND CURRICULUM Section- B.ED – 2 ND year	Paper- PEDAGOGY OF MATHEMATICS Section- B.ED – 1 ST & 2 ND year	Paper- PEDAGOGY OF PHYSICS Section- B.ED – 1 ST & 2 ND year	Lecture
1	September	24	1	a) Concept Learning: Meaning, nature, types. Maturation of learning, Theories of learning (Trial and error (Thorndike's connectionism), operant conditioning and insight theory	1. Concept, Meaning & nature of knowledge 2. Distinction between Data, knowledge, Information and skill Teaching and Training, Knowledge and information, reason and belief	a) Meaning and nature of Mathematics, History of Mathematics and contribution of Indian and Western Mathematician with reference to Bhaskaracharya, Arybhata, Ramanujan, Euclid,	a) Nature of science, physics as a fundamental science. b) Major milestones in the development of physics. c) Contribution of India Physicists, C.V. Raman, M.N. Saha K.S. Krishnan,	20 th
2	October	16	1	(b) Factor effecting learning, laws of learning, learning curves, learning skill. (c) Transfer of learning: forms of transfer, theories of transfer, transfer and role of teacher	3. Process of Knowledge generation: Local window, Sharing, practice & Creation.	Pythagoras etc. b) Mathematics for gifted and retarded children. Journal and reference books in mathematics	Narfekar, J.C. Bose, S.N. Bose H.J. Bhabha and S.Chandra Shekhar, Dr. A.P.J. A. Kalam . d) Objectives and values of Teaching Physics at Senior Secondary Level	30 th
3	November	25	2	(a) Concept of teaching: its nature and characteristics, process of teaching. (b) Variables of teaching, analyzing teaching in diverse classroom,	1. Curriculum: meaning, concept, nature and its basis.. 2. Type of curriculum. Syllabus, curriculum & co-curriculum 3. Knowledge as the bases of curriculum,	a) Objectives of teaching mathematics in terms of Instruction and behaviour, approaches to teaching of mathematics – analytic, synthetic, inductive-deductive heuristic, project and laboratory; using various techniques of teaching mathematics viz, oral, written, drill..	a) Principles of selection and organization of course content and experiences for senior secondary level physics curriculum and characteristics of good physics curriculum. b) Correlation of physics with other school subjects and its role in daily life.	25 th
4	December	20	2	relationship between Learning & Teaching (c) Teaching as a profession, Professional ethics	various structures of society and knowledge and their linkage and relationship	assignment, supervised study and programmed learning b) Arousing and maintaining interest in learning of mathematics.	c) Writing of objectives in behavioural terms, content analysis, developing yearly unit and daily lesson plan and concept mapping. d) Teachers in planning for developing scientific attitude and creativity among students and for training them in scientific method.	20 th
5	January	26	3	(a) Motivation: concept, functions (importance) of motivation. (b) Achievement motivation, Maslow's theory of self-actualization. (c) Techniques of enhancing learner's motivation.	1. Factors affecting curriculum change: Social factors, Pressure groups, Writers and publishers. 2. Role of teacher as a curriculum maker 3. Concept of curriculum development and other curricular fields (curriculum design and curriculum engineering)	a) Demonstration method, laboratory method, project method, problem solving method and assignment method. b) Heuristic approach, inductive deductive approach. c) Out of class activities like science club, science fairs and field trips.	a) Meaning and importance of planning. Preparing lesson plan, meaning and purpose of a unit plan, yearly plan, short lesson plan, preparing low cost improvised teaching aids, Audio Visual aids in mathematics. b) Transfer of mathematics learning to various school subjects, among its different branches and in actual life situation.	20 th
6	February	23	4	(a) Continuous and Comprehensive Evaluation: Meaning, concept and characteristics of CCE, Need and Process. (b) Grading: Concept, types and Application,	1. Meaning & Concept of nationalism, universalism and secularism and their interrelationship with Education. 2. Concept of National curriculum	Principles and rationale of curriculum Development for the Secondary and Sr. Secondary level. Recent trends in mathematics curriculum.	a) Physics Laboratory – Planning, equipping and organizing practical work. b) State and national level institutes and laboratories (DST, NPT, ISRO, CEERI, RAPS and BARD). c) Community resources like science centers/museums, planetarium and solar observatory.	20 th
7	March	22	4	biological environmental and physical. (c) Theories of development - Cognitive development theory of Piaget and Bruner.	curriculum reform in India. 3. Review of present curriculum (school subjects)	Critical evaluation of existing mathematics curriculum prescribed by Rajasthan Board of Secondary Education and CBSE at different levels.	d) Multisensory aids: Chart, models, over-head projector, computer and internet, improvised apparatus. e) Textbooks – Characteristics of a good text book and evaluation of text book.	22 nd
8	April	21	5	(a) Learner: Need of learner, identifying need and satisfying need. (b) Learning in school and outside school.	(a) Use of projects, Assignments, Worksheet, Practical Work, and Performance based activities, seminars and reports as assessment devices. (b) Commercialization of assessment	a) Text Book in mathematics – qualities of a good text book, process of obtaining feed back and evaluation in mathematics in terms of cognitive, affective and psychomotor development. Preparation and use of tests for evaluation such as achievement test & diagnostic test.	a) Type of test items and their construction. b) Preparation of blue print and achievement test	21 st
9	May	23	5	(c) Dimensions of learning: knowledge, skill, value attitude and habits. (d) Interpersonal relationship: teacher- learner, learner and learner. How to strengthen interpersonal	Teacher assessment by -student, institutional evaluation. (c) Participatory assessment and community monitoring critical analysis of prevalent practices of assessment	b Diagnostic, Remedial and Enrichment programmes with respect to syllabus at upper primary, Secondary and Sr. Secondary stages in the state.	c) Diagnostic testing and remedial teaching in physics. d) Evaluation of practical work.	21 st



प्राचार्य
सरस्वती शिक्षक प्रशिक्षण महाविद्यालय
सरदरशहर

Annual Teaching Plan (2022-23)

Faculty Name- MR. PURARAM

Class- B.ED

S. N	Month	Working Days	Unit	Paper- CHILDHOOD AND GROWING UP Section-A, B.ED – 1 ST YEAR	Paper- CHILDHOOD AND GROWING UP Section-B, B.ED – 1 ST YEAR	Paper-CONTEMPORARY INDIA AND EDUCATION Section-B, B.ED 1 ST YEAR	Lectures
1.	September	24	1	(a) Educational Psychology: its meaning, methods, scope, functions and applications. (b) Psychology of adolescents: Growth and Development of the Learner: Growth and Development - Meaning, Principles (Physical, social, mental and Emotional Development)	(a) Educational Psychology: its meaning, methods, scope, functions and applications. (b) Psychology of adolescents: Growth and Development of the Learner: Growth and Development - Meaning, Principles (Physical, social, mental and Emotional Development)	To enable student Teacher to – 1. Acquire knowledge of the concept of Educational Administration and Management. 2. Understand the role of center, state and local agencies in managing education. 3. Acquire knowledge of administration and supervision of education in Rajasthan	24+24+24
2.	October	16	1	and their Implications for learning (c) Heredity and Environment:	and their Implications for learning (c) Heredity and Environment:	4. Develop an understanding of the principles and practices of school organization. 5. Develop an understanding of the main issues related to Indian educational system.	16+16+16
3.	November	25	2	(a) Personality: meaning, types, factors responsible for shaping it, objective and Projective techniques of personality assessment. (b) Intelligence: meaning, Theories, measurement and role in learning.	(a) Personality: meaning, types, factors responsible for shaping it, objective and Projective techniques of personality assessment. (b) Intelligence: meaning, Theories, measurement and role in learning.	(a) Universalization of education. (b) Equality of opportunities in education. (c) directive principals of State Policies (d) Relationship between education and democracy.	25+25+25
4.	December	20	2	(c) Creativity: meaning, process, development and measurement	(c) Creativity: meaning, process, development and measurement	(e) Role of education in developing Socialistic patterns and national integration	20+20+20
5.	January	26	3	(a) Concept of adjustment, adjustment as achievement, adjustment as process. (b) Frustration and conflict. Causes of maladjustment, role of teacher in minimizing maladjustment of learner.	(a) Concept of adjustment, adjustment as achievement, adjustment as process. (b) Frustration and conflict. Causes of maladjustment, role of teacher in minimizing maladjustment of learner.	(a) Education as a sub system: (b) Education as an agent of social change, social change influencing the trend of education and social disparities (c) Social Mobility, Cultural Lag, Gender Disparities	26+26+26
6.	February	23	3	(c) Adjustment Mechanism: some common adjustment Mechanism	(c) Adjustment Mechanism: some common adjustment Mechanism	(d) Regional disparities. (e) The role of educational institution for creating new social orders	23+23+23
7.	March	22	4	(a) Individual differences: meaning, causes and their educational implications. (b) Education for exceptional children: Gifted children, delinquent children, socially deprived children.	(a) Individual differences: meaning, causes and their educational implications. (b) Education for exceptional children: Gifted children, delinquent children, socially deprived children.	A brief survey of growth and development of education in India. (a) Pre - Independence era - i Education during vedic, Buddhist and Medieval period. ii Development during British period - Macaulay's minutes, woods dispatch 1854. iii Nayee Taleem	22+22+22
8.	April	21	4	(c) Remedial measure and Learning material used for exceptional children.	(c) Remedial measure and Learning material used for exceptional children.	(b) Post independence era. i Salient features of secondary education commission 1952-53, ii Education Commission 1964 (Major recommendations) iii National Policy on Education 1986 (NEP 1986 for educational administration) iv Mid day meal to insure nutrition and public space (irrespective of caste, religion, class and gender)	21+21+21
9.	May	26	5	(a) Mental hygiene: mental hygiene concept and characteristics, factor effecting mental health. (b) Methods of development of good mental health. How to improve mental health of teacher? (c) Psychotherapy: aims of psychotherapy, types of psychotherapy.	(a) Mental hygiene: mental hygiene concept and characteristics, factor effecting mental health. (b) Methods of development of good mental health. How to improve mental health of teacher? (c) Psychotherapy: aims of psychotherapy, types of psychotherapy.	(a) Role of central and state agencies of education. MHRD, NCTE, NCERT, CBSE, CAGE (Central Advisory Board of Education), NIEPA State Dept. of Education, RBSE, SIERT, IASE, CTE, DIET	26+26+26




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